

# TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

## AGENDA January 24, 2019

**Maria Rizzo, Chair**  
Trustee Ward 5

**Michael Del Grande, Vice Chair**  
Trustee Ward 7

**Nancy Crawford**  
Trustee Ward 12

**Frank D'Amico**  
Trustee Ward 6

**Markus de Domenico**  
Trustee Ward 2

**Daniel Di Giorgio**  
Trustee Ward 10

**Taylor Dallin**  
Student Trustee

**Norman Di Pasquale**  
Trustee Ward 9

**Angela Kennedy**  
Trustee Ward 11

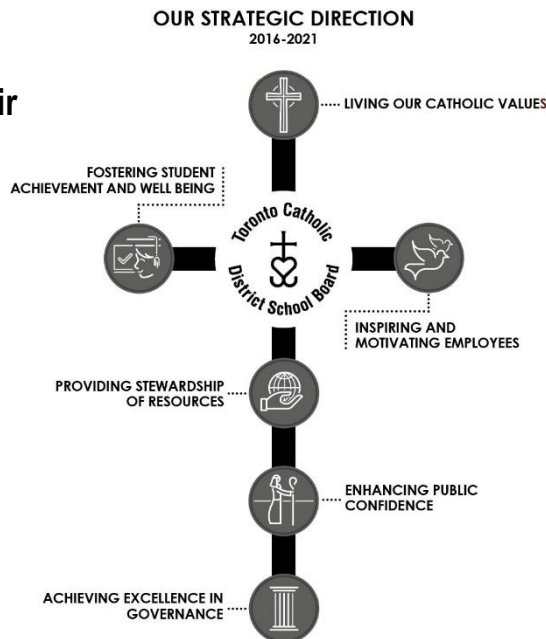
**Ida Li Preti**  
Trustee Ward 3

**Teresa Lubinski**  
Trustee Ward 4

**Joseph Martino**  
Trustee Ward 1

**Garry Tanuan**  
Trustee Ward 8

**Joel Ndongmi**  
Student Trustee



### MISSION

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

### VISION

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

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293  
Assistant Recording Secretary: Sonia Tomaz, 416-222-8282 Ext. 2298

**Rory McGuckin**  
Director of Education

**Maria Rizzo**  
Chair of the Board



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

**Maria Rizzo, Chair**

**Michael Del Grande, Vice Chair**

Thursday, January 24, 2019

7:00 P.M.

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Pages

1. **Call to Order**
2. **Memorials and Opening Prayer**
3. **Singing of O Canada**
4. **Roll Call & Apologies**
5. **Approval of the Agenda**
6. **Reports from Private Session**
7. **Notices of Motions**
8. **Declarations of Interest**
9. **Approval and Signing of Minutes of the Previous Meetings**
  - 9.a **Caucus November 29, 2018**
  - 9.b **Inaugural December 3, 2018**
  - 9.c **Special Board (Student Achievement) December 6, 2018**

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- 9.d Special Board (Corporate Services) December 12, 2018
- 9.e Regular Board December 13, 2018
- 10. Presentations
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  - 10.b From the Director of Education 123 - 124
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  - 10.d Toronto Catholic District School Board (TCDSB) Equity Action Plan (To Be Distributed)
- 11. Delegations
- 12. Consideration of Motions for which previous notice has been given
  - 12.a From Trustee Crawford regarding Labour Relations 128 - 129
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- 14. Matters recommended by Statutory Committees of the Board
  - 14.a Approved Minutes of the Catholic Parents Involvement Committee (Toronto) Meeting Held November 19, 2018 130 - 136
  - 14.b Approved Minutes of the Special Education Advisory Committee Meeting Held December 5, 2018 (To Be Distributed)
- 15. Matters referred/deferred from Committees/Board
- 16. Reports of Officials for the Information of the Board of Trustees
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- 17. Reports of Officials Requiring Action of the Board of Trustees
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19.	Inquiries and Miscellaneous	
20.	Updating of Pending Lists	
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21.	Closing Prayer	
22.	Adjournment	



#### **OUR MISSION**

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#### **OUR VISION**

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through witness, faith, innovation and action.*



## **THE CAUCUS MEETING**

### **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

### **HELD MONDAY, NOVEMBER 29, 2018**

The meeting was called to order by the Secretary, Rory McGuckin.

#### **4. Roll Call and Apologies**

The Secretary called the Roll.

**Trustees:** N. Crawford  
F. D'Amico  
M. de Domenico  
M. Del Grande  
D. Di Giorgio  
N. Di Pasquale  
A. Kennedy  
I. Li Preti  
T. Lubinski  
J. Martino  
M. Rizzo  
G. Tanuan

**Staff:** R. McGuckin  
D. Koenig  
T. Robins  
L. Noronha  
P. Matthews  
A. Della Morra  
M. Caccamo

S. Camacho  
N. D’Avella  
J. Wujek

S. Harris, Recording Secretary  
S. Tomaz, Assistant Recording Secretary

**External Guest:** A. Robertson, Parliamentarian

#### **4. Roll Call and Apologies**

Apologies were extended on behalf of Student Trustees Dallin and Ndongmi.

#### **5. Approval of Agenda**

MOVED by Trustee Rizzo, seconded by Trustee Del Grande, that the Agenda, as amended to include the Addendum, add Item 14b) Rescheduling of the December 3, 2018 Governance and Policy Committee, Items 14c) Inquiry from Trustee Del Grande regarding Staffing of Teachers in our Schools, 14d), 14e), 14f) and 14g) Inquiries from Trustees Del Grande, Li Preti, Tanuan and Lubinski regarding Shortage of French Teachers in our Schools, be approved.

Results of the Vote taken, as follows:

##### **In Favour**

Trustees      Crawford  
                  D’Amico  
                  Del Grande  
                  Di Giorgio  
                  Di Pasquale  
                  Kennedy  
                  Li Preti

##### **Opposed**

de Domenico  
Martino

Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

- 5a) Voting Procedures** The Chair cited By-law 3.12.3 which states” If there are two or more nominations for any position, the vote shall be conducted by secret ballot, provided that, with the agreement of a majority of Trustees, a recorded vote may be used pursuant to which the identity of both the Trustee voting and the name of the candidate are recorded and announced.”

The Chair called a vote on using Secret Ballots or Recorded Votes.

Results of the Vote taken on using Secret Ballots, as follows:

**In Favour**

Trustees      Crawford  
                    de Domenico  
                    Li Preti  
                    Lubinski  
                    Tanuan

**Opposed**

D’Amico  
Del Grande  
Di Pasquale  
Di Giorgio  
Kennedy  
Martino  
Rizzo

The Motion to use Secret Ballots was declared

LOST

Results of the Vote taken on using Recorded Votes, as follows:

**In Favour**

**Opposed**

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

The Motion to use Recorded Votes was declared

CARRIED

The Secretary advised that the Associate Director of Academic Affairs, Dan Koenig, and General Legal Counsel, Paul Matthews, would act as Scrutineers.

**6. Election**

**6a) Chair of the Board for 2018-2019**

The Secretary called for nominations.

MOVED by Trustee Del Grande, seconded by Trustee Di Pasquale, that the name of Trustee Rizzo be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees	Crawford
	D’Amico

de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Rizzo accepted the nomination.

MOVED by Trustee Crawford, seconded by Trustee Lubinski, that the name of Trustee Tanuan be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Tanuan accepted the nomination.

There were no further nominations.

MOVED by Trustee Del Grande, seconded by Trustee Martino, that nominations be closed.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Results of the Vote taken by paper ballot for Chair of the Board, as follows:

**In Favour of Trustee Rizzo**

**In Favour of Trustee Tanuan**

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

Trustee Rizzo was acclaimed Chair of the Board.

MOVED by Trustee Tanuan, seconded by Trustee Kennedy, that the vote be unanimous.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**6b) Vice-Chair of the Board for 2017-2018**

The Secretary called for nominations.

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that the name of Trustee Crawford be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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



The Motion was declared

CARRIED

Trustee Crawford accepted the nomination.

MOVED by Trustee Rizzo, seconded by Trustee D'Amico, that the name of Trustee Del Grande be placed in nomination.

Results of the Vote taken as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Del Grande accepted the nomination.

There were no further nominations.

MOVED by Trustee Martino, seconded by Trustee Crawford, that nominations be closed.

Results of the Vote taken as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Results of the vote taken by paper ballot for Vice Chair of the Board, as follows:

**In Favour of Trustee Crawford**

**In Favour of Trustee Del Grande**

Trustees Crawford  
de Domenico  
Kennedy

D'Amico  
Del Grande  
Di Giorgio

Lubinski  
Tanuan

Di Pasquale  
Li Preti  
Martino  
Rizzo

Trustee Del Grande was declared Vice-Chair of the Board.

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that the vote be unanimous.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

The meeting continued with Trustee Rizzo in the Chair.

**7. Appointments to Statutory Committees for 2017-2018**

**7a) Catholic Parent Involvement Committee (CPIC) (1 Trustee, 1 Alternate)**

The Chair called for nominations.

MOVED by Trustee Del Grande, seconded by Trustee Martino, that the name of Trustee Tanuan be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Tanuan accepted the nomination.

MOVED by Trustee Del Grande, seconded by Trustee Lubinski, that the name of Trustee Di Pasquale be placed as the Alternate.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Di Pasquale accepted the nomination.

MOVED by Trustee D'Amico, seconded by Trustee Li Preti, that nominations be closed.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Tanuan will sit on CPIC, with Trustee Di Pasquale as the Alternate.

**7b) Supervised Alternative Learning (1 Trustee, 1 Alternate)**

The Chair called for nominations.

MOVED by Trustee Crawford, seconded by Trustee de Domenico, that the name of Trustee Li Preti be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Li Preti advised of her preference as Alternate.

MOVED by Trustee Kennedy, seconded by Trustee Del Grande, that the name of Trustee Lubinski be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
de Domenico  
Del Grande  
Di Giorgio

Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Lubinski accepted the nomination.

There were no further nominations.

MOVED by Trustee Kennedy, seconded by Trustee D'Amico, that nominations be closed.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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



Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Lubinski will sit on the SAL Committee, with Trustee Li Preti as the Alternate.

**7c) Audit Committee (3 Trustees)**

MOVED by Trustee Li Preti, seconded by Trustee D'Amico, that the name of Trustee Di Giorgio be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Di Giorgio accepted the nomination.

MOVED by Trustee Crawford, seconded by Trustee Lubinski, that the name of Trustee Kennedy be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Kennedy accepted the nomination.

MOVED by Trustee Di Pasquale, seconded by Trustee Martino, that the name of Trustee Del Grande be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Del Grande accepted the nomination.

MOVED by Trustee D'Amico, seconded by Trustee Kennedy, that nominations be closed.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustees Del Grande, Di Giorgio and Kennedy will sit on the Audit Committee.

**7d) Special Education Advisory Committee (SEAC) (3 Trustees)**

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that the name of Trustee Crawford be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico

de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Crawford accepted the nomination.

MOVED by Trustee Tanuan, seconded by Trustee Li Preti, that the name of Trustee Kennedy be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Kennedy accepted the nomination.

MOVED by Trustee Tanuan, seconded by Trustee Di Pasquale, that the name of Di Giorgio be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Di Giorgio accepted the nomination.

MOVED by Trustee Del Grande, seconded by Trustee Di Pasquale, that nominations be closed.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustees Crawford, Di Giorgio and Kennedy will sit on SEAC.

**8. Appointments to Steering Committees for 2018-2019**

**8a) Nurturing our Catholic Community (NCC) (3 Trustees)**

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that the name of Trustee Lubinski be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Lubinski accepted the nomination.

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that the name of Trustee Tanuan be placed in nomination.



Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Tanuan accepted the nomination.

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that the name of Trustee Crawford be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
de Domenico  
Del Grande

Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Crawford accepted the nomination.

MOVED by Trustee D'Amico, seconded by Trustee Di Giorgio, that  
nominations be closed.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

Tanuan

The Motion was declared

CARRIED

Trustees Crawford, Lubinski and Tanuan will sit on NCC.

**9. Election of Standing Committee Chairs for 2018-2019**

**9a) Chair of the Corporate Services, Strategic Planning and Property Committee (All Trustees)**

The Chair called for nominations.

MOVED by Trustee Del Grande, seconded by Trustee Li Preti, that the name of Trustee Martino be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Martino accepted the nomination.

MOVED by Trustee Kennedy, seconded by Trustee Lubinski, that the name of Trustee Crawford be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Crawford accepted the nomination.

Results of the Vote taken by paper ballot, as follows:

**In Favour of Trustee Martino**

Trustees     D'Amico  
                 de Domenico  
                 Del Grande  
                 Li Preti  
                 Martino  
                 Rizzo

**In Favour of Trustee Crawford**

Crawford  
Di Giorgio  
Kennedy  
Lubinski  
Pasquale  
Tanuan

The Motion was declared

LOST ON A TIE

Results of the Re-Vote taken by paper ballot, as follows:

**In Favour of Trustee Martino**

Trustees     D'Amico  
                 de Domenico  
                 Del Grande  
                 Martino  
                 Rizzo

**In Favour of Trustee Crawford**

Crawford  
Di Giorgio  
Kennedy  
Li Preti  
Lubinski  
Pasquale  
Tanuan

Trustee Crawford was declared Chair of the Corporate Services, Strategic Planning and Property Committee.

**9b) Chair of the Governance and Policy Committee (4 Trustees, 2 Ex-Officio)**

The Chair called for nominations.

MOVED by Trustee de Domenico, seconded by Trustee Martino, that the name of Trustee Li Preti be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Li Preti accepted the nomination.

MOVED by Trustee Del Grande, seconded by Trustee Kennedy, that the name of Trustee de Domenico be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee de Domenico accepted the nomination.

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that the name of Trustee Kennedy be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
de Domenico  
Del Grande

Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Kennedy accepted the nomination.

MOVED by Trustee Tanuan, seconded by Trustee Di Pasquale, that the name of Trustee Crawford be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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



The Motion was declared

CARRIED

Trustee Crawford accepted the nomination.

There were no further nominations.

MOVED by Trustee Tanuan, seconded by Trustee Di Pasquale, that nominations be closed.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustees Crawford, de Domenico, Kennedy and Li Preti will sit on the Governance and Policy Committee; the Chair and Vice-Chair will be elected by the Committee members.

**9c) Chair of the Student Achievement and Wellbeing, Catholic Education and Human Resources Committee (All Trustees)**

The Chair called for nominations.

MOVED by Trustee Del Grande, seconded by Trustee D’Amico, that the name of Trustee Martino be placed in nomination.

Trustee Martino declined the nomination.

MOVED by Trustee Kennedy, seconded by Trustee Lubinski, that the name of Trustee Tanuan be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Tanuan accepted the nomination.

MOVED by Trustee Del Grande, seconded by Trustee de Domenico, that the name of Trustee D'Amico be placed in nomination.

Trustee D'Amico declined the nomination.

There were no further nominations.

MOVED by Trustee Martino, seconded by Trustee de Domenico, that nominations be closed.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Tanuan was declared Chair of the Student Achievement and Wellbeing, Catholic Education and Human Resources Committee.

**10. Election of Standing Committee Vice-Chairs for 2018-2019**

**10a) Vice-Chair of the Corporate Services, Strategic Planning and Property Committee (All Trustees)**

The Chair called for nominations.

MOVED by Trustee Del Grande, seconded by Trustee Li Preti, that the name of Trustee Di Pasquale be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Di Pasquale accepted the nomination.

MOVED by Trustee Crawford, seconded by Trustee Lubinski, that the name of Trustee de Domenico be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee de Domenico declined the nomination.

MOVED by Trustee Di Giorgio, seconded by Trustee Crawford, that nominations be closed.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Di Pasquale was declared Vice-Chair of the Corporate Services, Strategic Planning and Property Committee.

**10b) Vice-Chair of the Governance and Policy Committee (4 Trustees, 2 Ex-Officio)**

The Vice-Chair will be elected by the members of the Committee.

**10c) Vice-Chair of the Student Achievement and Wellbeing, Catholic Education and Human Resources Committee (All Trustees)**

The Chair called for nominations

MOVED by Trustee Tanuan, seconded by Trustee Di Pasquale, that the name of Trustee de Domenico be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee de Domenico accepted the nomination.

There were no further nominations.

MOVED by Trustee D’Amico, seconded by Trustee Del Grande, that nominations be closed.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee de Domenico was declared Vice-Chair of the Student Achievement and Wellbeing, Catholic Education and Human Resources Committee.

**11. Reconstitution and Constitution of Ad-Hoc Committees for 2018-2019:**

**11a) Director’s Performance Appraisal Committee (4 Trustees); and**

**11b) Executive Compensation Committee (4 Trustees)**



MOVED by Trustee Lubinski, seconded by Trustee Del Grande, that the Director's Performance Appraisal and Executive Compensation Adhoc Committees be reconstituted.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

Martino

The Motion was declared

CARRIED

MOVED by Trustee D'Amico, seconded by Trustee Li Preti, that the name of Trustee Di Giorgio be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
de Domenico

Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Di Giorgio accepted.

The remaining three Trustees will comprise of the Chairs of the Corporate Service, Strategic Planning and Property, Student Achievement and Wellbeing, Catholic Education and Human Resources and Governance and Policy Committees.

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that Trustee Martino name be placed in nomination for member of the Executive Compensation Committee.

Trustee Martino declined.

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that the name of Trustee Crawford be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Crawford accepted.

MOVED by Trustee Martino, seconded by Trustee Li Preti, that the name of Trustee de Domenico be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico

de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee de Domenico accepted.

Trustee Lubinski volunteered.

Trustees Crawford, de Domenico, Li Preti and Lubinski will sit on the Executive Compensation Adhoc Committee.

**12. Appointments or Re-Appointments to External/Internal Committees for 2017-2018:**

**External Committees**

**12a) Community/Police Liaison Committee (Etobicoke) (1 Trustee)**

The Chair called for nominations.

MOVED by Trustee de Domenico, seconded by Trustee Lubinski, that the name of Trustee Martino be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Martino accepted the nomination.

MOVED by Trustee D'Amico, seconded by Trustee Lubinski, that nominations be closed.

Trustee Martino will sit on the Community/Police Liaison Committee.

**12b) The Angel Foundation for Learning (2 Trustees)**

The Chair called for nominations.

MOVED by Trustee Del Grande, seconded by Trustee Li Preti, that the name of Trustee D'Amico be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee D'Amico accepted the nomination.

MOVED by Trustee Di Pasquale, seconded by Trustee Tanuan, that the name of Trustee Crawford be placed in nomination.

Trustee Crawford declined the nomination.

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that the name of Trustee Di Pasquale be placed in nomination.

Trustee Di Pasquale accepted the nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustees D'Amico and Di Pasquale will sit on The Angel Foundation for Learning Committee.

**12c) Toronto Student Transportation Group (1 Trustee)**

The Chair called for nominations.

MOVED by Trustee Del Grande, seconded by Trustee Kennedy, that the name of Trustee Lubinski be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Lubinski accepted the nomination.

MOVED by Trustee Del Grande, seconded by Trustee Li Preti, that the name of Trustee Rizzo be placed in the nominations.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
de Domenico  
Del Grande



Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Rizzo accepted the nomination.

Trustee Lubinski will sit on the Toronto Student Transportation Group, with Trustee Rizzo as the Alternate.

**12d) Canadian National Exhibition Association (1 Trustee)**

The Chair called for nominations.

MOVED by Trustee Martino, seconded by Trustee Del Grande, that the name of Trustee D'Amico be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
de Domenico  
Del Grande

Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee D'Amico accepted the nomination.

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that the name of Trustee Lubinski be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

Tanuan

The Motion was declared

CARRIED

Trustee Lubinski accepted the nomination.

Results of the Vote taken, by Paper Ballot, as follows:

**In Favour of Trustee D'Amico**

Trustees D'Amico  
Del Grande  
Di Giorgio  
Di Pasquale  
Martino  
Rizzo

**In Favour of Trustee Lubinski**

Crawford  
de Domenico  
Kennedy  
Li Preti  
Lubinski  
Tanuan

The Motion was declared

LOST ON A TIE

Trustees D'Amico and Lubinski drew lots and Trustee D'Amico won.

Trustee D'Amico will sit on the Canadian National Exhibition Association Committee.

**12e) Ontario Catholic School Trustees Association (OCSTA) (2 Trustees)**

MOVED by Trustee Li Preti, seconded by Trustee Pasquale, that the name of Trustee de Domenico be placed in nomination.

Trustee de Domenico accepted the nomination.

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that the name of Trustee Crawford be placed in nomination.

Trustee Crawford accepted the nomination.

Results of the Vote taken, by Paper Ballot, as follows:

**In Favour of Trustee de Domenico   In Favour of Trustee Crawford**

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

Trustee de Domenico will sit on the OCSTA Committee.

**12f) City - School Boards Task Force (2 Trustees)**

MOVED by Trustee Del Grande, seconded by Trustee di Giorgio, that the name of Trustee Pasquale be placed in nomination.

Results of the Vote taken, as follows:

**In Favour                      Opposed**

Trustees Crawford  
D'Amico  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale

Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Pasquale accepted the nomination.

MOVED by Trustee Lubinski, seconded by Trustee Crawford, that the name of Trustee Li Preti be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Li Preti accepted the nomination.

Trustees Lubinski and Li Preti will sit on the City – School Boards Task Force Committee.

**Internal Committees**

**12g) Advisory Committee for the African Canadian Community (1 Trustee);**

MOVED by Trustee Tanuan, seconded by Trustee Di Giorgio, that the name of Trustee Di Pasquale be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Pasquale accepted the nomination.

MOVED by Trustee Martino, seconded by Trustee Li Preti, that nominations be closed.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Pasquale will sit on the Advisory Committee for the African Canadian Community.

**12h) Filipino Advisory Committee**

MOVED by Trustee Pasquale, seconded by Trustee Kennedy, that the name of Trustee Tanuan be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Tanuan accepted the nomination.

Trustee Tanuan will sit on the Filipino Advisory Committee.

Trustees Crawford and Di Giorgio left the horseshoe at 9:40 pm.



**12i) Advisory Committee on Portuguese-Speaking Communities (1 Trustee);**

MOVED by Trustee Pasquale, seconded by Trustee Tanuan, that the name of Trustee D'Amico be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee D'Amico accepted the nomination.

Trustee D'Amico will sit on the Advisory Committee on Portuguese-Speaking Communities.

**12j) Advisory Committee on Spanish-Speaking Communities (1 Trustee)**

MOVED by Trustee Tanuan, seconded by Trustee Di Pasquale, that the name of Trustee Rizzo be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Rizzo will sit on the Advisory Committee on Spanish-Speaking Communities.

**12k) Catholic Social Justice Community Advisory Committee (1 Trustee, 1 Alternate)**

MOVED by Trustee Tanuan, seconded by Trustee Li Preti, that the name of Trustee Di Pasquale be placed in nomination.

Trustee Crawford returned to the horseshoe at 9:43 pm.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico

de Domenico  
Del Grande  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Di Pasquale accepted.

MOVED by Trustee Tanuan, seconded by Trustee Di Pasquale, that the name of Trustee D'Amico be placed in nomination.

Trustee Di Giorgio returned to the horseshoe at 9:44 pm.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee D’Amico accepted the nomination.

Trustee Di Pasquale will sit on the Catholic Social Justice Community Advisory Committee, with Trustee D’Amico as the Alternate.

**12l) Mental Health Advisory Council (1 Trustee, 1 Alternate)**

MOVED by Trustee Di Pasquale, seconded by Trustee Lubinski, that the name of Trustee Li Preti be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Li Preti accepted.

Trustee Kennedy volunteered to be the Alternate.

Trustees Li Preti will sit on the Mental Health Advisory Council Committee, with Trustee Kennedy as the Alternate.

**12m) Safe Schools Advisory Committee (1 Trustee)**

Trustee D’Amico volunteered.

MOVED by Trustee Lubinski, seconded by Trustee Li Preti, that the name of Trustee D’Amico be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee D'Amico will sit on the Safe Schools Advisory Committee.

**12n) Indigenous Education Advisory Committee (1 Trustee)**

MOVED by Trustee Di Pasquale, seconded by Trustee Di Giorgio, that the name of Trustee Tanuan be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Tanuan accepted.

Trustee Tanuan will sit on the Indigenous Education Advisory Committee.

**12o) Advisory Committee for the Ukrainian Canadian Community (1 Trustee)**

MOVED by Trustee Tanuan, seconded by Trustee Martino, that the name of Trustee Lubinski be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Lubinski accepted.

Trustee Martino volunteered to also sit on the Advisory Committee for the Ukrainian Canadian Community.

MOVED by Trustee Del Grande, seconded by Trustee Di Giorgio, that two Trustees sit on the Committee.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that nominations be closed.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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



Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustees Lubinski and Martino will sit on the Advisory Committee for the Ukrainian Canadian Community.

**12p) Sweatshop Free Committee (2 Trustees)**

Trustees Rizzo and Kennedy volunteered.

MOVED by Trustee Crawford, seconded by Trustee Lubinski, that Trustees Kennedy and Rizzo sit on the Sweatshop Free Committee.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustees Kennedy and Rizzo will sit on the Sweatshop Free Committee.

**12q) Toronto Board of Health (1 Trustee)**

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that the name of Trustee Kennedy be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Kennedy accepted.

MOVED by Trustee de Domenico, seconded by Trustee Lubinski, that the name of Trustee Li Preti be placed in nomination.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Li Preti accepted.

Results of the Vote taken, as follows:

**In Favour of Trustee Kennedy**

Trustees Crawford  
Kennedy  
Lubinski  
Tanuan

**In Favour of Trustee Li Preti**

D'Amico  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Li Preti  
Martino  
Rizzo

Trustee Li Preti will sit on the Toronto Board of Health Committee.

Trustee Martino left the horseshoe at 9:59 pm.

**14. Other Urgent Business**

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

**14a) Nominations to Special Education Advisory Committee (SEAC) FOR 2018-2022** that staff recommend to the Board of Trustees the following nominations:

**Agency Nominations for SEAC**

- i) Ontario Association for Families of Children with Communication Disorders (OAFCCD) – Glenn Webster;
- ii) Fetal Alcohol Spectrum Disorder (FASD) – Lori Mastrogiuseppe;
- iii) Autism Ontario – Sandra Mastronardi;
- iv) Easter Seals Ontario – Brigitte Rose (primary representative) and George Wedge (alternate representative);
- v) The Learning Disabilities Association of Toronto District – Gizelle Paine;
- vi) Integration Action for Inclusion – Tyler Munro; and

vii) VOICE for Hearing Impaired – Mary Pugh

**Community Representatives/Member-at-Large Nominations**

vii) Community Representative/Member-at-Large – Melanie Battaglia;

ix) Community Representative/Member-at-Large – Marilyn Taylor; and

x) Community Representative/Member-at-Large – Dr. Ashleigh Molloy

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford

D’Amico

de Domenico

Del Grande

Di Giorgio

Di Pasquale

Kennedy

Li Preti

Lubinski

Rizzo

Tanuan

The Motion was declared

CARRIED

Trustee Martino returned to the horseshoe at 10:05 pm.

MOVED by Trustee Crawford, seconded by Trustee Li Preti, that Item 14b) be adopted as follows:

**14b) Rescheduling of the December 3, 2018 Governance and Policy**

**Committee** that the meeting be rescheduled to Tuesday, December 4, 2018 commencing at 7:00 pm.

Results of the Vote taken, as follows:

**In Favour**

Trustees Crawford  
D'Amico  
Del Grande  
Di Giorgio  
Di Pasquale  
Li Preti  
Lubinski  
Tanuan

**Opposed**

de Domenico  
Kennedy  
Martino  
Rizzo

The Motion was declared

CARRIED

**14c) Inquiry from Trustee Del Grande regarding Staffing of Teachers in our Schools** noted.

Trustee Crawford left the horseshoe at 10:27 pm and returned at 10:29 pm.

Trustees D'Amico and Martino left the meeting at 10:30 pm.

**14d) Inquiry from Trustee Del Grande regarding Shortage of French Teachers in our Schools** noted.

**14e) Inquiry from Trustee Li Preti regarding Shortage of French Teachers in our Schools** withdrawn.

**14f) Inquiry from Trustee Tanuan regarding Shortage of French Teachers in our Schools** noted.

Trustee Del Grande left the horseshoe at 10:31 pm and returned at 10:32 pm.

Trustee Li Preti left the horseshoe at 10:33 pm.

**14g) Inquiry from Trustee Lubinski regarding Shortage of French Teachers in our Schools** noted.

**15. Adjournment**

MOVED by Trustee Lubinski, seconded by Trustee Di Pasquale that the meeting adjourn.

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

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SECRETARY

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CHAIR



## **OUR MISSION**

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

## **OUR VISION**

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



# **MINUTES OF THE INAUGURAL MEETING**

## **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

**HELD MONDAY, DECEMBER 3, 2018**

### **PRESENT**

**Trustees:**

- N. Crawford
- F. D'Amico
- M. de Domenico
- M. Del Grande
- D. Di Giorgio
- N. Di Pasquale
- A. Kennedy
- I. Li Preti
- T. Lubinski
- J. Martino
- M. Rizzo
- G. Tanuan

**Student Trustee:** J. Ndongmi

**Staff:**

- R. McGuckin
- D. Koenig
- T. Robins
- L. Noronha
- P. Matthews
- A. Della Mora
- M. Caccamo
- S. Camacho
- F. Cifelli
- N. D'Avella
- D. Friesen
- P. Keyes
- M. Loberto
- L. Maselli-Jackman

S. Harris, Recording Secretary  
S. Tomaz, Assistant Recording Secretary

**External Guest:** A. Robertson, Parliamentarian

### **1. Roll Call and Apologies**

The meeting was called to order by the Secretary, Rory McGuckin.

An apology was extended on behalf of Student Trustee Dallin.

### **2. Administration of Declaration of Office and Oath of Allegiance**

The Board's Solicitor, Mr. Paul Matthews, administered the Declaration and Oath of Allegiance to the members and declared the Board properly sworn and declared it legally constituted.

### **3. Approval of Agenda**

MOVED by Trustee D'Amico, seconded by Trustee Del Grande, that the Agenda be approved.

Results of the Vote taken, as follows:

#### In Favour

#### Opposed

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

The Motion was declared

CARRIED

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

**4. Election of the Chair of the Board 2018-2019 (Item 1, Report of Caucus)**

The Secretary called for a motion to adopt Item 1 of the Caucus Report as follows:

MOVED by Trustee Del Grande, seconded by Trustee Martino, that Item 1 of the Caucus Report be adopted as follows:

**Recommending that the Chair of the Board for the year 2018-2019 be Trustee Maria Rizzo.**

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

The meeting continued with Trustee Rizzo in the Chair.

**5. Election of the Vice-Chair of the Board 2018-2019 (Item 2, Report of Caucus)**

MOVED by Trustee Martino, seconded by Trustee de Domenico, that Item 2 of the Caucus Report be adopted as follows:

**Recommending that the Vice-Chair of the Board for the year 2018-2019 be Trustee Michael Del Grande.**

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Martino, that Items 6- 13 be adopted together.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Martino, that nominations close and that all recommendations in Items 6 -13 as follows, be ratified and that all recommendation be approved:

**6. Election of Trustee Members to the Statutory Committees for their Respective Items (Item 3, Report of Caucus)**

**Recommending that the following be appointed as Trustee Members to the Statutory Committees for:**

**(a) Catholic Parent Involvement Committee (CPIC), 2018 - 2019:**

Trustee Garry Tanuan; and  
Trustee Norman Di Pasquale - Alternate

**(b) Supervised Alternative Learning Committee (SAL), 2018 – 2019:**

Trustee Teresa Lubinski; and  
Trustee Ida Li Preti - Alternate

**(c) Suspension/Expulsion Committee, 2018 – 2022:**

All Trustees

**(d) Audit Committee, 2018 – 2022:**

Trustee Michael Del Grande;  
Trustee Angela Kennedy; and  
Trustee Daniel Di Giorgio

**7. Election of Trustee Members and Association Representatives to the Special Education Advisory Committee (SEAC) for their respective term (Item 4, Report of Caucus)**

**(a) Recommending the following be appointed as Trustee members of the Special Education Advisory Committee for their respective term for 2018 – 2022:**

Trustee Nancy Crawford;  
Trustee Angela Kennedy; and  
Trustee Daniel Di Giorgio

**(b) Recommending the following be appointed as Association Representatives of the Special Education Advisory Committee for 2018 – 2022:**

Local Association	Nominee
Ontario Association for Families of Children with Communication Disorders (OAFCCD)	Glenn Webster;
Fetal Alcohol Spectrum Disorder (FASD)	Lori Mastrogiuseppe;
Autism Ontario	Sandra Mastronardi;
Easter Seals Ontario	Brigette Rose
- Alternate	George Wedge
The Learning Disabilities Association of Toronto District	Gizelle Paine
Integration Action for Inclusion	Tyler Munro
VOICE for Hearing Impaired	Mary Pugh
Community Representative /Member-at-Large	Melaine Battaglia
Community Representative /Member-at-Large	Marilyn Taylor
Community Representative /Member-at-Large	Dr. Ashleigh Molloy

**8. Election of the Trustee Members to the Nurturing our Catholic Community Committee for 2018 - 2020 (Item 5, Report of Caucus)**

**Recommending that the following be appointed as Trustee Members to the Nurturing our Catholic Community Committee for 2018 – 2020:**

Trustee Teresa Lubinski;  
Trustee Garry Tanuan; and  
Trustee Nancy Crawford

**9. Election of the Chair and Vice-Chair of the Standing Committees for the year 2018 - 2019 (Item 6, Report of Caucus)**

**Recommending that the Chair and Vice-Chair of the Standing Committees for 2018-2019 be:**

**(a) Corporate Services, Strategic Planning and Property Committee**

Trustee Nancy Crawford – Chair; and  
Trustee Norman Di Pasquale - Vice-Chair

**(b) Student Achievement and Well-Being, Catholic Education and Human Resources Committee**

Trustee Garry Tanuan – Chair; and  
Trustee Markus de Domenico - Vice-Chair

**10. Election of Trustee Members to the Standing Committees for the year 2018 - 2019 (Item 7, Report of Caucus)**

**Recommending that the following be appointed as Trustee Members to the Standing Committees for 2018-2019 be:**

**(a) Corporate Affairs, Strategic Planning and Property Committee**

All Trustees

**(b) Student Achievement and Well-Being, Catholic Education and Human Resources Committee**

All Trustees

**(c) Recommending that the following be appointed of Trustee Members to the Governance and Policy Committee for 2018-2019 be:**

Trustee Angela Kennedy;  
Trustee Nancy Crawford ;  
Trustee Ida Li Preti ; and  
Trustee Markus de Domenico



**11. Election of Trustee Members to the Director's Performance Appraisal Committee (Item 8, Report of Caucus)**

**Recommending that the following be appointed as Trustee Members to the Director's Performance Appraisal Committee for 2018-2019:**

Trustee Garry Tanuan;  
Trustee Nancy Crawford; and  
Trustee Daniel Di Giorgio

**12. Election of Trustee Members to the Executive Compensation Committee (Item 9, Report of Caucus)**

**Recommending that the following be appointed as Trustee Members to the Executive Compensation Committee for 2018 - 2019:**

Trustee Ida Li Preti;  
Trustee Teresa Lubinski;  
Trustee Nancy Crawford; and  
Trustee Markus de Domenico

**13. Election of Trustee Members to the Internal/External Committees for their respective terms (Item 10, Report of Caucus)**

**Recommending that the following be appointed as Trustee Members to the External/Internal committees for their Respective Term:**

**(a) Community/Police Liaison Committee (Etobicoke), 2018 – 2019:**

Trustee Joseph Martino

**(b) Angel Foundation for Learning, 2018 – 2019:**

Trustee Frank D'Amico; and  
Trustee Norman Di Pasquale

**(c) Toronto Student Transportation Group, 2018 – 2020:**

Trustee Teresa Lubinski; and  
Trustee Maria Rizzo – Alternate

**(d) Canadian National Exhibition Association (CNE), 2018-2019:**

Trustee Frank D’Amico

**(e) Ontario Catholic School Trustees Association, 2018 – 2020:**

Trustee Markus Di Domenico

**(f) School Boards Task Force, 2018 – 2019:**

Trustee Norman Di Pasquale; and  
Trustee Ida Li Preti

**(g) Advisory Committee for the African Canadian Community, 2018 – 2019:**

Trustee Norman Di Pasquale

**(h) Advisory Committee on Filipino-Speaking Communities, 2018 – 2019:**

Trustee Garry Tanuan

**(i) Advisory Committee on Portuguese-Speaking Communities, 2018 – 2019:**

Trustee Frank D’Amico

**(j) Advisory Committee on Spanish-Speaking Communities, 2018 – 2019:**

Trustee Maria Rizzo

**(k) Catholic Social Justice Community Advisory Committee, 2018 – 2019:**

Trustee Norman Di Pasquale; and  
Trustee Frank D’Amico – Alternate

**(l) Mental Health Advisory Council, 2018 – 2019:**

Trustee Ida Li Preti; and  
Angela Kennedy - Alternate

**(m) Safe Schools Advisory Committee, 2018 – 2019:**

Trustee Frank D’Amico

**(n) Indigenous Education Advisory Committee, 2018 – 2019:**

Trustee Garry Tanuan

**(o) Advisory Committee for the Ukrainian Canadian Community, 2018 – 2019:**

Trustee Teresa Lubinski; and  
Trustee Joseph Martino

**(p) Sweatshop Free Committee, 2018 – 2019:**

Trustee Angela Kennedy; and  
Trustee Maria Rizzo

**(q) City of Toronto Board of Health: School Health Committee, 2018 – 2022:**

Trustee Ida Li Preti

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees: Crawford  
D’Amico  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy

Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Student Trustee Ndongmi wished to be recorded in favour.

#### **14. Adjournment**

MOVED by Trustee D'Amico, seconded by Trustee Di Pasquale, that the meeting adjourn.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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SECRETARY

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CHAIR

### OUR MISSION

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

### OUR VISION

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



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

**HELD THURSDAY, DECEMBER 6, 2018**

### **STUDENT ACHIEVEMENT**

#### **PRESENT:**

##### **Trustees:**

G. Tanuan, Chair  
M. de Domenico, Vice-Chair  
A. Crawford  
M. Del Grande  
D. Di Giorgio  
N. Di Pasquale  
A. Kennedy  
I. Li Preti  
T. Lubinski  
M. Rizzo  
G. Tanuan

##### **Student Trustees:**

T. Dallin  
J. Ndongmi

##### **Staff:**

R. McGuckin  
D. Koenig  
T. Robins  
A. Della Mora  
L. Noronha  
P. Matthews  
V. Burzotta  
S. Camacho

M. Caccamo  
S. Campbell  
F. Cifelli  
P. De Cock  
N. D'Avella  
P. Keyes  
K. Malcolm  
L. Maselli-Jackman  
J. Shanahan

S. Harris, Recording Secretary  
S. Tomaz, Assistant Recording Secretary

**External Guest:** A. Robertson, Parliamentarian

**4. Roll Call & Apologies**

An apology was extended on behalf of Trustee Martino.

**7. Declarations of Interest**

There were none.

The Items dealt with at the Student Achievement and Wellbeing, Catholic Education and Human Resources Committee Meeting in PRIVATE AND PUBLIC Sessions were deemed presented.

MOVED by Trustee Rizzo, seconded by Trustee de Domenico, that all matters discussed in PUBLIC and PRIVATE Sessions be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

**(PRIVATE and PUBLIC Sessions Minutes Distributed at the January 10,  
2019 Student Achievement and Wellbeing Committee Meeting)**

MOVED by Trustee Tanuan, seconded by Trustee Crawford, that the meeting resolve back into Student Achievement and Wellbeing, Catholic Education and Human Resources Committee.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
de Domenico



Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

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S E C R E T A R Y

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C H A I R

## **OUR MISSION**

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

**HELD WEDNESDAY, DECEMBER 12, 2018**

## **Corporate Services**

### **PRESENT:**

**Trustees:** N. Di Pasquale, Acting Chair  
N. Crawford  
F. D'Amico – via Teleconference  
M. de Domenico  
M. Del Grande  
D. Di Giorgio  
A. Kennedy  
I. Li Preti  
T. Lubinski  
J. Martino  
M. Rizzo  
G. Tanuan

**Student Trustees:** T. Dallin

**Staff:** R. McGuckin  
L. Noronha  
P. Matthews  
S. Camacho  
P. De Cock  
D. Friesen

S. Harris, Recording Secretary  
S. Tomaz, Assistant Recording Secretary

**External Guest:** A. Robertson, Parliamentarian

## **7. Declarations of Interest**

There were none.

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

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

Results of the Vote taken, as follows:

### **In favour**

### **Opposed**

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

The Motion was declared

CARRIED

**(PRIVATE and PUBLIC Sessions Minutes Distributed at the  
January 24, 2019 Regular Board Meeting)**

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

Results of the Vote taken, as follows:

**In favour**

**Opposed**

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

The Motion was declared

CARRIED

**PRESENT:**

**Trustees:** N. Di Pasquale, Acting Chair  
N. Crawford  
F. D’Amico – via Teleconference  
M. de Domenico  
M. Del Grande  
D. Di Giorgio  
A. Kennedy  
I. Li Preti  
T. Lubinski  
M. Rizzo  
G. Tanuan

**Staff:** R. McGuckin  
  
S. Harris, Recording Secretary

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that the Item discussed in DOUBLE PRIVATE Session regarding a Human Resources matter be approved.

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Crawford  
D’Amico  
de Domenico

Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**(DOUBLE PRIVATE Session Minutes Distributed at the  
January 24, 2019 Regular Board Meeting)**

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

Results of the Vote taken, as follows:

**In favour**

**Opposed**

Trustees Crawford  
D'Amico  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale

Kennedy  
Li Preti  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

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SECRETARY

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CHAIR

## **OUR MISSION**

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

**THURSDAY, DECEMBER 13, 2018**

### **Trustees:**

M. Rizzo, Chair  
M. Del Grande, Vice-Chair  
N. Crawford  
F. D'Amico  
M. de Domenico  
D. Di Giorgio  
N. Di Pasquale  
A. Kennedy  
I. Li Preti  
T. Lubinski  
J. Martino  
G. Tanuan

### **Student Trustees:**

T. Dallin  
J. Ndongmi

### **Staff:**

R. McGuckin  
D. Koenig  
T. Robins  
L. Noronha  
P. Matthews  
A. Della Mora  
P. Aguiar  
M. Caccamo  
S. Camacho  
S. Campbell



F. Cifelli  
N. D’Avella  
P. De Cock  
L. DiMarco  
P. Keyes  
M. Loberto  
K. Malcolm  
L. Maselli-Jackman  
J. Shanahan  
J. Wujek

S. Harris, Recording Secretary  
S. Tomaz, Assistant Recording Secretary

**External Guest:** A. Robertson, Parliamentarian

**1. Call to Order**

MOVED by Trustee Del Grande, seconded by Trustee de Domenico, that the Christmas performance from students of Regina Mundi Catholic School be received.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

Rizzo  
Tanuan

The Motion was declared

CARRIED

**5. Approval of the Agenda**

MOVED by Trustee Lubinski, 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 Crawford  
D'Amico  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**6. Reports from Private Session**

MOVED by Trustee Crawford, seconded by Trustee Di Giorgio, that the Real Estate and Labour Matters discussed in PRIVATE Session be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

**7. Notices of Motions**

- 7a) From Trustee Crawford regarding Labour Relations** will be discussed at the January 24, 2019 Regular Board meeting.

**8. Declarations of Interest**

There were none.

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

MOVED by Trustee Kennedy, seconded by Trustee Martino, that Item 9a) be adopted as follows:

- 9a) Special Board (Student Achievement) - November 1, 2018** approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Martino, that Items 9b) to 9e) be adopted as follows:

- 9b) Special Board (Corporate Services) - November 13, 2018;**
- 9c) Regular Board - November 15, 2018;**
- 9d) Education Development Charges November 15, 2018; and**
- 9e) Special Board - November 21, 2018 approved.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

## **10. Presentations**

MOVED by Trustee Del Grande, seconded by Trustee Martino, that Item 10a) be adopted as follows:

- 10a) Monthly Report from the Chair** received and that a meet and greet be coordinated with all Trustees of the Toronto District School Board (TDSB) and Toronto Catholic District School Board (TCDSB).

Results of the Vote taken, as follows:

### **In Favour**

### **Opposed**

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

The Motion was declared

CARRIED

The Student Trustees wished to be recorded as voted in favour.

MOVED by Trustee Li Preti, seconded by Trustee D'Amico, that Item 10b) be adopted as follows:

**10b) Monthly Report from the Director received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

The Student Trustees wished to be recorded as voted in favour.

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that Item 10c) be adopted as follows:

**10c) Monthly Report from the Student Trustees received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

The Student Trustees wished to be recorded as voted in favour.

**11. Delegations**

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that Item 11a) be adopted as follows:

- 11a) Maureen Yorke regarding St. Bonaventure Catholic School  
Congregated Gifted Program** received and referred to staff.



Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

The Student Trustees wished to be recorded as voted in favour.

MOVED by Trustee Kennedy, seconded by Trustee Lubinski, that Item 11b) be adopted as follows:

- 11b) Monika Scholte regarding St. Bonaventure Catholic School Gifted Program** received and that staff be requested to provide background information and history in order to inform the consultation process that will occur in January 2019 at St. Bonaventure Catholic School.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

The Student Trustees wished to be recorded as voted in favour.

MOVED by Trustee Kennedy, seconded by Trustee Di Giorgio, that Item 11c) be adopted as follows:

- 11c) Janice Omoto regarding St. Bonaventure Catholic School Gifted Program** received and referred to staff for a report to come to the January 10, 2019 Student Achievement Committee Meeting.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Crawford  
D'Amico  
de Domenico

Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

The Student Trustees wished to be recorded as voted in favour.

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that Item 11d) be adopted as follows:

- 11d) Teresa regarding Enrollment and Programming at St. Bonaventure Catholic School** received and referred to staff for information to be provided to the St. Bonaventure Catholic School community before December 21, 2018.

Results of the Vote taken, as follows:

**In Favour**

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

**Opposed**

Crawford

Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

The Student Trustees wished to be recorded as voted in favour.

**12. Consideration of Motions for which Previous Notice has been Given**

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

- 12a) From Trustee Kennedy regarding Extended French, Notre Dame Catholic High School** that the Board approve a consultation process with The Toronto Secondary Unit (TSU) to determine whether they would support an extended French program at Notre Dame Catholic High School for implementation in September 2020; and

That the Director report back to the Board the results of the consultation in time to implement an extended French Program in September 2020.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Crawford  
D'Amico  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy

Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

The Student Trustees wished to be recorded as voted in favour.

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

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

**14a) Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held on November 14, 2018** received and that Parts 1, 2 3 and 4 of SEAC's recommendations to Board, as follows, be referred to staff:

- 1) That Staff investigate the availability of data on how many Individual Education Plan (IEP) Students are streamed into academic v. applied v. locally developed during the transition from Elementary to High School, noting students that have IEPs that are gifted, and, if possible, include the other exceptionality sub-groups;
- 2) That Staff investigate the availability of data on how many IEP Students are streamed into University, College, Apprenticeship and Work Placements during the transition from Secondary to Post-Secondary, noting students that have IEPs that are gifted, and, if possible, include the other exceptionality sub-groups;
- 3) That the IT Department prepare a special page on the Board website to include all information on college and university applications and registrations including the links of any appropriate information to assist

special needs students transitioning from Secondary to Post Secondary;  
and

- 4) That the three (3) questions in the report (Refer page 81 of 2018-12-13 Board Public Agenda) be answered in writing and brought back to SEAC.

Trustee Di Giorgio left the horseshoe at 8:47 pm and returned at 8:48 pm.

Trustee Crawford requested that the Motion be split.

Results of the Vote taken on Part 1, as follows:

**In Favour**

**Opposed**

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

Part 1 of the Motion was declared

CARRIED

The Student Trustees wished to be recorded as voted in favour.

Results of the Vote taken on Part 2, as follows:

**In Favour**

**Opposed**

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

Part 2 of the Motion was declared

CARRIED

The Student Trustees wished to be recorded as voted in favour

Results of the Vote taken on Part 3, as follows:

**In Favour**

**Opposed**

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

Rizzo  
Tanuan

Part 3 of the Motion was declared

CARRIED

The Student Trustees wished to be recorded as voted in favour

Results of the Vote taken on Part 4, as follows:

**In Favour**

**Opposed**

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

Part 4 of the Motion was declared

CARRIED

The Student Trustees wished to be recorded as voted in favour



MOVED by Trustee Kennedy, seconded by Trustee Di Giorgio, that the Board approve SEAC's recommendation regarding the nomination of Glenn Webster to the Mental Health Advisory Committee.

Results of the Vote taken, as follows:

**In Favour**

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

**Opposed**

Crawford

The Motion was declared

CARRIED

The Student Trustees wished to be recorded as voted in favour.

MOVED by Trustee Tanuan, seconded by Trustee Di Pasquale, that Item 14c) be adopted as follows:

- 14c) Approved Inaugural and Special Minutes of the Toronto Catholic Parents Involvement Committee Meetings Held on October 15, 2018** received.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

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

**16. Reports of Officials for the Information of the Board of Trustees**

Trustee Tanuan left the horseshoe at 9:01 pm.

Trustee Rizzo relinquished the Chair to Trustee Del Grande.

Trustee Rizzo left the horseshoe at 9:04 pm.

Trustee Tanuan returned to the horseshoe at 9:05 pm.

Trustee Rizzo returned to the horseshoe at 9:06 pm.

MOVED by Trustee Tanuan, seconded by Trustee Li Preti, that Item 16a) be adopted as follows:

**16a) Annual Report 2017-2018 from the Director of Education received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

The Student Trustees wished to be recorded as voted in favour.

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

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that Item 17a) be adopted as follows:

**17a) Revised 2019 Calendar of Board and Committee Meetings received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

**18. Listing of Communications**

MOVED by Trustee Di Pasquale, seconded by Trustee Di Giorgio, that Item 18a) be adopted as follows:

- 18a) Letter from Denzil Minnan-Wong, Councillor Ward 6 and Deputy Mayor of Toronto, regarding Bonaventure Catholic School Gifted Program** (not listed on Order Paper; distributed at the meeting;) received.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
de Domenico  
Del Grande

Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Di Giorgio, that the meeting resolve into DOUBLE PRIVATE Session.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

**PRESENT: (Following PRIVATE Session)**

**Trustees:** M. Rizzo, Chair  
M. Del Grande, Vice-Chair  
N. Crawford  
M. de Domenico  
D. Di Giorgio  
N. Di Pasquale  
A. Kennedy  
I. Li Preti  
T. Lubinski  
J. Martino  
G. Tanuan

**Staff:** S. Harris, Recording Secretary

MOVED by Trustee Di Pasquale, seconded by Trustee Tanuan, that all matters discussed in DOUBLE PRIVATE, TRIPLE PRIVATE and PRIVATE Sessions be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
de Domenico  
Del Grande  
Di Giorgio

Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

## 22. Adjournment

MOVED by Trustee Del Grande, seconded by Trustee de Domenico, that the meeting be adjourned.

Results of the Vote taken, as follows:

### **In Favour**

### **Opposed**

Trustees Crawford  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

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SECRETARY

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CHAIR





## **Chair's Monthly Report December 2018 - January 2019**

### **December 14, 2018 to January 23, 2019**

- Trustee Del Grande and I will communicate and consult with trustees about any local issues within 24 hours of becoming aware of them.
- Any invitations to events will be directed from our offices directly to the local trustee.
- Made contact with Chair of TDSB to coordinate a Meet and Greet with all trustees at TDSB and TCDSB.
- Contacted Mayors and several Councillors offices regarding trustee representation on the Board of Health and risk to TCDSB nutrition programs. Have received no response to date.

### **December 20**

- Attended Executive Compensation Committee meeting

### **January 8**

- Attended Special Board meeting

### **January 9**

- Meeting with MPP's, their staff with trustees Markus de Domenico, Daniel DiGiorgio, Angela Kennedy and Vice Chair Mike Del Grande and TCDSB staff regarding property acquisition and Education Development Charges.
- Meeting with Gerry Grant regarding Organizational Review of Facilities and Operations

### **January 10**

- Met with Nick Milanetti from Ontario Catholic School Trustee Association with Vice Chair, Mike Del Grande.
- Vice Chair Mike Del Grande and I were pleased to welcome Shazia Vlahos, Chief of Communications and Government Relations to discuss the role of Communications in consulting and assisting local trustees in school communities across the City.

### **January 13**

- New Years levee of MP Michael Levitt

### **January 15**

- Attended Governance Committee
- Agenda review of Trustee Services Committee with staff and Vice Chair, Mike Del Grande

### **January 16**

- Director of Education Rory McGuckin, Vice Chair Mike Del Grande and I attended the Annual Archdiocese of Toronto Episcopal Board meeting hosted by Cardinal Collins.
- Trustees Norm Di Pasquale, Teresa Lubinski, Mike Del Grande and I met with community organizations, parents and IL instructors regarding International Languages.

### **January 17**

- Review Board agenda

### **January 18 and 19**

- Attended Ontario Catholic School Trustees Association Seminar

### **January 22**

- Attended Trustee Services Committee meeting



## **Director's Monthly Report January 2019**

Following are highlights for the period of January 1– January 25

### **January 11**

- Celebrated a teaching Paraliturgy with Bishop Nguyen at Holy Spirit Catholic School

### **January 15**

- Along with TCDSB students, Mayor Tory, attended The Believe Initiative event highlighting the importance and power of believing in yourself at St. Oscar Romero Catholic Secondary School

### **January 16**

- Along with the Chair and Vice Chair attended the Archdiocese of Toronto Episcopal Board meeting hosted by Cardinal Collins

### **January 18 & 19**

- Along with the Chair and Trustees, attended the 2019 OCSTA Catholic Trustee Seminar – *Embracing the Call to Serve*

### **January 22**

- Visited Our Lady of Lourdes Catholic School to witness student achievement and well-being at work

## **January 23**

- Delivered greetings to the York University Year 2 Teacher Candidates at James Cardinal McGuigan
- Attended the Lieutenant Governor *Our Sustainable Future* event at Queens Park

## **January 24**

- Visited St. Stephen Catholic School to witness student achievement and well-being at work



## **JANUARY STUDENT TRUSTEE REPORT**

### **Update from the Student Trustees:**

- Student Trustee Ndongmi attended the Professional Advisory Council on Supporting Students with Mental Health at the Ontario Teachers' College where he had the opportunity to weigh in on factors that create a healthy classroom environment.
- The Student Trustees are planning dates for the next two collaborative inquiries of their Student-led Collaborative Inquiry Initiative.
- The Student Trustees attended the ECSLIT Webinar on January 17.
- In conclusion, the Student Trustees are looking forward to hosting their own CSLIT Webinar instead of a General Assembly due to incoming exams on January 22.

### **CSLIT Updates:**

#### **Equity**

This past month, the Director of Equity has begun working on the Inclusion and Belonging Retreat which will take place later this year. She has reached out to her subcommittee asking for help in looking for speakers to bring to the event. In addition, the Director of Equity has reached out to the rest of the CSLIT Executive asking for help in creating this event. The "Let's Go Sweatshop-less" week that was initially scheduled for January will be pushed to March. This will allow the Equity subcommittee to advertise the campaign at the February CSLIT General Assembly meeting. Finally, the clothes that were collected from last month's Christmas movie night are planned to be donated to St. Michael's Elementary School and handed out to the homeless. The Director of Equity looks forward to having the clothes donated and hopes to incorporate this into other events planned in the future!

#### **Social Justice**

The Social Justice Subcommittee is reforming after the success of its Global Sandwich Conference that took place on December 20. They are planning to take actions for justice and rights in the TCDSB community. Instead of only working toward bridging cultural issues, the subcommittee would also like to open people's eyes toward environmental issues as well.

#### **Elementary CSLIT**

The Directors of Elementary Affairs have kicked off the 2019 year with the ECSLIT's first online meeting. Hosted through Skype Business, topics such as January's Virtue of the Month (Courage) and the Catholic faith were focused on. Guest speaker Joe Melendrez, a Christian performer and public speaker, focused on



what it truly meant to be a disciple of God and how to embrace our Catholic teachings and beliefs. It was discussed that we, as God's children, must accept the Lord's calling and learn to live and act through our faith. The ECSLIT's next meeting will be on February 7, 2019 at the CEC.

### Public Relations

This month, Public Relations is maintaining interactions on its Instagram and Twitter, employing said social media platforms as avenues to connect and interact with the staff and student body of the TCDSB. Public Relations will be using the various social medias and the Catholic Student Leadership website to promote upcoming CSLIT events. They will also be using promotional posters and blog posts to promote I-LITE for elementary students, and the CSLIT webinar, which will be taking place in lieu of the January General Assembly meeting.

### Angel Foundation for Learning

CSLIT's Angel Council held their first meeting of 2019 on Wednesday, January 16th. Discussed was our progression concerning the CSLIT on Ice event, which will be happening within the next 1-2 months. It is a great initiative to get involved through volunteering, and community bonding. There will also be various activities for those who do not want to skate, or need to take a break from skating. Once the details are worked out, all other information will be released regarding this event. Discussed at our meeting was also the decision to hold a raffle at CSLIT's annual end-of-year Gala. This will be in place of the 50/50 draw mentioned in previous reports. There will be many enticing prizes to win, such as themed baskets and gift cards. The Angel council is also working hard to promote AFL's "Curiosities Art Show" happening February 9th and 10th. More information regarding the art show can be found on the Angel Foundation for Learning official website - [www.angelfoundationforlearning.org](http://www.angelfoundationforlearning.org).

### Faith

As the Faith Ambassador and her subcommittee step into the new year, they are continuing their plans for the first annual Faith Camp. The Faith Ambassador has established her itinerary with her enthusiastic subcommittee for the fun and spiritual weekend. The location will be the gym of Senator O'Connor College School. The Faith Ambassador also wrote the January prayer for both the CSLIT and ECSLIT General Assembly meetings. The content in the prayer was about the virtue of the month, which is Courage. After the plan with Faith Camp is carried through, the Faith Ambassador and her subcommittee will be making plans for and participating in Catholic Education Week as their second major event of the year.



### Social Affairs

In January, the Social Affairs Subcommittee is organizing CSLIT's first de-stress initiative, CSLIT De-Stress Night, with the support of the TCDSB's Mental Health department. The goal of this event is to help students learn different techniques and methods of de-stressing before and after examinations. De-Stress Night will be happening after examinations, as a way of helping students rest from the January examination session.



*Nancy Crawford  
Trustee Ward 12*

*E-mail: [Nancy.Crawford@tcdsb.org](mailto:Nancy.Crawford@tcdsb.org)*

*Voicemail: 416-512-3412*

**To:** Regular Board Meeting , January 24, 2019

**From:** Nancy Crawford, Trustee Ward 12

**Subject: Consideration of Motion – Labour Relations**

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**MOVED BY:** Nancy Crawford, Toronto Catholic District School Board

**WHEREAS:** in 2014, the Government of Ontario passed legislation to create a new two-tier process of central and local collective bargaining for employees at Ontario school boards; and

**WHEREAS:** central bargaining includes significant monetary issues, while local negotiations involve non-monetary and policy issues or matters that are specific to the local board; and

**WHEREAS:** for local negotiations, the Toronto Catholic District School Board (TCDSB) works with all local bargaining units and associations, and

**WHEREAS:** transparent and accountable decision making processes and actions will create positive relationships and enhance the communication between the Board and labour unions and associations, and

**WHEREAS:** positive working relationships with union and association partners are essential to the wellbeing of the TCDSB staff and subsequently to the wellbeing and achievement of students; and

**WHEREAS:** by law under the Education Act, the Board of Trustees is the governing body of the TCDSB; and



**WHEREAS:** as of 2017, under the Broader Public Sector Compensation Act, Boards of Trustees have new fiduciary responsibilities; and

**WHEREAS:** the Board of Trustees must ratify bargaining parameters and new provisions of Collective Agreements.

**BE IT RESOLVED THAT:** the Board of Trustees strike a sub-committee reporting to Board to inform and be informed of the process and progress of collective bargaining in order to effectively exercise the Board's governing responsibilities in labour relations; and

**BE IT FURTHER RESOLVED THAT:** a labour roundtable be organized by the sub-committee for trustees, labour groups and senior staff.

**Nancy Crawford**  
**Trustee, Ward 12**



**TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE**  
**Minutes of a Meeting of the Toronto CPIC**

**Monday November 19, 2018**

~ Catholic Education Centre ~

**7:00 P.M.**

AGENDA ITEMS	DISCUSSION & DECISIONS
	<p><b>Motion 18/11-02 MOVED THAT the Minutes of the Inaugural Meeting and the Special Meeting held on October 15, 2018, with corrections and changes, be formally approved and confirmed as the official record of the proceedings.</b></p> <p>Mover: A. Crudo-Perri W10                                  Seconded: B. Xavier W11 Carried</p>
<b>4 Report from the Chair</b>	<p><b>Vice-Chair presided over the Meeting.</b></p> <p>J. Del Grande reported:</p> <ul style="list-style-type: none"> <li>Emailed members with key CPIC and committee information</li> <li>Outreached to newly elected trustees, meetings to be scheduled</li> <li>Participated in CSPC Saturday morning Summit – presented CPIC overview and role of CSPC Chair,</li> <li>Vice-Chair and I met with Director McGuckin and John Wujek to discuss CPIC priorities and Board support over the next year</li> <li>Conversation with Trustee Rizzo re: New Board &amp; CPIC 2018-2019</li> <li>Discussed Board reports and response with OAPCE-Toronto</li> <li>Discussed secretary role with Geoff Feldman and Chair transition</li> <li>CSPC Workshop series discussion with Manuela</li> <li>Received thanks from OAPCE-Toronto re: CPIC funding and support for Commissioning and Awards events</li> </ul> <p>Set my mandate to ensure our time here is valuable, and the work of this committee is transparent and cohesive.</p> <p><b>Chair presided over the Meeting.</b></p>
<b>5 Report from the Trustee Representative or Designate</b>	<p><b>Trustee Tanuan reported.</b></p> <p>Congratulated CPIC’s new Chair and Vice Chair, and all the elected officers and members of this committee.</p> <p>Reported on November 15 Board of Trustee meeting.</p> <p>The Triangle Motion proposed by CPIC to facilitate parent engagement was approved.</p> <p>The School Signage Motion outlining the important contacts, i.e. Principal, VP, secretary, Trustee, CPIC, OAPCE, etc., was defeated. Suggest that CPIC should consider revising the Motion and explain that it is a low to no cost Motion as CPIC’s request may have been misinterpreted. A member commented that he felt the word “signage” was stressed and it should be termed as a posted list for clarity.</p> <p>Most of the CPIC motions presented and approved by the Board of Trustees this calendar year have been approved.</p> <p>The Chair thanked the Trustee for his support over his tenure.</p>
<b>6 Report from the Director of Education or Designate</b>	<p><b>Superintendent Wujek reported.</b></p> <p>The level of participation by Parents in the CSPC workshop prior to this CPIC meeting was rewarding. Thank you to Manuela, Annalisa, and John Del Grande for their collaboration and flexibility to make it a worthwhile workshop. Similar CSPC workshops will be held throughout this coming school year.</p> <p>The two CPIC recommendations that came forward at the Board of Trustee meeting - one was</p>

**APPROVED MONDAY DECEMBER 10, 2018 MOTION: 18/12-02.**



# TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

## Minutes of a Meeting of the Toronto CPIC

**Monday November 19, 2018**

~ Catholic Education Centre ~

**7:00 P.M.**

AGENDA ITEMS	DISCUSSION & DECISIONS
	<p>defeated, and one was approved. The approved recommendation related to the 'Triangle' is designed to help parents understand the levels of engagement. The TCDSB Communications department has done some mock-ups using the same language and will discuss this with the CPIC subcommittee formed for this purpose, prior to presentation at a future CPIC meeting before going to the Board of Trustees with a final recommendation.</p> <p>At the October Board of Trustee meeting, two reports were presented – The CPIC annual report and the first CSPC metrics report. The Board of Trustees have requested more clarity and I would like to present both reports to OAPCE and CPIC for more clarification and input from both groups before they go back to the Board. Trustees are looking for further evidence of collaboration in the formulation of the report between staff and parents.</p> <p>The agenda of last Board of Trustee meeting is available online meeting and section A1.3, which falls under living our Catholic values speaks specifically to parent engagement. Reviews of parent engagement was prepared in a general way and attempted to sets targets. It would be good to discuss this page at a CPIC and OAPCE meeting, so that we can clarify our targets and make sure we are clear on how we are measuring them, so that it is more collaborative on how we bring the data together.</p>
<b>Chair called a Recess for members to meet the Trustees - 8:44 p.m. to 9:09 p.m.</b>	
<b>7 Financial Report from the Treasurer</b>	<p><b>CPIC Treasurer reported.</b></p> <p>An overview of spending (attached as Appendix "A") as reported by the TCDSB for October 31, 2018 was provided and discussed by the members.</p> <p><b>Motion # 18/11-03</b>      MOVED THAT the Financial Report as presented be accepted.  Mover: G. Feldman W2      Seconded: J. Fiorante W3  <b>Carried</b></p>
<b>8 Unfinished (Old) Business and Matters Arising Minutes of Prior Meetings</b>	<p><b><u>Unfinished Business/Items Deferred from Prior Meeting</u></b></p> <p><b><u>8.1 Revised Public List of Members &amp; Committees 2018-2019:</u></b>  Amendments:</p> <ul style="list-style-type: none"> <li>• Correct Spelling Patricia Buzzo, Mary Laframboise (FIOC)</li> <li>• Alison Canning – include the associated school</li> </ul> <p><b><u>8.2 Current List of Sub-Committees &amp; Call for Members:</u></b>  <b>Pursuant to Article 17 - Chair may appoint acting positions until the next meeting:</b>  Meeting #1 New Appointees: Jenny Romano (W9).  Meeting #2 for Current Appointees: Raul Tellez Rios (W1), Natalia Marriot (W2), Melinda Hackett (W5), &amp; Anthony Antonucci (W12)</p> <p>The following members volunteered:</p> <ol style="list-style-type: none"> <li>1. Budget &amp; Priority Setting Subcommittee – A. Crudo-Perri, P. Buzzo volunteered to be included</li> <li>2. Governance &amp; Procedure Subcommittee – D. Alvarez, J. Romano volunteered to be included</li> </ol> <p><b>Motion # 18/11-04</b>      MOVED THAT the Toronto Catholic members waive the Standing Rule #1 "Conflict Of Interest" that disallowing members of other parent groups to act on this Subcommittee, to permit members of OAPCE to sit on the Governance &amp; Procedure Subcommittee.  Mover: G. Gikas W6      Seconded: G. Feldman W2</p>

**APPROVED MONDAY DECEMBER 10, 2018 MOTION: 18/12-02.**





# TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

## Minutes of a Meeting of the Toronto CPIC

Monday November 19, 2018

~ Catholic Education Centre ~


7:00 P.M.

AGENDA ITEMS	DISCUSSION & DECISIONS
	<p>Deferred.</p> <hr/> <p><b><u>SPECIAL (TEMPORARY / AD HOC) SUBCOMMITTEES</u></b></p> <p><b><u>9.5 Making Your Voices Heard</u></b></p> <p>Deferred.</p> <p><b><u>9.6 Communications and Dissemination Planning Subcommittee</u></b></p> <p>Deferred.</p>
<b>10 Reports from Parent Members: Ward Representatives</b>	Deferred
<b>11 New Business and Motions Arising Therefrom</b>	Deferred
<b>12 Announcements &amp; Date, Time &amp; Location of Next Meeting</b>	<p>The formal meetings to be held in the CPIC FY 2018/19 are on:</p> <p><b><i>Meeting #2 Monday, December 10, 2018</i></b></p> <p><i>Meeting #3 Monday, January 21, 2019</i></p> <p><i>Meeting #4 Monday, February 11, 2019</i></p> <p><i>Meeting #5 Monday, April 08, 2019</i></p> <p><i>Meeting #6 Monday, May 13, 2019</i></p> <p><i>Meeting #7 Monday, June 17, 2019</i></p> <p><i>Meeting #8 Monday, September 16, 2019</i></p> <p>The formal meetings to be held in the CPIC FY 2019/20 will be on:</p> <p><u>Elections 2019:</u></p> <p>Elections for Even Wards Monday Oct 7, 2019</p> <p>By-Elections for Odd Wards Wednesday Oct 9, 2019</p> <p>2018/19 Inaugural Meeting Monday Oct 21, 2019</p> <p>2018/19 Meeting 1 Monday Nov 18, 2019</p> <p>2018/19 Meeting 2 Monday Dec 09, 2019</p> <p>There will be subcommittee and Executive meetings as needed.</p> <p style="text-align: center;">All at the: Catholic Education Centre, 80 Sheppard Avenue East. Room to be announced.</p>
<b>13 Adjournment</b>	<p><b>Motion # 18/11-07</b>      <b>MOVED THAT the meeting stand adjourned.</b></p> <p><b>Mover: A. Crudo-Perri W10</b>      <b>Seconded: G. FeldmanW2</b></p> <p><b>Carried</b></p> <p>The Chair declared the meeting adjourned and Members rose at <b>10:03 PM</b></p>

Respectfully submitted to the Members of Toronto CPIC,



John Del Grande, Chair



Geoffrey Feldman, Secretary

By resolution of the assembly #18/12-02 on  
Monday December 10, 2018

**APPROVED MONDAY DECEMBER 10, 2018 MOTION: 18/12-02.**

# TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

## Minutes of a Meeting of the Toronto CPIC

Monday November 19, 2018

~ Catholic Education Centre ~

7:00 P.M.

### APPENDIX "A" – Financial Report

## CPIC Grant & Expenditure Summary

### As at October 31, 2018

	CPIC 2018-19
	FR 1452
APPROVED FUNDING	21,262.00
CARRYOVER FROM PREVIOUS YEAR	52,695.41
<b>TOTAL FUNDING</b>	<b>73,957.41</b>
<b>EXPENSES:</b>	
Childcare & Supplies	
Election-Parent Recruitment Expenses	
Media Advertising	
Transcriptions	
Mileage	
Parent Resources	
Printing & Supplies	865.50
Promotional Materials	
Refreshments - Events	
Refreshments - Meeting	202.79
Speaker Expenses	
Telecommunication	134.36
Translation Services	
TTC Tokens - Buses	
<b>TOTAL EXPENDITURES</b>	<b>1,202.65</b>
<b>CARRYOVER TO NEW YEAR</b>	<b>72,754.76</b>





# TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

## Minutes of a Meeting of the Toronto CPIC

Monday November 19, 2018

~ Catholic Education Centre ~

7:00 P.M.

### Appendix "B" - Annual Budget & Tracking

#### CPIC - ANNUAL BUDGETING 2018-2019

DATE: October 31st, 2018

BASE FUNDING	21,262.00
CARRYOVER FROM PREVIOUS YEAR	52,695.41
<b>TOTAL FUNDING</b>	<b>73,957.41</b>
MEETING & OPERATIONS - ALLOC. AMT 60% Base Funding	12,757.20
PARENTAL ENGAGEMENT ACTIVITIES - ALLOC. AMT 40%	8,504.80
<b>YTD TOTAL EXPENDITURES</b>	<b>1,202.65</b>
<b>YTD TOTAL BALANCE</b>	<b>72,754.76</b>

	October 2018	November 2018	December 2018	January 2019	February 2019	March 2019	April 2019	May 2019	June 2019	July 2019	August 2019	September 2019	Total
<b>EXPENSES:</b>													
Childcare & Supplies													0.00
Election-Parent Recruitment Expenses													0.00
Media Advertising													0.00
Transcriptions													0.00
Mileage													0.00
Parent Resources													0.00
Printing & Supplies	865.50												865.50
Promotional Materials													0.00
Refreshments - Events													0.00
Refreshments - Meetings	202.79												202.79
Speaker Expenses													0.00
Telecommunications	134.36												134.36
Translation Services													0.00
TTC Tokens - Buses													0.00
<b>TOTAL MONTHLY EXPENSES:</b>	<b>1,202.65</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,202.65</b>

MEETINGS & OPERATIONS EXPENSES (will be further budgeted as follows):			
	Allocated Amount Breakdown	Expenses	Balance
Childcare or Dependent Care	10%	1,275.72	0.00
Mileage/Transportation and Travel	30%	3,827.16	0.00
Printing & Supplies	15%	1,913.58	865.50
Refreshments & Food	15%	1,913.58	202.79
Telecommunications	20%	2,551.44	134.36
Annual Elections	10%	1,275.72	0.00
<b>MEETINGS &amp; OPERATIONS YTD EXPENSE TOTALS:</b>		<b>12,757.20</b>	<b>1,202.65</b>

PARENT ENGAGEMENT EXPENSES:			
Media Advertising			
Parent Resources			
Speaker Expenses			
Refreshments - Events			
<b>PARENT ENGAGEMENT YTD EXPENSE TOTALS:</b>		<b>8,504.80</b>	<b>0.00</b>

APPROVED MONDAY DECEMBER 10, 2018 MOTION: 18/12-02.





**REPORT TO**

**REGULAR BOARD**

## SEAC MOTIONS RECEIVED BY BOARD AND REFERRED TO STAFF FOR REPORT

*“Blessed are the meek, for they will inherit the earth (Mt 5:5).”*

Created, Draft	First Tabling	Review
January 14, 2019	January 24, 2019	<a href="#">Click here to enter a date.</a>

Linda Maselli-Jackman, Superintendent of Education, Special Services  
 Vincent Burzotta, Superintendent of Education, Safe Schools, SSI, Alternative, Continuing, and International Education

### INFORMATION 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

**L. Noronha**  
 Associate Director of Facilities,  
 Business and Community  
 Development, and  
 Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

The SEAC committee has made number of inquiries and motions on a variety of topics related to the provision of services to students with Special Education needs. Those inquiries and motions have been received by the Board and referred to staff to bring back a report to the January 2019 Board meeting.

*The cumulative staff time required to prepare this report was 15 hours*

## **B. PURPOSE**

1. This Information Report is on the Order Paper of the January 24, 2019 Regular Board in response to a variety of SEAC inquiries and/or motions.
2. The inquiries and/or motions addressed in this report are as follow:
  1. That SEAC recommend to Board that Appendix A of the Safe Schools report (September 6, 2018) be amended to provide the following information:
    - a) The total number of students in the TCDSB with an Individual Education Plan (IEP) broken down by Elementary and Secondary students;
    - b) The total number of students that have received a Board or School expulsion broken down by students with an IEP; and
    - c) The total number of students that have received a 265 (1)m Safety Exclusion and that those numbers be broken down by student with an IEP and those not identified.
  2. Suspension Rates at the Toronto Catholic District School Board for the 2017-18 School Year: That the Superintendent of Special Services and the Superintendent of Safe Schools provide some preventative action measures to reduce the expulsion and suspension rates for special needs students with IEPs;

3. Inquiry from Autism Ontario (School Fire Safety and Students with Disabilities):

- a) What policies and procedures are in place that specifically include the consideration of the varying capabilities and characteristics of students with special education needs when developing, carrying out and monitoring fire safety plan procedures in TCDSB schools?
- b) What process is in place to provide additional preparation and support for those students that struggle with transition, sensory processing or other needs as specified in their IEP?
- c) What metrics are in place for monitoring and reporting compliance with the fire safety plan requirements?

- 4. That Staff investigate the availability of data on how many Individual Education Plan (IEP) Students are streamed into academic v. applied v. locally developed during the transition from Elementary to High School, noting students that have IEPs that are gifted, and, if possible, include the other exceptionality sub-groups;
- 5. That Staff investigate the availability of data on how many students with an IEP are streamed into University, College, Apprenticeship and Work Placements during the transition from Secondary to Post-Secondary, noting students that have IEPs that are gifted, and, if possible, include the other exceptionality sub-groups;
- 6. That the IT Department prepare a special page on the Board website to include all information on college and university applications and registrations including the links of any appropriate information to assist special needs students transitioning from Secondary to Post-Secondary;
- 7. That the three (3) questions in the report (Refer Attachment, page 81 of 2018-12-13 Board Public Agenda) be answered in writing and brought back to SEAC (*Autism Ontario - Early Identification and Intervention for Students with Special Needs*). They are as follow:

- a) What identification strategy is in place for students who present with learning needs after grade one, and what interventions are included in this strategy?
  - b) What do school board policies, teacher federations, and provincial and local legislation and policy dictate in regard to teachers identifying student needs and providing extra help to struggling students in class or before/after school?
  - c) Since fee for service tutors are being recommended to students and parents by local school and board staff to fill in gaps that are not being filled in the classroom/school, what is the obstacle/barrier that local schools and the Board feel they cannot overcome in providing equity in curriculum delivery in support of student achievement for students with special education needs in the classroom?
8. That staff bring back the Parent Voice Survey results and report to SEAC in a timely manner.

## **C. BACKGROUND**

This report-back to the January 24, 2019 Board is provided in response to various SEAC inquiries and/or motions made during the November and December SEAC meetings, that have been received by the Board, and referred to staff.

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

### **1. SAFE SCHOOLS REPORT 2017-18**

The following information is provided in addition to what was reported in *Appendix A* of the 2017-18 Annual Safe Schools report.

i) The total number of TCDSB students with an IEP, broken down by Elementary and Secondary panels is:

Elementary:	10, 582
Secondary:	6, 082
Total:	16, 664

ii) Total number of students that have received a Board or School Expulsion, broken down by students with an IEP is:

Board expelled students with an IEP:	9
School expelled students with an IEP:	34
Total students in Board with an IEP is:	16,664

iii) Total number of students that have received a 265 (1)m Safety exclusion and broken down by students with an IEP and those not identified:

The Annual Safe School Report is directly linked to Safe School Legislation. However, Safety Exclusions under 265 (1)m of the Education Act are not tracked by the Safe School department as they are not associated with Safe Schools legislation; nor is there any requirement for the Board to report those to the Ministry of Education. Safety exclusions are not considered disciplinary and also include Police exclusions which school Principals are mandated to adhere to until an active police investigation is complete. In any event, there is an expectation that the student will return to a school of the TCDSB. Exclusions are thus not a metric that is linked to the Safe Schools Annual Report. Instead, Safety Exclusions deal with programming alternatives that support a successful academic and social-emotional transition back to a school.

## **2. TCDSB 2017-18 SUSPENSION RATES: PREVENTATIVE ACTION MEASURES**

The Superintendents of Special Services and Safe Schools provide preventative action measures to reduce the expulsion and suspension rates for students with IEPs/Special Education needs just as they do for all other students.

i) The Safe School Department offers yearly presentations to both Principals and Vice-Principals on various aspects of Safe School legislation that impact directly on student learning as well as on safe, accepting, and inclusive school environments. As per PPM 145 presentations are done outlining the significance of *Mitigating and other Factors* as they apply not only to students who hold an IEP, but to all students.

(ii) When necessary personal consultations are done with Principals before a final determination on potential discipline is reached.

(iii) In cases with students who hold an IEP, the Safe School Department, in certain situations, will refer the Principal to the Special Services Department where additional expertise is required.

(iv) Additionally, the Safe Schools Department offers numerous Safe School Professional Development Modules to Board staff on various topics including the use of progressive discipline and how to de-escalate situations of inappropriate student behavior.

### **3. INQUIRY FROM AUTISM ONTARIO (SCHOOL FIRE SAFETY AND STUDENTS WITH DISABILITIES)**

i) There is a variety of policies and procedures that are in place to address school fire safety, including for students with Special Education needs. The needs of all students, as well as those with Special Education requirements, are taken into consideration when developing, carrying out, and monitoring fire safety plan procedures in TCDSB schools.

#### **Considerations made when developing school Fire Safety Plans:**

1. Principals are responsible for the development of each school's fire safety plan;

2. Included in those documents are the plans for the safe evacuation of all students who require Special Education services;

3. Plans for the safe evacuation of students with special needs are co-created with the input of staff who provide Special Education services to students;
4. A promising practice for Principals is to invite, early in the school year, the local Fire Department to oversee and provide feedback for a school fire drill.

### **Additional Supports for Students with Sensory Processing or Other Transition Planning Needs**

Special Education program teachers and staff provide ongoing awareness instruction about the fire or other "*Threats to School Safety*" drills so that students become familiar with the circumstances surrounding the drill situation. An example of a Fire Emergency Procedures poster is found in **Appendix A**.

Scaffolded (incremental) instruction is provided to students with Special Education needs regarding what to expect in the drill/evacuation situation, particularly regarding the sights, sounds, activity levels required for such situations. An example of a Fire Drill Visual Schedule is found in **Appendix B**.

Special Education staff engage in regular classroom practice for the drill situation (outside of the school-wide drill situation itself) so that students have multiple opportunities to gain familiarity with what is required in the school-wide evacuation drill situation.

For school-wide evacuation drill situations the Principal will provide to Special Education staff advanced warning of the drill so that they can prepare students for the impending transition.

Special education classroom staff preparations for students might include the following:

- a. Familiarization for all students and staff of the primary and alternate evacuation routes;
- b. Social stories to review each step of the evacuation drill situation;

- c. Preparation of students with sensory stimulation challenges for the noise of the fire alarm;
- d. Preparation of students with vision challenges for the onset of rapid movement and the most effective exit pathway to be taken to navigate furniture and human obstacles;
- e. Preparation for non-ambulatory students regarding the safe-zone location for those students and their supervising staff at which Fire Department personnel will be able to locate them for safe evacuation.

In situations requiring real-time emergency evacuation support, the first Fire Department team to arrive on the scene are those usually dispatched to locate and evacuate non-ambulatory students. The next team to arrive will address the potential fire situation itself.

### **Carrying Out Fire Safety Plans**

There are a number of actions to be taken when carrying out Fire Safety Plans. For those steps, please refer to **Appendix C**.

### **Monitoring Fire Safety Plan Procedures**

Fire safety plans are created in accordance with the Board's Threats to School Safety/Health and Safety requirements.

A sample Student School Emergency Evacuation Response Plan (AODA February 2012), whose contents contain various categories of students' identifying information, is found in **Appendix D**.

Principals will ensure that the original completed Student Emergency Evacuation Response form (with any attachments) is accessible to all staff in the event of an emergency and a copy filed in the school office.

All personal information collected on this form and any attachments will be used for Student School Emergency Evacuation Response purposes only and will remain confidential as per MFIPPA unless written consent is obtained



from the student's parent(s) or guardians (completion of Section 8 - *Acknowledgment and Release*).

### **Metrics for Monitoring Compliance with Safety Plan Procedures**

1. Staff is reminded to become familiar with the nearest fire exit;
2. Schools will have 3 fire drills per term;
3. Staff and students who need assistance evacuating the building must advise the Principal so that an "Emergency Evacuation Response Plan" can be created.
4. Fire Department staff and the school Principal review the plan once yearly (usually during the first fire drill of the year), and make any necessary revisions.
5. The Board and employee unions have a Joint Occupational Health and Safety Committee (JOHSC) that oversees the implementation of the fire safety plans at each school.

### **Board Committee Oversight**

The TCDSB has two staff members serving as the Co-ordinator of the Occupational Health and Safety Department and Safety Supervisor who are available for assistance and/or consultation by Board staff as required for any issue related to the fire safety plan at a school.

Joint Health and Safety Committees exist for both the Elementary and Secondary panels.

The Province of Ontario requires a Joint Occupational Health and Safety Committee (JHSC) in workplaces with at least 20 employees. The school is such a workplace, with the majority of schools having 20 or more employees. However, there are no local school-based or site-based JHSCs. Instead, the TCDSB has three multi-site, central JHSCs comprised of management and

worker members. All JHSC members must be TCDSB employees as per Section 9(7) and 9(10) of the Occupational Health and Safety Act.

Section 9(7) prescribes that... "at least half the members of a committee shall be workers employed at the workplace who do not exercise managerial functions".

Under the Occupational Health and Safety Act, a JHSC serves as an advisory body to the employer on health and safety issues relating to employee safety. The JHSC also conducts regular workplace safety inspections.

JHSCs do not have decision-making authority and therefore, are not legally accountable. Instead, the TCDSB as the Employer is required to maintain and establish JHSCs. The TCDSB is legally accountable for its JHSCs.

#### **4. SECONDARY CURRICULUM PATHWAY STREAMING OF STUDENTS WITH INDIVIDUAL EDUCATION PLANS**

When students move from the Elementary to the Secondary panel, they are required to make course selections for Gr. 9 that fall into one or more of the following curriculum pathways:

- a) Academic (which can lead to University or Mixed (University/College) courses in Gr. 11 and 12);
- b) Applied (which can lead to College or Mixed (U/C) courses in Gr. 11 and 12);
- c) Locally Developed (which can lead to Workplace courses in Gr. 11 and 12);
- d) Open-level courses are offered in grades 9 and 10 for students in all course streams, with or without an IEP, in a variety of subject areas.
- e) Alternative (non-credit-bearing courses).

There is a rigorous process undertaken to assist Gr. 8 students with their Gr. 9 course selections which includes the following steps:

- i) The Gr. 8 teacher, Special Education teacher and parents review with students their course selections. Based on progress achieved to date, recommendations are made regarding the course pathway/stream in which the student would be most suitably placed. It is possible that not all courses chosen are in the same stream.
- ii) In early Spring, an Exchange of Information meeting takes place between the appropriate Elementary school staff and that of the receiving Secondary school.
- iii) Parents/Guardians are required to review and sign-off on the recommended course selections.
- iv) Course selections and registration packages are sent to the receiving Secondary schools by the students/families.

### **Gr. 9 English Course Selections for September 2018**

The following chart reflects the level of English course chosen by current-year Gr. 9 students with an IEP. If there was no English course chosen, then the Math course was used:

#### Legend:

B/LV = Blind or Low Vision  
D/HH = Deaf or Hard of Hearing  
DD = Developmental Disability  
LI = Language Impairment  
LD = Learning Disability  
MID = Mild Intellectual Disability  
ME = Multiple Exceptionalities  
N/A = Not Applicable (no identified exceptionality)  
PD = Physical Disability

<b>Grade 9 Students With IEP</b>	<b>Autism</b>	<b>Behaviour</b>	<b>B/LV</b>	<b>D/HH</b>	<b>DD</b>	<b>Gifted</b>	<b>LI</b>	<b>LD</b>	<b>MID</b>	<b>ME</b>	<b>N/A</b>	<b>PD</b>	<b>Grand Total</b>
Academic	18	3	1	2		183	11	69			264	2	553
Alternative (No Credit)	21				5			1	1	12	3	1	44
Applied	13	7		3	1	1	33	158	5		359	2	582
Locally Developed	14	2		2	1		24	39	28		59	1	170
<b>Grand Total</b>	<b>66</b>	<b>12</b>	<b>1</b>	<b>7</b>	<b>7</b>	<b>184</b>	<b>68</b>	<b>267</b>	<b>34</b>	<b>12</b>	<b>685</b>	<b>6</b>	<b>1,349</b>

### **5. Post-Secondary Pathways for Secondary Students with an Individual Education Plan**

Aggregate data pertaining to students' post-secondary destinations is not collected currently at a Board level. We are currently investigating ways in which this data can be accessed from each secondary school and collated to provide the data as an aggregate at a Board level.

Secondary schools will have the following information about their students' post-secondary endeavours as a result of exit plans made with them by Guidance and Special Education staff during their Gr. 12 or final year of secondary school:

- a) University application(s);
- b) College application(s);
- c) Apprenticeships; and
- d) Workplace destinations.

Schools will not necessarily have collected information about the results of students' applications to post-secondary education institutions, apprenticeship programs, or workplace destinations. There is currently no requirement for students and/or families to share with the secondary schools any results of applications to post-secondary institutions.

The Superintendent of Student Success has inquired with the Ontario Universities Application Centre (OUAC) and the Ontario Colleges Application Centre (OCAS) regarding the availability of this information. They have replied and the requested information is not available to be shared with the Board.

## **6. Post-Secondary Institution Application and Other Information Links on the TCDSB Website**

Currently, on the TCDSB public-facing website, there is no single repository of information regarding access to post-secondary education institutions or other pathway destinations.

Individual Secondary schools provide on their websites post-secondary destination access information according to the unique needs of their student populations.

The Superintendent of Special Services is liaising with the IT and Student Success Departments to determine possibilities for information collection and media-based sharing strategies (possibly including such things as web-links) in order to enable all students and their parents/guardians to have universal access to a broad-range of destination pathway planning information.

## **7. Autism Ontario Inquiry - Early Identification and Intervention for Students with Special Needs**

### **i) Early Identification Strategy:**

According to Policy/Program Memorandum No. 11, “Early Identification of Children’s Learning Needs” (1982), every school board in Ontario must have procedures in place to identify the level of development, learning abilities, and needs of every child who is enrolled in the school, and to ensure that educational programs are designed to accommodate those needs and to facilitate the child’s growth and development. These procedures are part of a process of continuous assessment and program planning that should be

initiated when a child is first enrolled in school and that should continue throughout a child's school life (Growing Success, 2010, p. 70).

Any formal identifications of exceptionalities, whether it be Autism or others, follow the established IPRC process. Once students are identified and/or placed in a Special Education program, the strategy for supporting students is locally developed based on the placement.

Once a TCDSB school receives information via an outside report or medical letter verifying a diagnosis, it is in turn reviewed by the appropriate school board service provider. Based on the information reviewed, the service provider can complete a Psycho-Educational assessment file note indicating whether or not the student meets TCDSB criteria for an identification.

Specific to Autism, an external assessment report or doctor's letter is received on its own merit. However, if more information is required for clarification purposes, there may be the need for an exchange of information meeting with the diagnosing doctor. This is the case regardless of a student's grade.

The TCDSB Special Services Autism Department has a multi-disciplinary team that can be accessed through the referral process. However, a student's diagnosis of Autism doesn't presuppose the involvement of the Autism Team. Involvement of this team is determined on a per-needs basis with a priority given to students whose diagnosis prevents them from achieving meaningful access to the curriculum.

Before a referral is considered, the responsibility is on the school to follow the School Based Support Team (SBST), Case Conference, and School Based Support Learning (multi-disciplinary) Team (SBSLT) process. School staff are required to show that they have been proactive in trying different strategies to support the student. The interventions available to students with Autism are locally determined, but can include support from support staff, support from the Special Education teacher (as determined by placement), access to the SBSLT members, or access to the Autism Team.

The goal of the Autism Team is to provide supports and services so that students are successful at school through building capacity within the schools. Services are provided using a tiered approach as outlined in the *Learning for All* (2013) document.

## ii) Identifying and Supporting Student Needs:

Ministry curriculum documents exist for each of the subject areas in Elementary and Secondary levels of education. However, there are two foundational curriculum documents that provide teachers with detailed information and resources which promote learning for all as well as effective and appropriate instructional and assessment practices, in order to mitigate learning gaps and promote students' engagement in their own learning. They are:

a) Growing Success (2010)

b) Learning for All (2013)

Teachers routinely make professional judgments in order to ensure effective implementation of teaching and learning strategies that promote respect for individual student needs as well as collaborative learning opportunities. Teachers endeavour to create learning environments in which students feel valued and confident enough to take risks, make mistakes, and engage in learning growth opportunities. Students, according to their ability, are encouraged to become partners in their own learning.

In differentiating instruction according to students' interests, a teacher endeavours to increase the likelihood that any given lesson or project is highly engaging and personally meaningful for each student in the class. Teachers who know students' interests can vary projects, themes, and examples used in instruction to reflect those interests (Learning for All, 2013, p.18).

Teachers routinely make themselves available to provide additional support to students beyond formally-scheduled class times. The degree of support provided in these contexts will vary by student and can be established in response to collaboration between students and their teachers, and/or parents/guardians and teachers, particularly if persistent concerns emerge regarding knowledge acquisition.

## iii) Addressing Learning Gaps:

It is not the policy of the TCDSB to promote fee-for-service on-line or other learning programs, or tutoring support for students enrolled in this Board.

Utilizing the concept of “universal design for learning,” it is the collective responsibility of all teachers to create the most equitable learning conditions for all students in order to promote their learning and maximize their potential. Schools and classrooms are places that are intended to promote learning for all.

#### **8. TCDSB Parent Voice Survey**

The results of the TCDSB Parent Voice Survey were shared publically in an information report entitled, “Parent Voice Survey Results 2018” that was tabled during the August 23, 2018 Regular Board meeting.

This will be brought back to SEAC as requested in the October 17, 2018 motion.

### **E. METRICS AND ACCOUNTABILITY**

1. A future update regarding the progress of the Special Services and IT teams’ work regarding the establishment of post-secondary information links on the Board’s public-facing website will be provided.

### **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

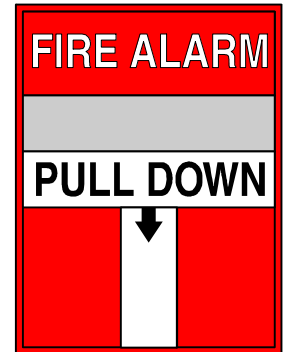




# **FIRE EMERGENCY PROCEDURES**

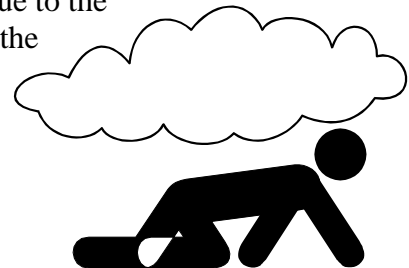
## **IF YOU DISCOVER A FIRE OR SMOKE**

1. Leave the fire area. Close all doors behind you.
2. Activate the fire alarm - use the pull station
3. Telephone the Toronto Fire Services at 911 from a safe location. Never assume that this has been done. Know and give correct address and location of fire in the building.
4. Do not re-enter once you have left the building until it is declared safe to do so by a Toronto Fire Services Official.



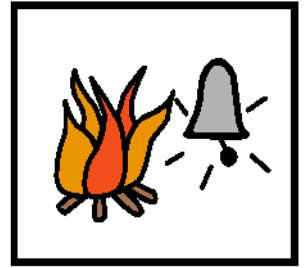
## **IF YOU HEAR A FIRE ALARM SIGNAL**

1. Evacuate the building. Use the NEAREST safe exit. Before opening the door, feel door and the doorknob for heat. If not hot, brace yourself against door and open slightly, if you feel air pressure or hot draft, close door quickly. DO NOT USE ELEVATORS.
2. If you have a door on your office close the door before exiting.
3. If you encounter smoke or fire use alternate exit. If smoke is unavoidable stay low and cover mouth with cloth as you exit.
4. Verbal instruction for safe evacuation may be necessary due to the fire situation. Listen and follow the instructions given by the Safety Leader.

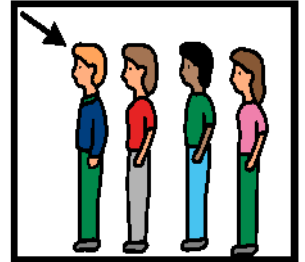


# Fire Drill

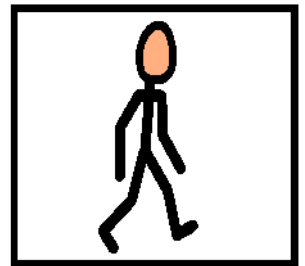
**The fire alarm bell goes off.**



**Everyone stands up and gets in line.**



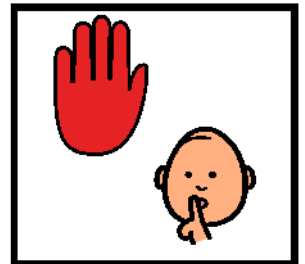
**Everyone walks in a line.**



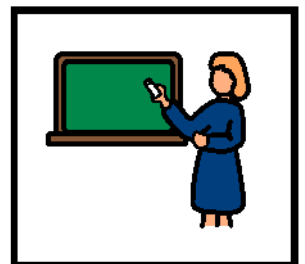
**Everyone exits the school building.**



**Everyone waits quietly.**



**Everyone waits for teacher's instructions.**



## **Carrying Out Fire Safety Plans**

The following actions are taken when carrying out Fire Safety Plans:

1. Fire safety plans are created at the beginning of each school year or new semester (Secondary schools) - with the change of classroom location of students;
2. Plans include evacuation routes for both the primary and alternate exit routes from each classroom or workspace in the school;
3. Classroom teachers/staff are responsible for executing the safe evacuation of students in their class at the time of any drill or real-time evacuation situation;
4. Non-classroom staff will be assigned evacuation support roles by the Principal;
5. Evacuation support roles will include the checking of washrooms and other non-classroom locations to ensure that the entire school building is evacuated in the drill or real-time evacuation situation;
6. Each classroom teacher carries out with them the class attendance list and verifies that all students in their class have evacuated the building. Any missing students are reported to the Principal, Vice-Principal or non-classroom staff assigned by the Principal to evacuation support roles.
7. The Principal/Vice-Principal will report to Fire Department staff the names of any non-ambulatory students and their designated safe-zone locations as well as those not immediately accounted for by any classroom teacher.



## STUDENT SCHOOL EMERGENCY EVACUATION RESPONSE PLAN

### 1. STUDENT INFORMATION

<b>Name:</b>	<b>EA Name(s) (if applicable) :</b>
<b>Grade:</b>	<b>CYW Name(s) (if applicable) :</b>
<b>Daily Schedule and Classroom Locations</b> <i>(attachment if necessary):</i>	

### 2. EMERGENCY EVACUATION ASSESSMENT

Does the student experience any of the following that could impede the ability to quickly evacuate the workplace?

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| a. Mobility limitations; interference with walking, using stairs, joint pain, use of mobility device (i.e. wheelchair, scooter, cane, crutches, walker, etc.) | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| b. Vision impairment/loss   | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| c. Hearing impairment/loss  | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| d. Other (please specify):  | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>   |                              |                             |

### 3. COMMUNICATION NEEDS & ACCOMMODATIONS

Indicate the student's preferred method of communication in an emergency situation. List any assistive communication devices and/or accommodations required. *Example: student with hearing impairment may require assistive device to receive emergency evacuation information.*

#### 4. CONDITIONS, SENSITIVITIES, DISABILITIES & ACCOMMODATIONS SUMMARY

Indicate any temporary or long term conditions, sensitivities and/or disabilities that may affect the well-being and safety of the student during emergency response.

Emergency Assistance Required:

#### 5. STUDENT PERSONAL EMERGENCY PREPAREDNESS KIT

Student Personal Emergency Preparedness Kit required? ☐ yes ☐ no

List Contents (i.e. emergency supply of medication, food for specific dietary needs, personal assistive equipment and batteries, emergency health & contact information, etc.):

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Location of Student's Personal Emergency Preparedness Kit:

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## 6. EMERGENCY EVACUATION ROUTES

Indicate **primary** accessible evacuation route from workplace, noting any accessibility accommodations required. Where applicable, attach site map/fire safety plan and identify meeting location.

Indicate **alternative** evacuation route from classroom, noting any accessibility accommodations required. Where applicable, attach site map/fire safety plan and identify meeting location.

## 7. EMERGENCY ASSISTANCE NETWORK

Establish staff to assist the student with a disability during emergencies. Staff should:

- be physically and mentally capable of performing the task and not require assistance themselves
- share the same hours in the same area as the student they will be assisting

The student requiring a School Emergency Evacuation Response Plan should be aware of those who will be notified to assist them during an emergency. **A minimum of 2 people is recommended for the Emergency Assistance Network.**

Network Leader Name: Classroom/Department: Contact Info:	Name: Classroom/Department: Contact Info:
Name: Classroom/Department: Contact Info:	Name: Classroom/Department: Contact Info:

## 8. ACKNOWLEDGEMENT & RELEASE

Reason for review: ☐ new admission ☐ change in classroom location ☐ change in student's condition

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

I acknowledge that the information contained on this form is accurate and hereby authorize Toronto Catholic District School Board to release applicable personal information contained within the Student School Emergency Response Plan to designated individuals within my son's or daughter's Emergency Assistance Network and emergency/first responders, in the event of a school emergency evacuation situation.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

PLEASE ENSURE THAT THE ORIGINAL COMPLETED STUDENT SCHOOL EMERGENCY EVACUATION RESPONSE FORM (WITH ATTACHMENTS) IS ACCESSIBLE TO ALL STAFF IN THE EVENT OF AN EMERGENCY AND A COPY FILED IN THE SCHOOL OFFICE.

*All personal information collected on this form and any attachments herein will be used for Student School Emergency Evacuation Response purposes only and will remain confidential as per MFIPPA unless written consent is obtained from the student's parent(s) or guardians (completion of Section 8).*



REPORT TO

REGULAR BOARD

## INTERNATIONAL LANGUAGES ELEMENTARY (ILE) PROGRAM

*“All of them were filled with the Holy Spirit and began to speak in other languages, as the Spirit gave them ability.” Acts 2:4*

Created, Draft	First Tabling	Review
January 7, 2018	January 24, 2019	<a href="#">Click here to enter a date.</a>
<p>A. Della Mora, Executive Superintendent of Human Resources  L. Di Marco, Superintendent of Curriculum Leadership &amp; Innovation; Academic ICT  P. De Cock, Comptroller of Business Services  M. Vanayan, Sr. Coordinator of Educational Research  M. Sequeira, Coordinator of International Languages, Parent Engagement &amp; Community Outreach</p>		
<b>RECOMMENDATION REPORT</b>		

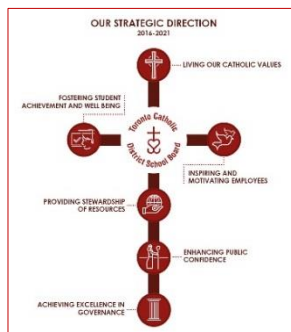
### Vision:

*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

L. Noronha

Associate Director of Facilities,  
Business and Community  
Development, and Chief  
Financial Officer



## A. EXECUTIVE SUMMARY

The International Languages Elementary (ILE) Program is currently being offered in forty-four schools, through an integrated delivery model within the school day. These schools previously offered the ILE Program in an extended day model. The integrated model was approved by the Ministry of Education for 2018-2019, to be delivered for 30 minutes, 4 times per week, within the 300-minute instructional day.

This report provides the Board of Trustees and the Ministry of Education with a preliminary assessment of the ILE Program, as offered in forty-four schools, in the current integrated delivery model. This report provides the results of ILE survey that was conducted with parents in the 44 ILE program schools and the results of the ILE survey that was conducted with parents in all other TCDSB Elementary Schools.

The Research Department will also be devising a survey to evaluate the effectiveness of the 2018-2019 ILE Program delivery model with appropriate stakeholders, to be conducted in the spring of 2019. The results of that program effectiveness survey will be shared at the June 2019 Student Achievement meeting.

This report recommends that the Board:

1. Seek ongoing permissions to ensure the program can continue to be offered within the 300 minute instructional day.
2. Request ongoing support from the Ministry of Education through a commitment to full funding, as it is required in order to ensure the continuation of this valuable program.
3. Indicate to the Minister of Education and Ministry staff that they are willing to work collaboratively on issues related to funding and permissions, in order to ensure the continuation of the IL program.

***The cumulative staff time required to administer the surveys and prepare this report was 2015 hours.***

## **B. PURPOSE**

1. This report provides information related to the implementation of the new ILE Program format.
2. It provides the results of the ILE survey in all TCDSB Elementary schools, as approved by the Board at the August 23, 2018 Board meeting.
3. It meets the Ministry of Education's requirement of an Interim Report.

## **C. BACKGROUND**

1. On August 23, 2018, the Board of Trustees approved a survey to be conducted in all TCDSB elementary schools, beginning on November 18<sup>th</sup> and to be completed by January, 2019, to confirm parents' desire to have International Languages taught during the 300-minute instructional day or in an alternative delivery model.
  - i. The ILE Program taught during the school day would result in IL schools integrating Ministry Curriculum subject areas (Social Studies, Science and Technology, Language, Arts, Math, Religion) due to the 120 minutes per week now dedicated to IL instruction. IL schools would still maintain the prescribed time allotments for curriculum devoted to Mathematics, Daily Physical Activity and French programming.
  - ii. The implementation of any new after school or weekend International Languages program would occur in 2018-2019 depending on available staff and sufficient registrations in a school community.
  - iii. The implementation for any new school for an ILE program to be offered during the day would be contingent on consultation with our teachers' union and upon approval of the Ministry of Education. Upon approval, implementation of these new programs would occur in September 2019.
2. On August 31, 2018 the Minister of Education approved TCDSB's request to offer a one-year transitional ILE course of study within the 300-instructional day in the 2018-2019 school year, in all forty-four ILE schools. This approval was contingent on the board meeting the following conditions:

- i. Monitor implementation to ensure that curriculum expectations would continue to be met in all subject areas;
- ii. Consider and adhere to the Board's legal obligations under any legislation and/or any collective agreements, when operationalizing the course of study; and
- iii. Recognize that Ministry funding of up to \$3.6 million was provided on a one-year transition basis only, and commit to managing future costs for implementation of the program from within existing Board funding allocations.

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

### **ILE SURVEY RESULTS SUMMARY**

#### **1. Survey process:**

- Surveys were coded, prepared, packaged, and sent out to all elementary schools by November 2, 2018.
- One survey was sent to each family with the November progress report cards. All surveys were to be returned to principals by November 27, 2018.
- Principals were instructed to seal all boxes of returned surveys at the end of the school day.
- Surveys were picked-up by TCDSB couriers on November 28<sup>th</sup> and November 29<sup>th</sup>.
- All returned surveys were delivered to the Catholic Education Centre on November 30, 2018.
- All survey envelopes were opened and processed. The executive from CUPE 3155 was invited to be present during this process and they did attend.

#### **2. The table below provides overall survey statistics for the Board:**

Number Of Surveys Sent Out To Parents	46,193
Number of Surveys Completed by Parents and Returned	24,469
Board-Wide Return Rate	53%
Surveys were received from 164 Elementary schools	All 164 schools
Return Rate per School Range	26% - 90%
Number of Schools Meeting the 67% Threshold	21

3. Summary of overall survey statistics:
  - Surveys were sent to all 164 Elementary schools.
  - Completed surveys were received from all elementary schools.
  - In the TCDSB there are 44 Elementary schools with the ILE Program (ILE Schools) and 120 without the ILE Program (Non-ILE Schools).
4. Survey viability (required return rate):
  - The Board approved in the August 2018 Board report that, “surveys from 67% of all families in schools must be returned in order for the results to be considered viable.”
  - Those schools that did not meet the threshold of 67% would not experience any changes to the new ILE format for the 2018-2019 school year.
  - Appendix A shows the survey return rate for each elementary school, including the number of surveys sent-out, the number of surveys returned, and the return rate.
5. Summary of survey return rate data:
  - In total, 21 elementary schools met the threshold of 67% return rate.
  - Of the 21 elementary schools that met the threshold of 67% return rate:
    - 16 were ILE Schools
    - 5 were Non-ILE Schools.
  - All schools that met the 67% threshold were scanned and are reported below.
  - ILE Schools that did not meet the 67% threshold were also scanned and results are reported below.

### **Survey results for ILE Schools that Met the 67% Threshold**

6. The results for the 16 ILE Schools are shown in the following table. For schools that currently have an ILE Program, Trustees approved that “in order to determine if the program is to be continued, using the Board approved model or to move the ILE Program to an alternative model, the majority of 51% should be attained for the preferred selection.”

School	Number of Surveys Returned	% Returned	Continue To Deliver the Program	Change the Program Delivery Model	Preferred Program (Number of Parents)	
					After School	Weekends
D'Arcy McGee	164	70%	87.8%	12.2%	25	9
Josyf Cardinal Slipyj	393	90%	98.7%	1.3%	9	2
St Anthony	172	70%	72.3%	27.7%	51	18
St Clare	215	68%	75.4%	24.6%	51	20
St. Demetrius	177	83%	99.4%	0.6%	2	1
St. Fidelis	312	72%	63.7%	36.3%	108	39
St Helen	206	67%	83.2%	16.8%	42	3
St Ignatius of Loyola	68	74%	86.2%	13.8%	14	1
St. Josaphat	97	79%	100.0%	0%	1	0
St Mary of the Angels	130	67%	85.8%	14.2%	26	6
St Matthew	284	70%	89.6%	10.4%	42	9
St. Paschal Baylon	430	71%	94.4%	5.6%	45	22
St Robert	342	74%	79.4%	20.6%	69	25
St Sebastian	124	71%	85.2%	14.8%	23	9
Sts. Cosmas and Damian	232	82%	87.0%	13.0%	44	15
Venerable John Merlini	152	75%	81.9%	18.1%	25	15

7. As shown in the table above, the results indicate that parents in all 16 ILE elementary schools, where the 67% return rate was met, were in favour of continuing to deliver the ILE Program.

#### **Results for ILE Schools that Did Not Meet the 67% Threshold**

8. In 28 of the 44 ILE Schools, the return rate was under 67%. These schools will continue with the current ILE format for the rest of the 2018-2019 school year. The results for these 28 ILE Schools are shown in the table below.

School	Number of Surveys Returned	% Returned	Continue To Deliver the Program	Change the Program Delivery Model	Preferred Program (Number of Parents)	
					After School	Weekends
Blessed Margherita	126	49%	89.5%	10.5%	17	8
Immaculate Conception	221	59%	90.9%	9.1%	28	7
Msgr. John Corrigan	84	53%	95.8%	4.2%	7	1
Pope Francis	126	62%	80.9%	19.1%	26	5
Regina Mundi	157	55%	80.7%	19.3%	34	11
St. Alphonsus	113	60%	87.0%	13.0%	17	10
St. Andre	221	49%	95.9%	4.1%	14	12
St. Angela	162	46%	80.3%	19.7%	23	18
St. Bernard	303	60%	79.5%	20.5%	45	31
St. Brigid	327	65%	63.3%	36.7%	120	21
St. Charles	118	62%	82.7%	17.3%	20	12
St. Conrad	264	59%	84.2%	15.8%	37	25
St. Francis de Sales	179	54%	97.6%	2.4%	6	9
St. Francis of Assisi	44	37%	65.8%	34.2%	12	5
St. Francis Xavier	201	47%	80.3%	19.7%	37	11
St. Jane Frances	260	49%	90.7%	9.3%	22	17
St. Jerome	258	64%	87.4%	12.6%	34	18
St. John Bosco	156	63%	88.1%	11.9%	22	8
St. John Vianney	154	59%	86.4%	13.6%	21	10
St. Jude	265	48%	94.2%	5.8%	21	6
St. Martha	73	41%	82.6%	17.4%	7	4
St. Maurice	110	50%	100.0%	0%	12	7
St. Norbert	142	56%	84.5%	15.5%	21	6
St. Raphael	234	64%	83.2%	16.8%	40	23
St. Roch	130	50%	91.3%	8.7%	11	8
St. Simon	238	59%	83.3%	16.7%	38	16
St. Wilfrid	258	47%	91.8%	8.2%	28	9
Stella Maris	174	64%	88.3%	11.7%	31	4

### **Results for Non-ILE Schools that Met the 67% Threshold**

9. The results for the five Non-ILE Schools that met the 67% threshold are shown in the following tables. For schools currently without an ILE Program, Trustees

approved that “in order to initiate a program model for the school, a majority of 51% should be attained for the preferred selection.”

*Non-ILE School, return rate 67% or more AND at least 51% in favour of initiating an ILE Program:*

<b>School</b>	<b>Number of Surveys Returned</b>	<b>% Returned</b>	<b>Initiate an ILE Program</b>	<b>Initiate an After School or Weekend Program</b>	<b>Do Not offer an ILE Program</b>
Holy Rosary	157	68%	52.3%	33.1%	14.6%
St. Antoine Daniel	213	67%	68.5%	23.4%	8.1%
St. Matthias	141	69%	57.9%	30.1%	12.0%
The Divine Infant	56	70%	75.0%	15.4%	9.6%

*Non-ILE School, return rate 67% or more AND less than 51% in favour of initiating an ILE Program:*

<b>School</b>	<b>Number of Surveys Returned</b>	<b>% Returned</b>	<b>Initiate an ILE Program</b>	<b>Initiate an After School or Weekend Program</b>	<b>Do Not offer an ILE Program</b>
Father Serra	254	71%	43.0%	42.6%	14.3%

10. As shown in the tables above, parents in 4 of the 5 elementary schools, where there was a 67% or better return rate for surveys, are in favour of initiating an ILE Program during the school day.
11. In the four Non-ILE Schools where there was a return rate of more 67% of the surveys AND more than 51% of respondents indicated a preference to initiate an ILE Program, the two top languages that were identified for IL are:

<b>School</b>	<b>Preferred Languages</b>	
	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>
Holy Rosary	Spanish (40%)	Filipino/Tagalog (26%)
St. Antoine Daniel	Filipino/Tagalog (50%)	Spanish (25%)
St. Matthias	Spanish (34%)	Filipino/Tagalog (18%)
The Divine Infant	Filipino/Tagalog (37%)	Mandarin (34%)

12. In the one Non-ILE School where there was a return rate of more than 67% of the surveys BUT less than 51% of respondents indicated a preference to initiate an ILE Program, the two top languages that were identified for IL are: Father

School	Preferred Languages	
	1 <sup>st</sup>	2 <sup>nd</sup>
Father Serra	Italian (64%)	Spanish (14%)

### **ILE PROGRAM IMPLEMENTATION 2018-2019**

13. To ensure that all curriculum expectations could be met in all subject areas the following actions were initiated:

- i. The Curriculum Leadership & Innovation department developed an *Integrated Curriculum Framework*, for Grades 1-8, that:

- supports and meets Ministry curriculum by combining a variety of instructional areas into integrated curriculum units, with a focus on global (21<sup>st</sup> century) competencies;
- integrates the Ontario Catholic Schools Graduate Expectations through a social justice lens;
- respects teachers' professional judgment, as it provides teachers the opportunity to change and/or incorporate additional information into key expectations, to best address the specific needs of each learner;
- allows opportunities for multiple entry points to maximize student success;
- supports all students through a culturally responsive approach by integrating student voice in the learning process;
- addresses key Ministry expectations for each reporting period;
- focusses on engaging students in problem solving and critical and creative-thinking through inquiry.

- ii. The following initiatives/professional development opportunities have taken place and/or made available to teachers:

- in-service on the Integrated Curriculum Framework in August 2018 for superintendents, principals and vice principals;
- Integrated Curriculum Units were promoted through various board-wide initiatives and professional development opportunities for teachers:



- First Nations, Metis and Inuit workshop;
- Religion/Science Department Collaboration workshop;
- Literacy Representative Symposium;
- Workshop for teachers new to teaching intermediate;
- presentations to individual schools (based on request);
- one-on-one support to individual teachers (based on request).

iii. The Supervisory Officers responsible for the monitoring of the ILE Program:

- met with all elementary principals to share the *Integrated Curriculum Framework*;
- discussed the process required for monitoring the program at principal meetings early in the school year;
- communicated with principals, their responsibility for ensuring that all teachers assess and evaluate all of Ministry curriculum areas and that the achievement of each student is reported on their individual report card; and
- will ensure that this process is implemented by each principal in the 44 ILE Schools.

iv. The following resources/professional development opportunities are available to ILE instructors to support Ministry Curriculum:

- strategies on integrating art, drama, literacy (dual language books), numeracy, social studies and religion into the target language are embedded in the TCDSB ILE Curriculum documents (Italian, Portuguese, Spanish, Filipino, Mandarin, Polish);
- workshops focusing on the integration of Ministry Curriculum in the target language with a focus on the grade 3 and 6 Math, Science and Social Studies curriculum;
- TCDSB *ILE Assessment Guide*, that is aligned with assessment practices in *Growing Success*;
- *Financial Literacy in International Languages*;
- through one-on-one support to individual instructors (based on request).

## **SUMMARY AND ANALYSIS OF FINANCIAL CONSIDERATIONS**

### **14. Financial Analysis**

- i. Financial risks have arisen due to language appearing in the collective agreement with TECT, and direction received in a recent arbitration ruling regarding the ILE program.

In summary, the ILE program can no longer be delivered in an extended day format, requiring IL teachers to work until 30 minutes longer than their colleagues. This ruling necessitated the delivery of ILE program during the regular instructional day. Consequently, the TCDSB faced the potential loss of ILE Grant funding provided for the after-school model, and would incur the additional cost of instructional teachers and school bussing costs due to modified school schedules.

- ii. As a result of a motion approved by the Board and requested of the Ministry, the Minister of Education in a communication to the Director of Education dated August 31<sup>st</sup> 2018 confirmed by a conditional approval the IL course of study can be delivered during the 5-hour (300-minute) instructional day. The conditional approval is for the 2018-19 school year only. The estimated financial impact in 2018-19 is a shortage of funding in the amount of \$5.2M (after accounting for the one-time funding of \$3.6M provided by the Ministry).
- iii. The breakdown of funding and cost implications for 2018-19 appear in the following table:

<b>Funding/Cost Implication for 2018-19</b>	
Additional teachers required due to shortened instructional day	(\$2.3M)
Additional school bussing costs due to modified school day schedules	(\$1.5M)
Loss of GSN funding for Extended Day Program	(\$5.0M)
One-time Ministry funding to pilot IL programme during regular instructional day	\$3.6M
<b>Overall Funding/Cost Implication</b>	<b>(\$5.2M)</b>

- iv. The Revised Budget Estimates submitted to the Ministry in December 2018 have addressed this shortfall. Staff recommended and the Trustees approved the use of surpluses from the 2017-18 fiscal year on a one-time

basis to balance the 2018-19 budget. Should the Board of Trustees and the Ministry agree to continue the program and the proposed funding arrangement in the 2019-20 fiscal year, a permanent reduction elsewhere in the base budget would need to be identified in order to balance the budget.

## **SUMMARY AND ANALYSIS OF LABOUR/COLLECTIVE AGREEMENT CONSIDERATIONS**

15. Labour implications are contingent on the Ministry of Education's decision to allow the IL model/program to continue status quo beyond the conclusion of the 2018/2019 school year.
  - i. If the Ministry continues to approve the delivery of the IL program during the 5-hour (300-minute) instructional day, then the Board will need to focus on the financial viability and funding of the program.
  - ii. If, however, the Ministry takes the position that it can no longer support the current model, the Board will need to consider alternative program delivery models that will have significant labour implications or designate the appropriate funds to maintain its current status.
  - iii. If the Ministry does not allow the program to continue through funding or by making the required changes in legislation, one possible model would see the program moved to an after school/weekend format. In this case, classroom teachers would revert to a regular (non-IL school) teacher schedule which follows the TECT-TCDSB Collective Agreement parameters. The Board will need to liaise with IL instructors (CUPE 3155) to discuss potential opportunities and next steps associated with changes in their terms of employment (from daytime to after school/weekend hours).
16. The International Language model that the TCDSB selects will impact staffing requirements as programs need to be addressed.
  - i. These requirements are time sensitive and impacted by Collective Agreement parameters.
  - ii. Any delays associated with the selection of the model will negatively impact the process and push staffing decisions that would typically occur in June 2019 to September 2019 and beyond, as occurred in September 2018.
  - iii. The unfortunate reality of delayed staffing occurred in this academic year and we are still dealing with significant opportunity costs in terms of:

- pressure on the efficacy of the Occasional Teacher Roster to fill daily teacher absences; and
- the inconsistency of assessment and instructional practices linked to changes and delays in teacher classroom assignments.

As such, respectful of March staffing projections and Collective Agreement requirements, it is imperative that a timely decision be made.

## **E. METRICS AND ACCOUNTABILITY**

1. The Research Department will devise and implement a survey to evaluate the 2018-2019 ILE Program delivery model with the appropriate stakeholders. The results will be shared at the Student Achievement Committee meeting, scheduled for May 28, 2019.
2. Depending upon the discussions with the Ministry of Education regarding the existing delivery model of the ILE Program for the 2018-2019 school year, Board staff may have to look at alternative methods of delivery of the ILE Program for the 2019-2020 school year.

## **F. STAFF RECOMMENDATIONS:**

That the Board:

1. Seek ongoing permissions to ensure the program can continue to be offered within the 300 minute instructional day.
2. Request ongoing support from the Ministry of Education through a commitment to full funding as it is required in order to ensure the continuation of this valuable program.
3. Indicate to the Minister of Education and Ministry staff that they are willing to work collaboratively on issues related to funding and permissions, in order to ensure the continuation of the IL program.

## APPENDIX A

### Surveys Sent Out, Surveys Returned and Return Rates for All Schools

Code	Name	ILE Pgm.	# of Surveys	# of surveys returned	Return Rate
290	All Saints		615	283	46%
299	Annunciation		241	137	57%
409	Blessed Margherita	x	256	126	49%
456	Blessed Pier Giorgio Frassati		243	113	47%
374	Blessed Pope Paul VI		247	154	62%
226	Blessed Sacrament		390	199	51%
289	Blessed Trinity		167	90	54%
251	Canadian Martyrs		246	119	48%
556	Cardinal Carter Academy		121	53	44%
419	Cardinal Leger		250	94	38%
318	D'Arcy McGee	x	234	164	70%
378	Epiphany of Our Lord		123	73	59%
391	Father Serra		358	254	71%
329	Holy Angels		413	234	57%
433	Holy Child		237	62	26%
242	Holy Cross		282	147	52%
212	Holy Family		175	69	39%
215	Holy Name		229	86	38%
225	Holy Rosary		231	157	68%
282	Holy Spirit		321	143	45%
281	Immaculate Conception	x	376	221	59%
272	Immaculate Heart of Mary		144	41	28%
325	James Culnan		401	171	43%
413	Josyf Cardinal Slipyj	x	436	393	90%
340	Mother Cabrini		133	65	49%
399	Msgr. John Corrigan	x	158	84	53%
288	Nativity of Our Lord		341	205	60%
252	Our Lady of Fatima		583	220	38%
372	Our Lady of Grace		183	72	39%
342	Our Lady of Guadalupe		129	53	41%

221	Our Lady of Lourdes		463	224	48%
253	Our Lady of Peace		449	190	42%
239	Our Lady of Perpetual Help		240	113	47%
246	Our Lady of Sorrows		517	270	52%
265	Our Lady of the Assumption		292	123	42%
247	Our Lady of Victory		509	249	49%
273	Our Lady of Wisdom		296	152	51%
347	Pope Francis	x	202	126	62%
258	Precious Blood		368	168	46%
416	Prince of Peace		207	122	59%
362	Regina Mundi	x	285	157	55%
415	Sacred Heart		195	95	49%
368	Santa Maria		164	75	46%
302	St. Agatha		319	166	52%
345	St. Agnes		235	108	46%
350	St. Aidan		215	109	51%
335	St. Albert		309	130	42%
326	St. Alphonsus	x	189	113	60%
259	St. Ambrose		284	182	64%
410	St. Andre	x	449	221	49%
295	St. Andrew		476	226	47%
361	St. Angela	x	356	162	46%
243	St. Anselm		245	155	63%
210	St. Anthony	x	247	172	70%
339	St. Antoine Daniel		319	213	67%
328	St. Augustine		400	156	39%
274	St. Barbara		234	106	45%
351	St. Barnabas		229	108	47%
334	St. Bartholomew		63	26	41%
425	St. Bede		111	43	39%
267	St. Benedict		497	307	62%
261	St. Bernard	x	507	303	60%
263	St. Bonaventure		453	212	47%
277	St. Boniface		237	105	44%
359	St. Brendan		364	195	54%
235	St. Brigid	x	500	327	65%

376	St. Bruno/St. Raymond		169	83	49%
316	St. Catherine		86	40	47%
218	St. Cecilia		439	216	49%
250	St. Charles	x	194	118	62%
363	St. Charles Garnier		303	94	31%
228	St. Clare	x	317	215	68%
307	St. Clement		339	203	60%
380	St. Columba		171	73	43%
396	St. Conrad	x	445	264	59%
270	St. Cyril		254	155	61%
384	St. Demetrius	x	212	177	83%
310	St. Denis		199	111	56%
467	St. Dominic Savio		179	75	42%
341	St. Dorothy		241	97	40%
241	St. Dunstan		207	84	41%
356	St. Edmund Campion		180	68	38%
255	St. Edward		356	208	58%
278	St. Elizabeth		175	94	54%
386	St. Elizabeth Seton		108	50	46%
337	St. Eugene		333	174	52%
358	St. Fidelis	x	432	312	72%
385	St. Florence		124	58	47%
366	St. Francis de Sales	x	334	179	54%
206	St. Francis of Assisi	x	120	44	37%
271	St. Francis Xavier	x	427	201	47%
256	St. Gabriel		226	110	49%
377	St. Gabriel Lalemant		93	42	45%
319	St. Gerald		207	108	52%
262	St. Gregory		509	265	52%
208	St. Helen	x	306	206	67%
395	St. Henry		181	106	59%
365	St. Ignatius of Loyola	x	92	68	74%
315	St. Isaac Jogues		254	154	61%
275	St. James		151	78	52%
296	St. Jane Frances	x	528	260	49%
394	St. Jean de Brebeuf		155	90	58%

294	St. Jerome	x	404	258	64%
292	St. Joachim		226	84	37%
220	St. John		312	179	57%
305	St. John Bosco	x	246	156	63%
244	St. John the Evangelist		298	127	43%
392	St. John Vianney	x	262	154	59%
348	St. John XXIII		347	137	39%
291	St. Josaphat	x	123	97	79%
209	St. Joseph		170	79	46%
279	St. Jude	x	554	265	48%
393	St. Kateri Tekakwitha		185	95	51%
300	St. Kevin		184	83	45%
264	St. Lawrence		316	134	42%
333	St. Leo		277	149	54%
331	St. Louis		171	83	49%
370	St. Luigi		100	48	48%
336	St. Malachy		210	114	54%
311	St. Marcellus		284	108	38%
249	St. Margaret		506	270	53%
381	St. Marguerite Bourgeoys		72	38	53%
260	St. Maria Goretti		710	418	59%
332	St. Mark		164	89	54%
344	St. Martha	x	177	73	41%
286	St. Martin de Porres		265	100	38%
205	St. Mary		267	151	57%
228	St. Mary of the Angels	x	193	130	67%
240	St. Matthew	x	406	284	70%
357	St. Matthias		203	141	69%
379	St. Maurice	x	222	110	50%
387	St. Michael		131	47	36%
217	St. Michael's Choir (Jr)		155	66	43%
224	St. Monica		258	124	48%
308	St. Nicholas		277	139	50%
355	St. Nicholas of Bari		443	276	62%
309	St. Norbert	x	253	142	56%
283	St. Paschal Baylon	x	606	430	71%



204	St. Paul		153	78	51%
237	St. Pius X		344	82	24%
285	St. Raphael	x	367	234	64%
408	St. Rene Goupil		105	37	35%
301	St. Richard		298	124	42%
216	St. Rita		65	33	51%
297	St. Robert	x	460	342	74%
320	St. Roch	x	262	130	50%
269	St. Rose of Lima		359	162	45%
354	St. Sebastian	x	174	124	71%
383	St. Simon	x	403	238	59%
284	St. Stephen		298	120	40%
373	St. Sylvester		155	83	54%
248	St. Theresa Shrine		162	66	41%
236	St. Thomas Aquinas		412	211	51%
322	St. Thomas More		237	93	39%
298	St. Timothy		479	228	48%
306	St. Ursula		188	95	51%
338	St. Victor		245	140	57%
227	St. Vincent de Paul		234	88	38%
313	St. Wilfrid	x	533	258	47%
371	Stella Maris	x	272	174	64%
398	Sts. Cosmas and Damian	x	283	232	82%
414	The Divine Infant		80	56	70%
417	The Holy Trinity		395	232	59%
276	Transfiguration		317	208	65%
397	Venerable John Merlini	x	202	152	75%
-	TOTAL		46193	24469	53%



REPORT TO

REGULAR BOARD

## REVISED ANNUAL CALENDAR OF REPORTS AND POLICY METRICS FOR 2019

*...but I did not believe the reports until I came and my own eyes had seen it. Not even half had been told me; your wisdom and prosperity far surpass the report that I had heard.  
1 Kings 10:7*

Created, Draft	First Tabling	Review
January 14, 2019 Director's Council	January 24, 2019	<a href="#">Click here to enter a date.</a>
<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

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

In February 2018, staff produced a report that reorganized and streamlined the Calendar of Annual Reports, and included Policy Metrics as part of the calendar. After a full year of following the calendar, staff are recommending minimal changes that best reflect the realities of data collection and report production and presentation at Board and Committee meetings.

Staff recommend minor revisions to the approved calendar of annual reports and policy metrics for 2019.

*The cumulative staff time required to prepare this report was 16 hours.*

## **B. PURPOSE**

1. The annual calendar of reports and policy metrics was revised in February 2018, and followed throughout the year. **Appendix A.**
2. Given the experience with the annual calendar, staff have identified some changes to improve the annual calendar. The changes are proposed in **Appendix B.**

## **C. BACKGROUND**

1. **February 22, 2018** – At the Board meeting, Trustees approved the revised Annual Calendar of Reports and Policy metrics.
2. After experience with the calendar in 2018, staff are suggesting minor revisions to the scheduling and/or titling of reports, primarily based on:
  - i. the availability of data upon which to base reports;
  - ii. the timing of consultation with other Board committees;
  - iii. Ministry of Education reporting timelines.

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

The following changes to the Annual Calendar of Reports and Policy metrics are recommended are described below and shown in **Appendix B:**



<p>S.22 Religious Accommodation Policy Report &amp; S.S.02 Opening or Closing Exercises Policy Report (Combined)</p> <p>Board Learning Improvement Plan (BLIP) Annual Report</p>		<p>•<b>MOVE:</b> S.22 Religious Accommodation Policy Report &amp; S.S.02 Opening or Closing Exercises Policy Report (Combined) to OCTOBER</p> <p>•<b>MOVE:</b> Board Learning Improvement Plan (BLIP) Annual Report to OCTOBER</p>
	<b>DECEMBER</b>	<p>•<b>ADD:</b> S.10 Catholic School Parent Council Policy from OCTOBER in order to consult with CPIC and OAPCE</p> <p>•<b>ADD:</b> CPIC Annual Report including Financial Report from OCTOBER in order to consult with CPIC</p>

<b>CORPORATE SERVICES COMMITTEE</b>		
<b>Report Title</b>	<b>Month</b>	<b>Action/Rationale</b>
Financial Status Update Report #1	<b>JANUARY</b>	• <b>MOVE:</b> Financial Status Update Report #1 to FEBRUARY
Annual Investment Report	<b>FEBRUARY</b>	<p>•<b>MOVE:</b> Annual Investment Report to DECEMBER</p> <p>•<b>ADD:</b> Financial Status Update #1</p>

Budget Report: Financial Planning and Consultation review	<b>MARCH</b>	<ul style="list-style-type: none"> <li>•<b>RENAME</b>: the report and modify the title: Budget <b>Series</b> Report: Financial Planning and Consultation Review</li> </ul>
Financial Status Update Report #2	<b>APRIL</b>	<ul style="list-style-type: none"> <li>•<b>MOVE</b>: Financial Status Update Report #2 to MAY</li> <li>•<b>NEW</b>: Budget Series Report: Grants for Student Needs Update</li> </ul>
Report: Recommended Budget Estimates	<b>MAY</b>	<ul style="list-style-type: none"> <li>•<b>ADD</b>: Financial Status Update Report #2</li> <li>•<b>RENAME</b>: Budget Series Report: Preliminary Budget Estimates for the Following Fiscal Year</li> </ul>
Financial Status Update Report #3  Report: Annual Budget Estimates	<b>JUNE</b>	<ul style="list-style-type: none"> <li>•<b>MOVE</b> Financial Status Update Report #3 to SEPTEMBER</li> <li>•<b>ADD</b>: Budget Series Report: Recommended Budget Estimates for Following Fiscal Year</li> <li>•<b>ADD</b>: Delegated Authority Report</li> </ul>
	<b>SEPTEMBER</b>	<ul style="list-style-type: none"> <li>•<b>ADD</b>: Financial Status Update Report #3</li> <li>•<b>ADD</b>: Preliminary Enrolment Reports Elementary and Secondary Schools and S.A.01 <u>Elementary Admission and Placement</u> Policy Metric from October to SEPTEMBER</li> <li>•<b>NEW</b>: Capital Program Update – provided to provide updated information on the previous school year</li> <li>•<b>ADD</b>: Delegated Authority Update Report</li> </ul>

Preliminary Enrolment Reports Elementary and Secondary Schools and S.A.01 <u>Elementary Admission and Placement</u> Policy Metric	<b>OCTOBER</b>	<ul style="list-style-type: none"> <li>•<b>MOVE:</b> Preliminary Enrolment Reports Elementary and Secondary Schools and S.A.01 <u>Elementary Admission and Placement</u> Policy Metric to SEPTEMBER</li> </ul>
Financial Status Update Report #4  Audited Financial Statements	<b>NOVEMBER</b>	<ul style="list-style-type: none"> <li>•<b>CONSOLIDATE:</b> these 2 reports to be titled: Audited Financial Statements and Financial Status Update #4</li> </ul>
Budget Report: Revised Budget Estimates	<b>DECEMBER</b>	<ul style="list-style-type: none"> <li>•<b>RENAME:</b> Budget Series Report: Revised Budget Estimates for the Current Fiscal Year</li> <li>•<b>ADD:</b> Capital Renewal Report</li> <li>•<b>ADD:</b> Annual Investment Report from FEBRUARY</li> </ul>

<b>REGULAR BOARD</b>		
<b>Report Title</b>	<b>MONTH</b>	<b>Action/Rationale</b>
Annual Report on the Multi Year Strategic Plan	<b>OCTOBER</b>	<ul style="list-style-type: none"> <li>•<b>MOVE:</b> Annual Report on the Multi Year Strategic Plan to NOVEMBER as – all data is not available to present report in October</li> </ul>
	<b>NOVEMBER</b>	<ul style="list-style-type: none"> <li>•<b>ADD:</b> Annual Report on the Multi Year Strategic Plan – all data is not available to present report in October</li> </ul>

## **E. METRICS AND ACCOUNTABILITY**

1. The calendar of annual reports and policy metric reports will be monitored by Director's Council.
2. The Calendar of Reports and Policy Metrics for each respective Committee/Board will be part of the Order Paper for the respective Committee/Board.
3. New reports or policy metric reports will be added to the calendar as determined by the Board, and further revised in January 2020.

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

1. The calendar of reports will be provided on the Order Paper of the respective Committee or Regular Board.

## **G. STAFF RECOMMENDATION**

1. That Trustees approve the revised Calendar of Annual Reports and Policy Metric Reports presented in **Appendix B**.



# 2018 ANNUAL CALENDAR OF REPORTS & POLICY METRICS

## Appendix A

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
2	January (P)	Student Achievement	<u>A.35 Accessibility Standards</u> Policy Metric	Associate Director Academic Services
3	January (Q)	Corporate Services	Financial Status Update Report #1	Executive SO Business Services
4	January (P)	Corporate Services	<u>B.R.01 Rental of Surplus School Space &amp; Properties</u> Policy Metric	Associate Director Planning & Facilities
5	February (A)	Corporate Services	Annual Investment Report	Executive SO Business Services
6	February (P)	Student Achievement	<u>S. 19 External Research</u> Policy Metric	Associate Director Academic Services
7	March (A)	Student Achievement	Staffing Projections Report	Associate Director Academic Services
8	March (A)	Corporate Services	Budget Report: Financial Planning and Consultation Review	Executive SO Business Services
9	March (A)	Corporate Services	Planning Enrolment Projection	Associate Director of Planning and Facilities
10	March (A/P)	Corporate Services	Transportation Annual Report and <u>S.T.01 Transportation</u> Policy Metric	Associate Director Planning & Facilities
11	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
12	April (Q)	Corporate Services	Financial Status Update Report #2	Executive SO Business Services
13	April (A)	Regular Board	Education Development Charges Policy Review	Associate Director of Planning and Facilities

# 2018 ANNUAL CALENDAR OF REPORTS & POLICY METRICS

## Appendix A

14	May (A)	Student Achievement	Staffing Status Report for Next School Year	Executive SO Business Services
15	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
16	May (P)	Corporate Services	<u>A.18 Development Proposals, Amendments and Official Plans and Bylaws Policy Metric</u>	Associate Director Planning & Facilities
17	June (P)	Student Achievement	<u>B.B.04 Smoke &amp; Vapour Free Policy Metric</u>	Associate Director Academic Services
18	June (Q)	Corporate Services	Financial Status Update Report #3	Executive SO Business Services
19	June (A)	Corporate Services	Report: Annual Budget Estimates	Executive SO Business Services
20	August (P)	Regular Board	<u>T.19 Electronic Participation in Meetings of the Board, Committees of the Board, and Committee of the Whole Board Policy Metric</u>	Regular Board
21	August (P)	Regular Board	<u>H.M. 19 Conflict Resolution Department</u>	Associate Director Academic Services
22	September (A/P)	Student Achievement	Annual Safe Schools Report <u>S.S.12 Fresh Start Policy Metric</u>	Associate Director Academic Services
23	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services
24	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion Policy Metric</u>	Associate Director Academic Services
25	September (P)	Student Achievement	<u>T.07 Community Engagement Policy Report</u> <u>A.37 Communications Policy Metric</u>	Director of Education
26	October (A)	Student Achievement	Student Trustees: Voices that Challenge	Associate Director Academic Services
27	October (A)	Student Achievement	ECLIST Report - Elementary Leaders	Associate Director Academic Services

28	October (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services
29	October (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
30	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
31	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO) · Grade 9 Assessment of Mathematics and OSSLT Assessment (EQAO)	Associate Director Academic Services
32	October (A/P)	Corporate Services	Preliminary Enrolment Reports Elementary and Secondary Schools and S.A.01 <u>Elementary Admission and Placement Policy Metric</u>	Associate Director Planning & Facilities
33	October (A)	Corporate Services	Trustee Honorarium Report	Executive SO Business Services
34	October (P)	Regular Board	<u>H.M.33 Acceptance of Hospitality or Gifts Policy Metric</u>	Director of Education
35	October (A)	Regular Board	Ongoing Exit and Entry Surveys for all students either changing schools within the Board or entering or exiting the Board	Associate Director Planning & Facilities
36	October (A)	Special Board	Director's Performance Appraisal (over 3 consecutive Special Board Meetings)	Director of Education
37	November (A)	Student Achievement	Board Learning Improvement Plan (BLIP)	Associate Director Academic Services
38	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
39	November (P)	Student Achievement	<u>S.22 Religious Accommodation Policy Report</u> <u>S.S.02 Opening or Closing Exercises Policy Report</u>	Associate Director Academic Services

**2018 ANNUAL CALENDAR OF REPORTS & POLICY METRICS****Appendix A**

<b>40</b>	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services
41	November (A)	Corporate Services	Legal Fees Report	Executive SO Business Services
42	November (Q)	Corporate Services	Financial Status Update #4 and Audited Financial Statements	Executive SO Business Services
<b>43</b>	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
<b>44</b>	December (A/P)	Student Achievement	Accountability Framework for Special Education and <u>S.P.01 Special Education Programs and Services Policy Metric</u>	Associate Director Academic Services
<b>45</b>	December (A)	Corporate Services	Budget Report: Revised Budget Annual Estimate	Executive SO Business Services
<b>46</b>	December (A)	Regular Board	Director's Annual Report	Director of Education

# 2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

## Appendix B

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
2	January (P)	Student Achievement	<u>A.35 Accessibility Standards</u> Policy Metric	Associate Director Academic Services
3	January (P)	Corporate Services	<u>B.R.01 Rental of Surplus School Space &amp; Properties</u> Policy Metric	A.D. Facilities, Business, Community Development
4	February (P)	Student Achievement	<u>S. 19 External Research</u> Policy Metric	Associate Director Academic Services
5	February (Q)	Corporate Services	Financial Status Update Report #1	A.D. Facilities, Business, Community Development
6	February (A)	Regular Board	School Year Calendar	Associate Director Academic Services
7	March (A)	Corporate Services	Budget Series Report: Financial Planning and Consultation Review	A.D. Facilities, Business, Community Development
8	March (A)	Corporate Services	Consensus Student Enrolment Projection	A.D. Facilities, Business, Community Development
9	March (A/P)	Corporate Services	Transportation Annual Report and <u>S.T.01 Transportation</u> Policy Metric	A.D. Facilities, Business, Community Development
10	March (A)	Regular Board	Staffing Projections Report	Associate Director Academic Services
11	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
12	April (A)	Corporate Services	Budget Series Report: Grants for Student Needs Update	A.D. Facilities, Business, Community Development
13	April (A)	Regular Board	Education Development Charges Policy Review	A.D. Facilities, Business, Community Development

**2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS**
**Appendix B**

<b>14</b>	May (A)	Student Achievement	Staffing Status Report for Next School Year	A.D. Facilities, Business, Community Development
<b>15</b>	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
<b>16</b>	May (P)	Corporate Services	<u>A.18 Development Proposals, Amendments and Official Plans and Bylaws</u> Policy Metric	A.D. Facilities, Business, Community Development
<b>17</b>	May (Q)	Corporate Services	Financial Status Update Report #2	A.D. Facilities, Business, Community Development
<b>18</b>	May (A)	Corporate Services	Budget Series Report: Preliminary Budget Estimates for the Following Fiscal Year	A.D. Facilities, Business, Community Development
<b>19</b>	June (P)	Student Achievement	<u>B.B.04 Smoke &amp; Vapour Free</u> Policy Metric	Associate Director Academic Services
<b>20</b>	June (A)	Corporate Services	Budget Series Report: Recommended Budget Estimates for the Following Fiscal Year	A.D. Facilities, Business, Community Development
<b>21</b>	June (A)	Corporate Services	Delegated Authority Report	A.D. Facilities, Business, Community Development
<b>22</b>	August (P)	Regular Board	<u>T.19 Electronic Participation in Meetings of the Board, Committees of the Board, and Committee of the Whole Board</u> Metric	Director of Education
<b>23</b>	August (P)	Regular Board	<u>H.M. 19</u> Conflict Resolution Department	Associate Director Academic Services
<b>24</b>	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start</u> Policy Metric	Associate Director Academic Services
<b>25</b>	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services
<b>26</b>	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion</u> Policy Metric	Associate Director Academic Services

27	September (P)	Student Achievement	<u>T.07 Community Engagement</u> Policy Report and <u>A.37 Communications</u> Policy Metric	Director of Education
28	September (Q)	Corporate Services	Financial Status Update Report #3	A.D. Facilities, Business, Community Development
29	September (A)	Corporate Services	Preliminary Enrolment Report for Elementary and Secondary Schools and S.A.01 <u>Elementary Admission and Placement</u> Policy Metric	A.D. Facilities, Business, Community Development
30	September (A)	Corporate Services	Capital Program Update	A.D. Facilities, Business, Community Development
31	September (A)	Corporate Services	Delegated Authority Update Report	A.D. Facilities, Business, Community Development
32	October (A)	Student Achievement	Board Learning Improvement Plan Report	Associate Director Academic Services
33	October (A)	Student Achievement	Student Trustees: Voices that Challenge- CSLIT	Associate Director Academic Services
34	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
35	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO); the Grade 9 Assessment of Mathematics; and the OSSLT Assessment (EQAO)	Associate Director Academic Services
36	October (A)	Student Achievement	<u>S.22 Religious Accommodation</u> Policy Report and <u>S.S.02 Opening or Closing Exercises</u> Policy Report	Associate Director Academic Services
37	October (A)	Corporate Services	Trustee Honorarium Report	A.D. Facilities, Business, Community Development

# 2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

## Appendix B

38	October (P)	Regular Board	<u>H.M.33 Acceptance of Hospitality or Gifts Policy Metric</u>	Director of Education
39	October (A)	Regular Board	Ongoing Exit and Entry Surveys for all students either changing schools within the Board or entering or exiting the Board	A.D. Facilities, Business, Community Development
40	October (A)	Special Board	Director's Performance Appraisal (over 3 consecutive Special Board Meetings)	Director of Education
41	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
42	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report	Associate Director Academic Services
43	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services
44	November (A)	Corporate Services	Legal Fees Report	A.D. Facilities, Business, Community Development
45	November (A/Q)	Corporate Services	Audited Financial Statement and Financial Status Update #4	A.D. Facilities, Business, Community Development
46	November (A)	Regular Board	Annual Report on the Multi Year Strategic Plan	Director of Education
47	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
48	December (A/P)	Student Achievement	Accountability Framework for Special Education and <u>S.P.01 Special Education Programs and Services Policy Metric</u>	Associate Director Academic Services
49	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services
50	December (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
51	December (A)	Corporate Services	Budget Series Report: Revised Budget Estimates for the Current Fiscal Year	A.D. Facilities, Business, Community Development



<b>52</b>	December (A)	Corporate Services	Annual Investment Report	A.D. Facilities, Business, Community Development
<b>53</b>	December (A)	Regular Board	Director's Annual Report	Director of Education



REPORT TO

## GOVERNANCE AND POLICY COMMITTEE

### REPORT FROM GOVERNANCE AND POLICY COMMITTEE RECOMMENDING UPDATE TO ALCOHOL AND OTHER DRUGS POLICY (S.S.03)

*Or do you not know that your body is a temple of the Holy Spirit within you,  
which you have from God, and that you are not your own?  
(1 Corinthians 6:19)*

#### Created, Draft

October 22, 2018

#### First Tabling

January 15, 2019

#### Review

[Click here to enter a date.](#)

Peter Aguiar, Superintendent of Student Achievement and Well-Being, Area 4

### 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

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report recommends updating the current Alcohol and Other Drugs Policy (S.S.03), and renaming it to the Alcohol, Cannabis and Other Drugs Policy (S.S.03)

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

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision

## **C. APPENDIX**

Appendix A: Alcohol, Cannabis and Other Drugs Policy (S.S.03)

## **D. STAFF RECOMMENDATION**

That the Board accept the recommendation of the Governance and Policy Committee and approve the Alcohol, Cannabis and Other Drugs Policy (A.15) as amended and proposed in Appendix A.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: ALCOHOL, CANNABIS AND OTHER DRUGS

POLICY NO: S.S.03

**Date Approved:****April 26, 1990**

June 11th, 2015

**Date of Next****Review:****Dates of Amendments:**~~April 26, 1990~~; Feb 15th, 1990;December 13th, 2002; **June 11th, 2015****Cross References**

S.S. 01 Consolidated Suspension and Expulsion Policy

S.S. 01 Operation Procedures Appendix A Protocol to Suspension

S.S. 01 Operation Procedures Appendix C Protocol to Expulsion

S.S. 01 Operational Procedures Appendix F Statutory Powers Procedure Act

S.S. 09 Code of Conduct

S.S. 10 Progressive Discipline Police/School Board Protocol

Smoke-Free Ontario Act, (~~2007~~) **2017, SO 2017, C26, Sch 5**

Municipal Code, Chapter 709, Smoking

**Ontario Regulation 268/18****Cannabis Act, 2017, SO 2017, C26, Sch 1****Bill 174, Cannabis, Smoke-Free Ontario and Road Safety Statute Law****Amendment Act, 2017****Appendix****Purpose:**

This policy affirms that, consistent with our Multi-Year Strategic Plan, Catholic Social Teachings and our Ontario Catholic School Graduate Expectations, the conduct of students and support of staff is expected to be modelled upon Christ. Conduct falling below that standard requires appropriate discipline. The perils and prevalence of alcohol, **cannabis** and **other** drugs within youth culture invite our Catholic school communities to shine particular focus upon this issue. Creating a positive and responsive school climate is a shared responsibility of all stakeholders. “*Act justly, love tenderly and walk humbly with your God.*” (Micah: 8)



**POLICY SECTION:** SAFE SCHOOLS

**SUB-SECTION:**

**POLICY NAME:** ALCOHOL, CANNABIS AND OTHER DRUGS

**POLICY NO:** S.S.03

### **Scope and Responsibility:**

This policy has implications for all individuals of the TCDSB, in particular students, but as it applies to prevention, intervention and discipline, not only students, but also parents, teachers, school staff, administrators, parish priests, and community school partners. The Director of Education is responsible for this policy.

### **Alignment with MYSP:**

Fostering Student Achievement and Well-Being

Living Our Catholic Values

Strengthening Public Confidence

### **Financial Impact:**

~~Generally there is no significant financial impact on the TCDSB. There is the potential for legal liability to the Board that could carry a financial penalty if the guidelines and procedures included and related to this policy are not honoured.~~

### **Legal Impact:**

~~The Act requires principals to promote a school climate where all individuals feel safe. When serious incidents occur, the principal is required to conduct an investigation and to take appropriate steps to re-establish safety. The Act also provides parents/guardians/adult students with an opportunity and a process to review and appeal decisions made by the school board~~



**POLICY SECTION:** SAFE SCHOOLS

**SUB-SECTION:**

**POLICY NAME:** ALCOHOL, CANNABIS AND OTHER DRUGS

**POLICY NO:** S.S.03

### **Policy:**

The Toronto Catholic District School Board recognizes its obligation to create a positive and responsive school climate. The Board does not tolerate during school, or Board-sponsored events, the use, possession, or trafficking by students, **school staff, administrators, employees and parish priests**, of any substance which is unlawful under statute or regulation of Ontario, Canada or Board policy.

Further recognizing that alcohol, **cannabis** and **other** drug abuse is a concern in youth culture and is potentially very harmful, and acknowledging the God-given dignity and value of each person and the need to understand the human journey in the context of relationship, the Toronto Catholic District School Board will address student alcohol, **cannabis** and other drug use, both proactively and with fair disciplinary action.

### **Regulations:**

1. The Toronto Catholic District School Board recognizes the role of drug education in reducing alcohol, **cannabis** and other drug related problems, and will therefore address student alcohol, **cannabis** and **other** drug use by implementing a comprehensive curriculum designed to prevent alcohol, **cannabis** and **other** drug-related problems.
2. TCDSB drug prevention curriculum will be given a high level of priority with regard to development and implementation, and will be linked to the developmental stages of the students and contain specific objectives for



**POLICY SECTION: SAFE SCHOOLS**

**SUB-SECTION:**

**POLICY NAME: ALCOHOL, CANNABIS AND OTHER DRUGS**

**POLICY NO: S.S.03**

each grade from primary to secondary.

3. Alcohol, **cannabis** and **other** drug prevention curriculum will be incorporated into various subject areas, covering a wide range of topics, further supplemented by extra- curricular activities within the school community.
4. Alcohol, **cannabis** and **other** drug prevention curriculum is addressed within the Ministry of Education Physical and Health Education Curriculum, K-12. While primary implementation will take place within the HPE curriculum, the monitoring and extra-curricular supports will be supported by a cross-disciplinary team, which includes contributions from the Curriculum and Accountability department, the TCDSB Mental Health Lead, the Social Work and Psychology departments and the Safe Schools department.
5. The alcohol, **cannabis** and **other** drug prevention curriculum shall be evaluated regularly and revised as necessary.
6. Where proactive education and preventative efforts have been unsuccessful, an early intervention program will be employed, offering early assistance to students who are experiencing problems related to alcohol, **cannabis** and other drugs. This can include supports from community partners with



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specialization in this area.

7. A process for identification of, and early intervention into, problems among students for whom preventive efforts have been unsuccessful shall include:
  - a) Ensuring all appropriate staff have been familiarized with the signs and symptoms of alcohol, **cannabis** and other drug use/ or abuse by students.
  - b) Acquainting all staff with the procedures to follow and referrals skills required when dealing with alcohol, **cannabis** and **other** drug use/abuse by students.
  - c) Informing all students and their parents/guardians of the existence of early intervention programs and how to gain access.
  
8. Violations of the TCDSB Code of Conduct under the auspices of this policy can occur in seven ways:
  - a) Use of tobacco or tobacco products
  - b) Use or possession of alcohol
  - c) Use or possession of cannabis**
  - d) Use of inhalants for the purpose of intoxication
  - e) Use or possession of illicit drugs
  - f) Intoxication by alcohol, **cannabis** or other drugs
  - g) Trafficking of illegal drugs





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h) Giving alcohol or **cannabis** to a minor

9. The Toronto Catholic District School Board prohibits the use of alcohol, **cannabis** or **other** drugs by students while on board property or at events sponsored by the Board and its constituent schools. The possession of these substances, with the exception of tobacco and tobacco products, is also prohibited. [Note: While students over sixteen years of age may legally possess tobacco **and students over eighteen years of age may legally possess cannabis**, this provision recognizes that the Toronto Catholic District School Board prohibits its **the** use **of alcohol, tobacco, cannabis or other drugs** on school property or at school-sponsored events, per regulation 10 below.] However, school sponsored events not held on Board property are governed by the standards established for that particular location.

10a. The Smoke-Free Ontario Act governs all offences related to smoking on school property. Further the Municipal Code Chapter 709 further strengthens the obligations each school must fulfill to remain in compliance with legislation and municipal bylaws. All school administrators will ensure that staff, students, parents and members of the public are aware that smoking **tobacco or cannabis** is not permitted on school property **nor within 20 metres of any point on the perimeter of school property.**



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- b. Signage shall be posted at all entrances, exits, washrooms and other appropriate locations to ensure compliance.
  - c. In secondary schools, the Health and Physical Education Department will work with Toronto Public Health and the tobacco enforcement officials to create a unified procedure in regards to protocol for enforcing the Smoke Free Ontario Act in the Toronto Catholic District School Board secondary schools.
11. Should a student be found in possession of a substance **on school property or at a school related event** which is legally prohibited, whether for their own use or for distribution/trafficking, the substance will be confiscated, and the police ~~must~~ **may** be notified. **This includes alcohol and cannabis where consumption and possession are age-restricted by legislation.** ~~The police will confiscate all materials from the principal for appropriate disposal, according to the requirements of the Police/School Board Protocol.~~
- 12a. Consistent with S.S. 01 Suspension and Expulsion Consolidated and S.S. 09 TCDSB Code of Conduct, all TCDSB employees must report to the principal as soon as reasonably possible—and no later than the end of the school day-- if they become aware of a student who may have engaged in a serious student incident, such as the possession, use, trafficking or distribution of prohibited substances. Staff who



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may be excluded from this provision are members of the College of Social Workers and Social Services Workers and Members of the College of Psychology, if they are involved in a confidential therapeutic role with the student and if the use of substance use does not present imminent harm to self or others.

- b. In accordance with the sections 306. and 310. of *The Education Act*, a principal shall consider whether to suspend or expel a pupil if he or she believes that the pupil has engaged in any of the Activities identified in *Operational Procedures "Protocol to Suspension"* (S.S. 01 - Appendix A) or *Operational Procedures "Protocol to Expulsion"* (S.S. 01 - Appendix C) while at school, at a school related activity, or in other circumstances where engaging in the Activity will have a negative impact on school climate. Principals will consider a harm reduction model, which signifies that the purpose of suspensions should not be punitive but rather supportive to the student and school population.
13. **If any school staff, administrator or employee is found in possession or in use of alcohol, cannabis and other drugs, that individual may be subject to discipline.**



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### Definitions:

Alcohol:

Alcohol is underscored as the drug most often used by students and most responsible for drug-related problems. **Refers to an intoxicating liquor, alcoholic drink, strong drink, drink, spirits or intoxicants.**

### Cannabis:

**Cannabis, also known as marijuana among other names, is a psychoactive drug from the Cannabis plant used for medical or recreational purposes**

Drug Use:

"Drug use" refers to drugs other than alcohol and includes **cannabis**, tobacco, illicit drugs, inhalants, and prescription drugs used without the authority of a physician. It does not include drugs, **including cannabis, when** prescribed by a physician or over-the-counter medications used appropriately with the permission of a parent or legal guardian in the case of students under the age of 18.

### Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following: Local Safe and Accepting Schools Teams will review local data related to the number of incidents involving smoking, alcohol, **cannabis** or illegal drugs (use, possession, trafficking) to inform their annual Safe Schools Plan and establish yearly local priorities.



REPORT TO

REGULAR BOARD

## REPORT OF THE GOVERNANCE AND POLICY COMMITTEE TO UPDATE THE CONCUSSION POLICY S.26

*But take care and watch yourselves closely, so as neither to forget the things that your eyes have seen nor to let them slip from your mind all the days of your life; make them known to your children and your children's children. (Deuteronomy 4:9)*

### Created, Draft

October 1, 2018

### First Tabling

January 15, 2019

### Review

[Click here to enter a date.](#)

Lori DiMarco, Superintendent of Curriculum Leadership and Innovation  
 Peter Aguiar, Superintendent of Student Achievement and Wellbeing, Area 4

## 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

L. Noronha  
 Associate Director of Facilities,  
 Business and Community  
 Development, and  
 Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report recommends updating the current Concussion Policy (S.26).

*The cumulative staff time required to prepare this report was 36 hours*

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

## **C. APPENDIX**

1. Appendix A: Concussion Policy (S. 26)
2. Appendix B: Protocols for Concussions (to be revised to ensure readability and consistency in formatting)

## **D. STAFF RECOMMENDATION**

That the Board accept the recommendation of the Governance and Policy Committee and approve the Concussion Policy (S. 26) as amended and proposed in Appendix A.



**POLICY SECTION:** SCHOOLS  
**SUB-SECTION:** HEALTH  
**POLICY NAME:** CONCUSSION POLICY  
**POLICY NO:** S.26

<b>Date Approved:</b> November 23, 2014	<b>Date of Next Review:</b> <b>2023</b>	<b>Dates of Amendments:</b> <del>November 20, 2014</del>
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### Cross References:

- S.P.07 Athletic Activities Within the Physical and Health Education Program
- S.S.09 Code of Conduct
- Education Act, §. 217
- ~~Policy Program Memorandum 15~~
- Occupational Health and Safety Act
- Ontario School Board Insurance Exchange
- [The Ontario Physical and Health Education Association \(OPHEA\) Safety Guidelines](#)
- Rowan's Law (Concussion Safety), 2018, S.O. 2018, c. 1 - Bill 193
- Policy/Program Memorandum No. 158: School Board Policies on Concussion
- [Concussion Web-portal](#)
- [Parachute Canada Pocket Concussion Recognition Tool](#)

### Appendix

**Appendix A- The TCDSB Protocols for Concussions**

~~Appendix B – The TCDSB Concussion Protocol~~

### Purpose:

The Toronto Catholic District School Board's (TCDSB) mission is to provide a safe and welcoming learning and working environment that is an example of Catholic community. A concussion can have a significant impact on a student's health and their ability to learn **cognitive and physical abilities**. Per PPM 158 this policy ensures, all students are afforded an appropriate standard of care, that



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~~all students, and the best opportunity to be ready to learn.~~ **Rowan's Law requires that school boards establish a protocol that describes the Board's concussion code of conduct. The TCDSB Protocols for Concussions (attached at Appendix B) will ensure that students, parents and staff are informed about the risk of concussions and the steps to be taken, to prevent, detect and manage concussions in schools**

### **Scope and Responsibility:**

This policy supports student health and well-being, and in the implementation of the protocol, extends to staff members, volunteers, students and their family members. The Director of Education is responsible for this policy and the ~~Concussion~~ Protocols **for Concussions**. Superintendents, Principals and Teachers supervising students are responsible for ensuring the procedures are followed.

### **Alignment with MYSP:**

Strengthening Public Confidence  
 Fostering Student Achievement and Well-Being  
 Providing Stewardship of Resources

### **Financial Impact:**

~~Financial Impact: Generally there is no financial impact with this policy to the TCDSB. All student costs associated with concussion must be reflective of the Ministry of Education's Guidelines for Fees for Learning Materials and Activities. Should the Protocol not be followed, there is potential liability to the Board should significant harm come to the student as a result of not following the protocol.~~





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### **Legal Impact:**

~~Legal Impact: A primary goal of the school concussion policy is the safety of students to prevent and manage a concussed student as he/she proceeds to return to learn and play. This policy will reduce the risk of legal liability to the TCDSB in the event a student suffers a concussion during a Board sanctioned event. This policy will also reduce liability to the TCDSB while managing the return to learn and to play of a student who has sustained a concussion outside of a TCDSB activity.~~

### **Policy:**

The Toronto Catholic District School Board's (TCDSB) mission is to provide a safe learning and working environment for all of its students and Board employees. As such, the TCDSB is committed to prevent and address concussions that occur at the schools and all Board offices. TCDSB ~~Concussion~~ Protocols **for Concussions** will align with **current** legislation. **The TCDSB will provide concussion awareness education to all students, staff, parents and volunteers and** The school staff will take every precaution in order to prevent concussions and mild traumatic brain injuries in the workplace and school environment. School personnel will ensure that the Ontario Physical and Health Education Association (OPHEA) Safety Guidelines are adhered to prior to engaging in any athletic endeavor.

### **Regulations:**

1. The Director of Education through the Health and Physical Education Department (HPE) shall ~~develop~~ maintain and **revise as required** a



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~~concussion~~ Protocols **for Concussions**, that implements the policy and protocol. The protocol shall include the following:

- a. **Concussion Education that will:**
    - i. **focus on awareness**
    - ii. **empower students to speak up if a concussion is suspected.**
    - iii. **Include strategies for sharing information on the seriousness of concussions, on concussion prevention, identification and management with students, parents, board employees, administrators, educators, school staff, volunteers, doctors and nurse practitioners and community-based organizations.**
  - b. Guidelines to help prevent the occurrence of a concussion.
  - c. Measures and procedures for recognizing that a concussion has taken place
  - d. Guidelines to direct the appropriate level of response depending on the signs and symptoms that are prevalent at the time of a suspected concussion. ~~Means of summoning immediate assistance to the concussed student or Board employee~~
  - e. Protocol for return to play and for return to learn
  - f. **A concussion code of conduct that outlines rules of behavior to minimize concussions while playing sport.**
2. The TCDSB Health and Physical Education Department shall provide appropriate in-servicing to school administration in the implementation of the ~~concussion~~ Protocols **for Concussions**.
  3. The TCDSB Health and Physical Education Department will distribute to all **Administrators**, Athletic Representatives and Department Heads of Physical



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Education the **current** OPHEA Safety Guidelines **that provide guidelines to reduce the incidences of concussions.** ~~which will alert staff to and prevention of concussions.~~

4. The TCDSB Health and Physical Education Department will provide coaches appropriate orientation to the ~~Concussion Protocols~~ **for Concussions** through a standing item at Athletic Representatives Regional Meetings in September of each school year.
5. Each School Principal will in-service school staff annually, in September, on the ~~Concussion Protocols~~ **for Concussions**.
6. **Each School Principal will post the most current** Pocket Concussion Recognition Tool (produced by Parachute Canada), distributed by the TCDSB Health and Physical Education Department. **The tool** shall be posted in all gymnasiums and a copy kept in the main office area, to assist with concussion identification.
7. All cases of suspected concussion will be addressed by the school principal or designate in consultation with the appropriate medical authorities who will be notified in the event that a concussion has been suspected. ~~Once a concussion has been determined by a medical practitioner, then the concussion protocol will take effect.~~
8. In the event of suspected or confirmed concussion, schools will follow the collective team approach, as found within the Timeline of TCDSB ~~Concussion Protocols~~ **for Concussions**.



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### Definitions:

#### Concussion:

~~A concussion is a brain injury that cannot be seen on routine x-rays, CT scans, or MRIs. It affects the way a person may think and remember things and can cause a variety of symptoms and signs.~~ **A concussion is a traumatic brain injury that causes changes in how the brain functions, leading to signs and symptoms that can emerge immediately or in the hours or days after the injury. It is possible for symptoms to take up to 7 days to appear. You do NOT need to lose** ~~A concussion can occur without losing consciousness to have a concussion.~~

### Metrics: Evaluation and Metrics:

1. The School ~~Concussion~~ Protocols **for Concussions** will be reviewed ~~within the policy review cycle~~ **annually** to ensure compliance with legislation and any new TCDSB policies.
2. Survey Data is received annually from schools regarding the number of concussions and the outcome.



# **TCDSB**

## **Protocols for Concussions**

Prepared by the  
Physical/Health/Outdoor Education  
Departments  
2018-19

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## Purpose of this Document

A significant number of our students are exposed to activities where there is a possibility of sustaining a concussion. The purpose of this document is to provide an action plan for school personnel to take the necessary actions to provide the first steps in recognizing and dealing with a student who may have suffered a suspected concussion. This document provides the information to school personnel so that they can develop an action plan to:

- Diagnose concussions and prevent further injury
- Recognize the symptoms of a concussion
- Know the first steps to dealing with a possible concussion and then to feel empowered to contact appropriate medical authorities

### What is a Concussion?

A concussion is a traumatic brain injury that causes changes in how the Brain functions, leading to signs and symptoms that can emerge immediately or in the hours or days after the injury. It is possible for symptoms to take up to 7 days to appear

### What Causes a Concussion?

A concussion may be caused by a jarring impact to the head, face, neck or body, With an impulsive force transmitted to the head, that causes the brain to move Rapidly and hit the walls of the skull (for a visual description of how a concussion occurs consult: <https://cdn.hockeycanada.ca/hockey-canada/Hockey-Programs/Safety/Concussion/Infographic/english.html>)

### Signs and Symptoms of a Concussion can be Physical, Cognitive, Emotional/Behavioral, and/or related to sleep, also

- Headache;
- Dizziness;
- Difficulty concentrating or remembering;
- Depression or irritability; and
- Drowsiness or difficulty falling asleep.

Though concussions are common sport injuries, particularly among children and adolescents, the subtle symptoms of concussions may go unnoticed.

Without identification and proper management, a concussion can result in permanent or severe brain damage

## **A Board Plan of Action for Awareness of the TCDSB Concussion Protocol**

- 1) The TCDSB Health and Physical Education Department will provide appropriate in-servicing to school administrators on the implementation of the TCDSB Concussion Protocol.
- 2) The TCDSB Health and Physical Education Department will distribute to all Athletic Representatives and Department Heads of Physical Education the OPHEA Safety Guidelines, which will alert staff to the prevention of concussions.
- 3) The TCDSB Health and Physical Education Department will provide coaches appropriate orientation to the Concussion Protocol through a standing item at Athletic Representatives Regional Meetings in September of each school year.
- 4) The TCDSB Health and Physical Education Department will provide parents with Concussion Prevention Education as well as appropriate orientation to the Board's Concussion Protocol.
- 5) Each school principal will in-service school staff annually, in September, on the Concussion Protocol.
- 6) The TCDSB Health and Physical Education Department will develop and implement a Code of Conduct for student athletes and coaches.



## A School Plan of Action for Concussions

A concussion is a brain injury that changes how the brain functions leading to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty concentrating or remembering), emotional/behavioral (e.g., depression, irritability) and/or related to sleep (e.g., drowsiness, difficulty falling asleep). It cannot normally be seen on routine x-rays, CT scans, or MRIs. You do NOT need to lose consciousness to have a concussion.

### ***School Board Responsibilities:***

As more information becomes available about the impact of blows to the head, students and staff alike must become aware of the protocol to follow in order to respond to a student who has sustained a possible concussion. As per School Board Responsibilities required in PPM 158.

### ***School Responsibilities:***

An effective plan of action to meet this challenge of protecting students and staff should include the following:

- Principal to review the Toronto Catholic District School Board **Concussion Protocol and Guidelines** with **all** school staff at the very first staff meeting of the school year.
- Principal is to ensure TCDSB staff use only the forms provided by TCDSB.
- Principal to present the **Concussion Protocol and Guidelines** to parents at the first or second Catholic School Advisory Council (CSAC) meeting.
- A copy of the **Concussion Protocol and Guidelines** is to be kept in a prominent place in the main office where staff can easily access the forms.
- Principal must advise all appropriate school personnel (e.g. specialist teachers, occasional teachers, volunteers and coaches) of relevant information pertaining to any concussed student.

### **Coaches Responsibilities:**

- Inform student athletes and their parents about the seriousness of concussions and the signs and symptoms of concussions
- Follow the Concussion Code of Conduct and also have student athletes follow the Concussion Code of Conduct
- Be aware of and follow the Concussion Protocols

***TCDSB/School Responsibilities: If parents/guardians do not return TCDSB Incident Form or return student to school against medical advice.***

- There **is liability** to TCDSB if it is known that a doctor has advised that a child should not yet Return to School/Learn, and TCDSB permits the child to Return to School/Learn anyway. Page 217 of 313

- In such circumstances, it would be prudent for the **Principal** to deliver a message in writing to the parent(s)/guardian(s), that the Principal **strongly advises** the parent(s)/guardians(s) that the child should not Return to School/Learn until permitted to do so by a doctor.
- As TCDSB cannot contract out of liability or negligence in such a situation and Program Policy Memorandum (PPM) 158 authorizes schools and the board to effectively guide a student's Return to School/Learn, the TCDSB protocol advises that if a concussion is suspected, students **will not** Return to School/Learn unless medical clearance has been received.
- A parent/guardian cannot insist the child Return to School/Learn. When the child does return, **a safety plan would need to be developed by the principal in conjunction with appropriate school staff** to help mitigate the chance of new/re-injury.

### ***Parent Responsibilities:***

- Parents/Guardians are responsible for reviewing the *Heads Up* Concussion Information Sheet provided by the school and/or reviewing the Parent/Guardian Concussion Guideline PowerPoint provided on the TCDSB Board website.
- Parents/Guardians must sign off on the permission form indicating they have reviewed the Heads Up Concussion Information Sheet and/or the Parent/Guardian Concussion PowerPoint.

Parents of students who are suspected of having a concussion must:

- Complete TCDSB Documentation of Medical Examination and return to the school principal or designate accompanied by a doctor's note
- Inform your child's school. At that point the school's Concussion Protocol would come into effect. TCDSB Documentation of Medical Examination would be completed and returned to the school accompanied by a doctor's note.

### ***Athlete's Responsibilities:***

- Athletes are responsible for reviewing the Heads Up Concussion Education Information Sheet and/or the TCDSB Parent/Guardian Concussion Guideline PowerPoint provided on the TCDSB Board website.
- Follow the Concussion Code of Conduct

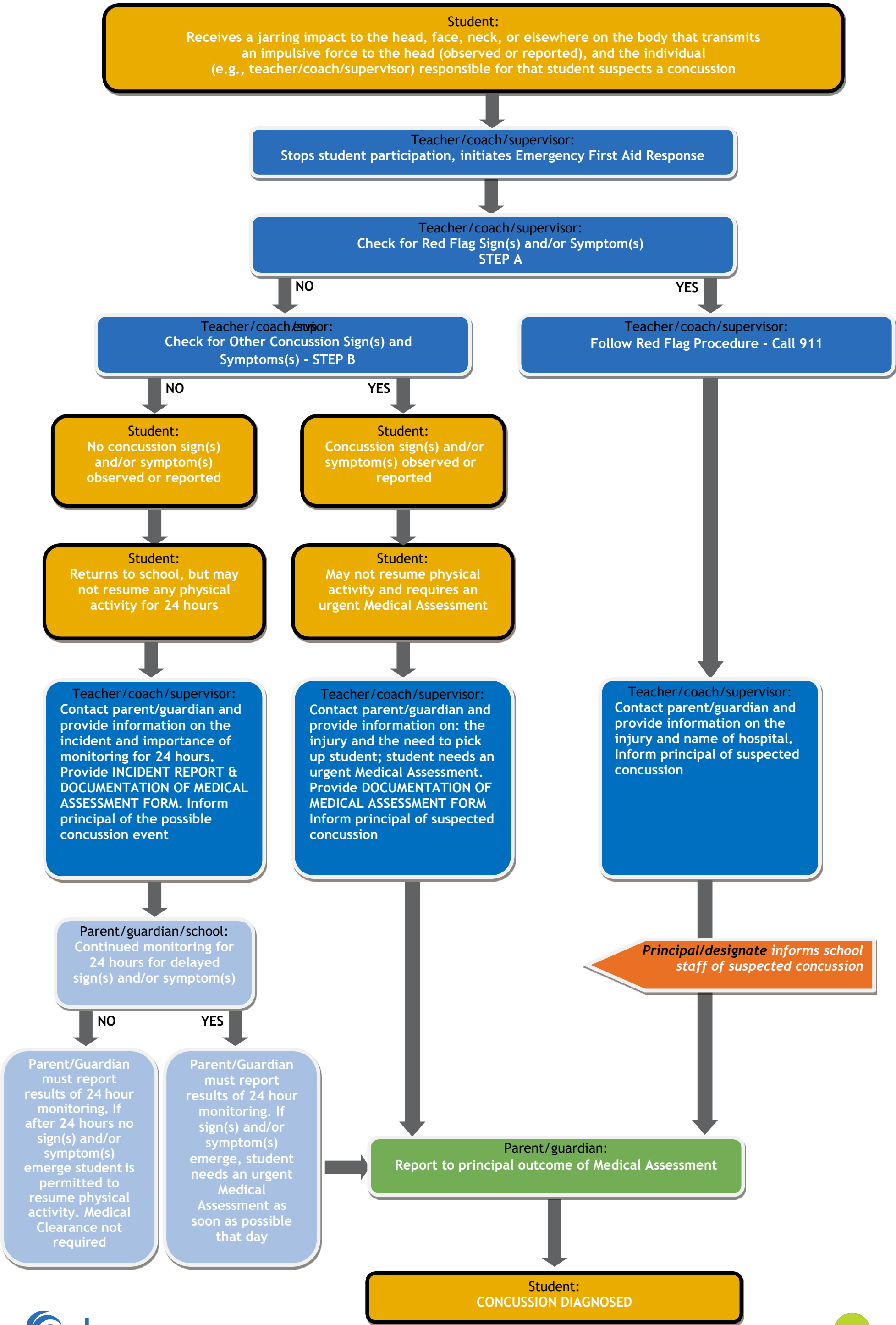
## **CONCUSSION CODE OF CONDUCT**

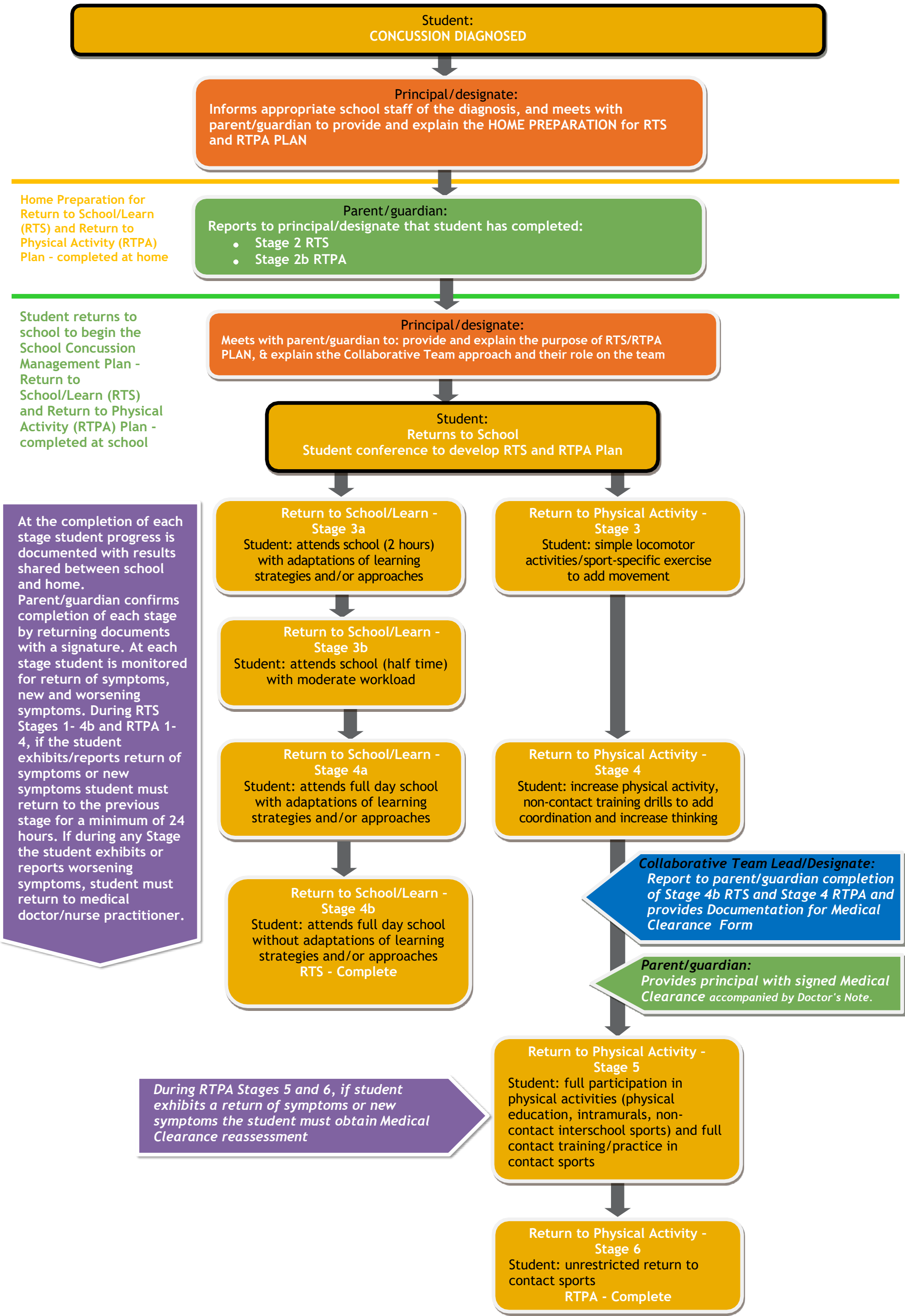
Prior to the sport season/intramural activity beginning of the school year, Teacher/Coach/Supervisor should inform students/athletes about:

- The seriousness of concussion and the signs and symptoms of concussion.
- The importance of respecting and following the rules of the game and practicing fair play.
- The importance of practicing good sportsmanship, respecting their opponents and officials at all times.
- The importance of informing the teacher/coach/supervisor of any signs or symptoms of a concussion and removing themselves from the activity.
- The importance of encouraging a teammate with signs or symptoms of a concussion to remove themselves from the activity and to inform the teacher/coach/supervisor.
- The importance of informing the teacher/coach/supervisor when a classmate/teammate/opponent has signs or symptoms of a concussion.
- The importance of discouraging others from pressuring injured students/athletes to play/participate.

During the physical activity unit/sport season/intramural activity, the Teacher/Coach/Supervisor should:

- Demonstrate safe contact skills during controlled practice sessions prior to competition.
- Demonstrate respect for the mutual safety of fellow athletes (For example, no hits to the head, follow the rules and regulations of the activity).
- Report any sign or symptom of a concussion immediately to teacher/coach/supervisor from a hit, fall or collision.
- Encourage teammates/fellow students to report sign(s) or symptoms of a concussion and to refrain from pressuring students/athletes to play.





## **TCDSB Forms used to Monitor Concussion**

Activity	TCDSB Form Needed	Process	Action
Suspected Concussion	Incident Form	Staff Generated	Filled out by staff and copy given to Parent
	Documentation of Medical Examination	Doctor Examination	Signed and returned by Parent/Guardian
• No concussion	File Documentation of Medical Examination in OSR. No further action required.		
• Concussion Diagnosed	Follow Return to School/Learn (RTS) and Return to Physical Activity (RTPA) Protocol as indicated below		
Return to School/Learn, Return to Physical Activity Protocol	TCDSB Forms Used	Actions	Signed By
Home Preparation for Return to School/Learn/Return to Physical Activity	<b>Step 1</b> <b>Stage 1</b> <b>Stage 2</b>	-Package given by school to parent. -Parent monitors student and checks off stages. -Parent returns signed package and meets with Principal once stage 2 is completed	Parents/ Guardians
	<b>Stage 3</b> - RTS 3 - RTPA 3a	-Develop an individualized plan collaboratively between child, parent, principal, and teacher. -Hand out stage 3 package. -Parent and school complete RTS 3 & RTPA 3a -Parent returns signed package	Parents/ Guardians & School Designate
RTS / RTPA 3	<b>Stage 3</b> - RTS 3b	-School follows RTS 3b guidelines and child continues with RTPA 3 -Parent monitors child at home -Both school and parent complete 3b	Parents/ Guardians & School Designate
	<b>Stage 4</b> - RTS 4a - RTPA 4	-Hand out stage 4 package. -Parent and school complete RTS 4a & RTPA 4 -Parent returns signed package	Parents/ Guardians & School Designate
RTS / RTPA 4	<b>Stage 4</b> - RTS 4b	-School follows RTS 4b guidelines and child continues with RTPA 4 -Parent monitors child at home -Both school and parent complete 4b	Parents/ Guardians & School Designate
<b><u>Complete Documentation for Medical Clearance Form (End of Stage 4) - required before moving on to RTPA Stages 5 &amp; 6</u></b>			
RTPA 5	<b>Stage 5</b>	-Hand out stage 5 sheet. -Parent and school complete RTPA 5 -Parent returns signed sheet	Parents/ Guardians & School Designate
RTPA 6	<b>Stage 6</b>	-Hand out stage 6 sheet. -Parent and school complete RTPA 6 -Parent returns signed sheet	Parents/ Guardians & School Designate
If symptoms return student returns to previous step and process is repeated.			

Stages are not days – **each stage** must take a **minimum of 24 hours**. The length of time needed to complete each step will vary based on the severity of the concussion and the student.



## **TCDSB Incident Report** – Tool to Identify a Suspected Concussion

*This checklist tool, completed by school staff (for example, teachers/coaches/intramural supervisors), is used to identify the sign(s) and/or symptom(s) of a suspected concussion, to respond appropriately and to communicate this information and follow-up requirements to parent/guardian. This tool may also be used for continued monitoring of the student.*

Complete appropriate steps below.

Student name: \_\_\_\_\_ Time of Incident: A.M. ☐ P.M. ☐ Date: \_\_\_\_\_

Identification of Suspected Concussion: If after a jarring impact to the head, face or neck or elsewhere on the body, an impulsive force is transmitted to the head (observed or reported), and the individual (for example, teacher/coach) responsible for that student suspects a concussion, the following actions must be taken immediately:

### **STEP A**

#### **RED FLAGS:**

Check (☐) for Red Flag sign(s) and or symptom(s).

If any one or more red flag sign(s) or symptom(s) are present, **CALL 911**, followed by a call to parents/guardians/emergency contact.

- ☐ Neck pain or tenderness
- ☐ Severe or increasing headache
- ☐ Deteriorating conscious state
- ☐ Double vision
- ☐ Seizure or convulsion
- ☐ Vomiting
- ☐ Weakness or tingling/burning in arms or legs
- ☐ Loss of consciousness
- ☐ Increasingly restless, agitated or combative

**If Red Flag(s) identified, complete only Step E - Communication to Parent/Guardian**

### **STEP B**

#### **Other Sign(s) and Symptoms(s)**

If red flag(s) not identified continue and complete the following steps (as applicable) and **Step E - Communication with Parents/Guardians.**

**STEP B1****Other Concussion Signs**

Check ( ) visual cues (what you see).

- ☐ Lying motionless on the playing surface (no loss of consciousness)
- ☐ Disorientation or confusion, or an inability to respond appropriately to questions
- ☐ Balance, gait difficulties, motor incoordination, stumbling, slow labored movements
- ☐ Slow to get up after a direct or indirect hit to the head
- ☐ Blank or vacant look
- ☐ Facial injury after head trauma

**STEP B2****Other Concussion Symptoms reported (what the student is saying)**

Check ( ) what you feel.

- ☐ Headache
- ☐ Blurred vision
- ☐ More emotional
- ☐ Difficulty concentrating
- ☐ "Pressure in head"
- ☐ Sensitivity to light
- ☐ More irritable
- ☐ Difficulty remembering
- ☐ Balance problems
- ☐ Sensitivity to noise
- ☐ Sadness
- ☐ Feeling slowed down
- ☐ Nausea
- ☐ Fatigue or low energy
- ☐ Nervous or anxious
- ☐ Feeling like "in a fog"
- ☐ Drowsiness
- ☐ "Don't feel right"
- ☐ Dizziness

**IF ANY SIGN(S) OR SYMPTOM(S) WORSEN, CALL 911**



**STEP B3****Conduct Quick Memory Function Check**

Questions may need to be modified for very young students, the situation/activity/sport and/or students receiving special education programs and services. Failure to answer any one of these questions correctly indicates a suspected concussion. Record student responses below.

What room are we in right now? *Answer:* \_\_\_\_\_

What activity/sport/game are we playing now? *Answer:* \_\_\_\_\_

What field are we playing on today? *Answer:* \_\_\_\_\_

Is it before or after lunch? *Answer:* \_\_\_\_\_

What is the name of your teacher/coach? *Answer:* \_\_\_\_\_

What school do you go to? *Answer:* \_\_\_\_\_

**STEP C**

**Where sign(s) observed and/or symptom(s) are reported, and/or if the student fails to answer any of the Quick Memory Function questions correctly**

Actions Required:

- ☐ a concussion should be suspected;
- ☐ the student must stop participation immediately and must not be allowed to return to play that day even if the student states that they are feeling better; and
- ☐ the student must not:
  - leave the premises without parent/guardian (or emergency contact) supervision;
  - drive a motor vehicle until cleared to do so by a medical doctor or a nurse practitioner;
  - take medications except for life threatening medical conditions (for example, diabetes, asthma).

Teacher/coach to inform parent/guardian that the student needs urgent Medical Assessment (as soon as possible that day) by a medical doctor or nurse practitioner. Medical doctors and nurse practitioners are the only healthcare professionals in Canada with licensed training and expertise to diagnose a concussion; therefore all students with a suspected concussion should undergo evaluation by one of these professionals. In rural or northern regions, the Medical Assessment may be completed by a nurse with pre-arranged access to a medical doctor or nurse practitioner.

**Parent/guardian must be provided with a completed copy of this incident report and a copy of the *Medical Assessment Document*. Teacher/coach informs principal of incident.**

**STEP D**

**If there are no signs observed, nor symptoms reported, and the student answers correctly all questions in the Quick Memory Function Check but a possible concussion event was recognized by teacher/coach.**

Actions Required:

- ☐ The student must stop participation immediately and must not be allowed to return to play that day even if the student states that they are feeling better. Principals must be informed of the incident.

Teacher/coach to inform parent/guardian and principal of the incident and that the student requires continued monitoring for 24 hours as sign(s) and/or symptom(s) can appear hours or days after the incident:

- ☐ If any red flags emerge call 911 immediately.
- ☐ If any other sign(s) and/or symptom(s) emerge, the student needs urgent Medical Assessment (as soon as possible that day) by a medical doctor or nurse practitioner.
- ☐ Parent/guardian is to communicate the results of the Medical Assessment to the school Principal using the *Medical Assessment Document*.

If after 24 hours of monitoring no sign(s) and/or symptom(s) have emerged the parent/guardian is to communicate the results to the school Principal using the Medical Assessment Form. Student is permitted to resume physical activities. Medical Clearance is not required.

**STEP E****Communication to Parent/Guardian:**

Copy of the Incident Report – Indicate ( ) appropriate results and follow-up requirements.

Your child/ward was checked for a suspected concussion (i.e., Red Flags, Other Signs and Symptoms, Quick Memory Function) with the following results:

- ☐ Red Flag(s) sign(s) observed and/or symptom(s) reported and EMS called.
- ☐ Other concussion sign(s) were observed and/or symptom(s) reported and/or student failed to correctly answer all the Quick Memory Function questions.
- ☐ No sign(s) or symptom(s) were reported and student correctly answered all of the questions in the Quick Memory Function Check but a possible concussion event was recognized. Continued monitoring is required.

Teacher/Coach/Intramural Supervisor name: \_\_\_\_\_

**Forms for Parent/Guardian to accompany the Incident Report:**

- ☐ Medical Assessment Document

**Parent/Guardian:**

**Must communicate to principal/designate the results of the Medical Assessment and the results of 24 hour monitoring (using the Medical Assessment Document, and accompanied by a Doctor's Note):**

- ☐ Medical Assessment Document



## Documentation of Medical Assessment

This form is to be provided to all students suspected of having a concussion. The injury may have occurred during a TCDSB related activity or during a non-related TCDSB activity.

Consult the Sample Tool to identify a Concussion.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

The student must be assessed as soon as possible by a medical doctor or nurse practitioner. In Canada, only medical doctors and nurse practitioners are qualified to provide a concussion diagnosis. In rural or northern regions, a nurse with pre-arranged access to a medical doctor or nurse practitioner may be used to assess the suspected concussion. Prior to returning to school, the parent/guardian must inform the school principal of the results of the medical assessment by completing the following:

### **RESULTS OF MEDICAL ASSESSMENT**

- ☐ My child/ward has been assessed and a concussion has not been diagnosed and therefore may resume full participation in learning and physical activity without any restrictions, and
- ☐ No concussion sign(s) and/symptom(s) observed or reported after 24 hours monitoring.

- ☐ My child/ward has been assessed and a concussion has not been diagnosed but the assessment led to the following diagnosis and recommendations:

\_\_\_\_\_  
\_\_\_\_\_

- ☐ My child/ward has been assessed and a concussion has been diagnosed and therefore must begin a medically supervised, individualized, and gradual Return to School/Learn (RTS) and Return to Physical Activity (RTPA) Plan. I will report the findings to the school Principal/designate; and obtain a copy of the Home Preparation for Return to School/Learn (RTS) and Return to Physical Activity (RTPA) Plan from the school.

Comments:

\_\_\_\_\_

Medical Doctor/Nurse Practitioner providing assessment:

Name: \_\_\_\_\_ Phone Number \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\* This document should be accompanied by a Doctor's Note  
Staple and file both documents in student OSR.**

**CONCUSSION DIAGNOSED:****STEP 1 - Home Preparation for Return to School/Learn (RTS) and Return to Physical Activity (RTPA) Plan**

Home Preparation for Return to School/Learn (RTS) Stages	Home Preparation for Return Physical Activity (RTPA) Stages
Each stage must last a minimum of 24 hours.	Each stage must last a minimum of 24 hours.
<p><u>RTS—Initial Rest</u></p> <p>24 – 48 hours of relative cognitive rest (sample activities below):</p> <p><u>Sample activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> <li>✓ Short board/card games</li> <li>✓ Short phone calls</li> <li>✓ Photography (with camera)</li> <li>✓ Crafts</li> </ul> <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> <li>✗ TV</li> <li>✗ Technology use(e.g., computer, laptop, tablet, iPad)/cell phone (e.g.,texting/games/photography)</li> <li>✗ Video games</li> <li>✗ Reading</li> <li>✗ Attendance at school or school-type work</li> </ul>	<p><u>RTPA –Initial Rest</u></p> <p>24 – 48 hours of relative physical rest (sample activities below):</p> <p><u>Sample activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> <li>✓ Limited movement that does not increase heart rate or break a sweat</li> <li>✓ Moving to various locations in the home</li> <li>✓ Daily hygiene activities</li> </ul> <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> <li>✗ Physical exertion (increases breathing and heart rate and sweating)</li> <li>✗ Stair climbing other than to move locations throughout the home</li> <li>✗ Sports/sporting activity</li> </ul>
<p>Student moves to RTS Stage 1 when:</p> <p><input type="checkbox"/> Symptoms start to improve or after resting 2 days maximum (whichever occurs first).</p>	<p>Student moves to RTPA Stage 1 when:</p> <p><input type="checkbox"/> Symptoms start to improve or after resting 2 days maximum (whichever occurs first).</p>



## STAGE I – HOME PREPARATION TO RETURN TO SCHOOL/LEARN / RETURN TO PHYSICAL ACTIVITY

<u>RTS – Stage I</u>	<u>RTPA – Stage I</u>
<p>Light cognitive (thinking/memory/ knowledge) activities (as per activities permitted listed below).</p> <p>Gradually increase cognitive activity up to 30 minutes. Take frequent breaks.</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> <li>✓ Activities from previous stage</li> <li>✓ Easy reading (e.g., books, magazines, etc...)</li> <li>✓ Limited TV</li> <li>✓ Limited cellphone conversations</li> <li>✓ Drawing/building blocks/puzzles</li> <li>✓ Some contact with friends</li> </ul> <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> <li>✗ Technology use (e.g., computer, laptop, tablet, iPad)/cell phone (e.g. texting/game/photography)</li> <li>✗ Attendance at school or school-type work</li> </ul>	<p>Light physical activities (as per activities permitted listed below) that do not provoke symptoms.</p> <p>Movements that can be done with little effort (do not increase breathing and/or heart rate or break a sweat).</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Daily household tasks (e.g., bed- making, dishes, feeding pets, meal preparation)</li> <li><input type="checkbox"/> Slow walking for short time</li> </ul> <p><u>Activities that are not permitted at this stage</u></p> <p>Physical exertion (increases breathing and heart rate and sweating)</p> <ul style="list-style-type: none"> <li>✗ Sports/sporting activity</li> <li>✗ Stair climbing, other than to move locations throughout the home</li> </ul>
<p><u>Student moves to RTS Stage 2 when:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student tolerates 30 minutes of light cognitive activity (for example a student should be able to complete 3-4 of the permitted activities listed above) and has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.</li> <li><input type="checkbox"/> Student has completed a minimum of 24 hours at RTS – Stage I.</li> <li><input type="checkbox"/> Student has exhibited or reported a return of symptoms, or new symptoms and must return to the previous stage for a minimum of 24 hours.</li> <li><input type="checkbox"/> Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.</li> </ul>	<p><u>Student moves to RTPA Stage 2a when:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student tolerates light physical activities (completes both activities above) and has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.</li> <li><input type="checkbox"/> Student has completed a minimum of 24 hours at RTPA – Stage I.</li> <li><input type="checkbox"/> Student has exhibited or reported a return of symptoms, or new symptoms and must return to the previous stage for a minimum of 24 hours.</li> <li><input type="checkbox"/> Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.</li> </ul>

**STAGE 2 – HOME PREPARATION TO RETURN TO SCHOOL/LEARN / RETURN TO PHYSICAL ACTIVITY****RTS -Stage 2**

Gradually add cognitive activity (as per activities permitted listed below). When light cognitive activity is tolerated, introduce school work (at home and facilitated by the school).

**Activities permitted if tolerated by student**

- ☐ Activities from previous stage
- ☐ School-type work in 30-minute increments
- ☐ Crosswords, word puzzles, Sudoku, word search
- ☐ Limited technology use (e.g., computer, laptop, tablet, iPad)/cell phone (e.g., texting/games/photography) starting with shorter periods and building up as tolerated

**Activities that are not permitted at this stage**

- ✗ School attendance

**RTPA –Stage 2a**

Daily activities that do not provoke symptoms.

Add additional movements that do not increase breathing and/or heart rate or break a sweat.

**Activities permitted if tolerated by student**

- ☐ Activities from previous stage
- ☐ Light physical activity (e.g., use of stairs)
- ☐ 10-15 minutes slow walking 1-2x per day inside and outside (weather permitting)

**Activities that are not permitted at this stage**

- ✗ Physical exertion (increases breathing and/or heart rate and sweating)
- ✗ Sports
- ✗ Sporting activities

**Student moves to RTS Stage 3a when:**

- ☐ Student tolerates the additional cognitive activity (for example a student should be able to complete 3-4 of the activities permitted) and has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms
- ☐ Student has completed a minimum of 24 hours at RTS – Stage 2.

**Student moves to RTPA Stage 2b when:**

- ☐ Student tolerates daily physical activities (completes activities permitted listed above) and has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.
- ☐ Student has completed a minimum of 24 hours at RTPA – Stage 2a.

<ul style="list-style-type: none"> <li><input type="checkbox"/> Student has exhibited or reported a return of symptoms, or new symptoms and must return to the previous stage for a minimum of 24 hours.</li> <li><input type="checkbox"/> Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student has exhibited or reported a return of symptoms, or new symptoms and must return to the previous stage for a minimum of 24 hours.</li> <li><input type="checkbox"/> Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.</li> </ul>
	<p><u>RTPA- Stage 2b Light aerobic activity</u></p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 20-30 minutes walking/stationary cycling/recreational (i.e., at a pace that causes some increase in breathing/heart rate but not enough to prevent a student from carrying on a conversation comfortably)</li> </ul> <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> <li>✗ Resistance or weight training</li> <li>✗ Physical activities with others</li> <li>✗ Physical activities using equipment</li> </ul>
	<p><u>Student moves to RTPA Stage 3 when:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student tolerates light aerobic activities (completes activities above) and has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms</li> <li><input type="checkbox"/> Student has completed a minimum of 24 hours at RTPA – Stage 2b.</li> </ul>





## **END OF STAGE 2:**

### **HOME PREPARATION TO RETURN TO SCHOOL/LEARN / RETURN TO PHYSICAL ACTIVITY**

*To be completed and signed by the parent/guardian and handed into the Principal*

#### **Responsibilities of Parent/Guardian**

When your child has successfully completed Step 1, and Stages 1 and 2 of Home Preparation for Return to School/Learn (RTS) and Return to Physical Activity (RTPA) please call or meet to inform the school principal; and hand in this completed and signed form:

- ☐ My child has completed Stage 2 RTS (tolerates up to 1 hour of cognitive activity in two 30 minutes intervals and has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.) and is to begin RTS Stage 3a at school.
- ☐ My child has completed Stage 2b RTPA (activities are tolerated and has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.) and is to begin RTPA Stage 3 at school.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Next Steps:**

Meet with the school to review the School Concussion Management Plan for Return to School/Learn / Return to Physical Activity



# STAGE 3 – RETURN TO SCHOOL/LEARN / RETURN TO PHYSICAL ACTIVITY

Return to School/Learn (RTS) Stages	Return to Physical Activity (RTPA) Stages
<p><u>RTS - Stage 3a</u></p> <p>Student begins with an initial time at school of 2 hours.</p> <p>The individual RTS Plan is developed by Collaborative Team following the student conference and assessment of the student's individual needs determining possible strategies and/or approaches for student learning (consult Table 5 in Appendix C-I).</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> <li>✓ Activities from previous stage (consult Appendix C-I – Sample Documentation for Concussion Management – Home Preparation for RTS and RTPA)</li> <li>✓ School work for up to 2 hours per day in smaller chunks (completed at school) working up to a 1/2 day of cognitive activity</li> <li>✓ Adaptation of learning strategies and/or approaches</li> </ul> <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> <li>✗ Tests/exams</li> <li>✗ Homework</li> <li>✗ Music class</li> <li>✗ Assemblies</li> <li>✗ Field trips</li> </ul>	<p><u>RTPA –Stage 3</u></p> <p>Simple locomotor activities/sport-specific exercise to add movement.</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> <li>✓ Activities from previous stage (20-30 minutes walking/stationary cycling/elliptical/recreational dancing at a moderate pace)</li> <li>✓ Simple individual drills (e.g., running/throwing drills, skating drills in hockey, shooting drills in basketball) in predictable and controlled environments with no risk of re-injury</li> <li>✓ Restricted recess activities (e.g., walking)</li> </ul> <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> <li>✗ Full participation in physical education or DPA</li> <li>✗ Participation in intramurals</li> <li>✗ Full participation in interschool practices</li> <li>✗ Interschool competitions</li> <li>✗ Resistance or weight training</li> <li>✗ Body contact or head impact activities (e.g., heading a soccer ball)</li> <li>✗ Jarring motions (e.g., high speed stops, hitting a baseball with a bat)</li> </ul>
<p><u>School</u></p> <p><input type="checkbox"/> Student has demonstrated they can tolerate up to a half day of cognitive activity.</p> <p><input type="checkbox"/> Stage 3a RTS/Stage 3 RTPA plan sent home</p> <p>School Initial (e.g., collaborative team lead/designate): _____</p> <p>Date: _____</p>	<p><u>School</u></p> <p><input type="checkbox"/> Student has demonstrated they can tolerate simple individual drills/sport- specific drills as listed in permitted activities.</p> <p><input type="checkbox"/> Stage 3a RTS/Stage 3 RTPA plan sent home</p> <p>School Initial (e.g., collaborative team lead/designate): _____</p> <p>Date: _____</p>

Home

- ☐ Student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.
- ☐ Student has exhibited or reported a return of symptoms, or new symptoms, and must return to the previous stage for a minimum of 24 hours.
- ☐ Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.
- ☐ Stage 3a RTS/Stage 3 RTPA plan sent back

Parent/Guardian:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

Home

- ☐ Student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.
- ☐ Student has exhibited or reported a return of symptoms, or new symptoms, and must return to the previous stage for a minimum of 24 hours.
- ☐ Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.
- ☐ Stage 3a RTS/Stage 3 RTPA plan sent back

Parent/Guardian:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

RTS - Stage 3b

Student continues attending school half time with gradual increase in school attendance time, increased school work and a decrease in the adaptation of learning strategies and/or approaches.

Activities permitted if tolerated by student

- ✓ Activities from previous stage
- ✓ School work for 4-5 hours per day, in smaller chunks (e.g., 2-4 days of school/week)
- ✓ Homework – up to 30 minutes per day
- ✓ Decrease adaptation of learning strategies and/or approaches
- ✓ Classroom testing with accommodations.

Activities that are not permitted at this stage

- ✗ Standardized tests/exams

School

☐ Student has demonstrated they can tolerate up to 4-5 hours of the cognitive activities listed above.

☐ Stage 3b RTS Plan sent home.

School Initial (e.g., collaborative team

lead/designate): \_\_\_\_\_

Date: \_\_\_\_\_

Home

☐ Student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.

☐ Student has exhibited or reported a return of symptoms, or new symptoms, and must return to the previous stage for a minimum of 24 hours.

☐ Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.

☐ Stage 3b RTS plan sent back to school.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Comment: \_\_\_\_\_



## STAGE 4 – RETURN TO SCHOOL/LEARN / RETURN TO PHYSICAL ACTIVITY

APPENDIX B

Return to School/Learn (RTS) Stages	Return to Physical Activity (RTPA) Stages
<p style="text-align: center;"><u><b>RTS– Stage 4a</b></u></p> <p>Full day school, minimal adaptation of learning strategies and/or approaches</p> <p>Nearly normal workload.</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> <li>✓ Activities from previous stage</li> <li>✓ Nearly normal cognitive activities</li> <li>✓ Routine school work as tolerated</li> <li>✓ Minimal adaptation of learning strategies and/or approaches <ul style="list-style-type: none"> <li>• Start to eliminate adaptation of learning strategies and/or approaches</li> <li>• Increase homework to 60 minutes per day</li> <li>• Limit routine testing to one test per day with accommodations (e.g., supports - such as more time)</li> </ul> </li> </ul> <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> <li>✗ Standardized tests/exams</li> </ul>	<p style="text-align: center;"><u><b>RTPA –Stage 4</b></u></p> <p>Progressively increase physical activity. Non-contact training drills to add coordination and increased thinking.</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> <li>✓ Activities from previous stage</li> <li>✓ More complex training drills (e.g., passing drills in soccer and hockey)</li> <li>✓ Physical activity with no body contact (e.g., dance, badminton)</li> <li>✓ Participation in practices for non- contact interschool sports (no contact)</li> <li>✓ Progressive resistance training may be started</li> <li>✓ Recess – physical activity running/games with no body contact</li> <li>✓ DPA (elementary)</li> </ul> <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> <li>✗ Full participation in physical education</li> <li>✗ Participation in intramurals</li> </ul> <p>Body contact or head impact activities (e.g., heading a soccer ball)</p> <p>Participation in interschool contact sport practices, or interschool games/competitions (non-contact and contact)</p>
<p><u>School</u></p> <p><input type="checkbox"/> Student has demonstrated they can tolerate a full day of school and a nearly normal workload with minimal adaptation of learning strategies and/or approaches.</p> <p><input type="checkbox"/> Stage 4a RTS/Stage 4 RTPA sent home</p> <p>School Initial (e.g., collaborative team lead/designate): _____</p> <p>Date: _____</p>	<p><u>School</u></p> <p><input type="checkbox"/> Student has completed the activities in RTPA Stage 4 as applicable.</p> <p><input type="checkbox"/> Stage 4a RTS/ Stage 4 RTPA sent home to parent</p> <p><input type="checkbox"/> Documentation for Medical Clearance sent home to parent/guardian.</p> <p>School Initial (e.g., collaborative team lead/designate): _____</p> <p>Date: _____</p>

<p><u>Home</u></p> <p><input type="checkbox"/> Student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.</p> <p><input type="checkbox"/> Student has exhibited or reported a return of symptoms, or new symptoms, and must return to the previous stage for a minimum of 24 hours.</p> <p><input type="checkbox"/> Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.</p> <p><input type="checkbox"/> C-5 Stage 4a RTS/Stage 4 RTPA sent back Parent/Guardian:</p> <p>Signature: _____</p> <p>Date: _____</p> <p>Comments: _____</p>	<p><u>Home</u></p> <p><input type="checkbox"/> Student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.</p> <p><input type="checkbox"/> Student has exhibited or reported a return of symptoms, or new symptoms, and must return to the previous stage for a minimum of 24 hours.</p> <p><input type="checkbox"/> Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.</p> <p><input type="checkbox"/> Stage 4a RTS/Stage 4 RTPA sent back Parent/Guardian:</p> <p>Signature: _____</p> <p>Date: _____</p> <p>Comments: _____</p>
<p style="text-align: center;"><u>RTS - Stage 4b</u></p> <p>At school: full day, without adaptation of learning strategies and/or approaches</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> <li>✓ Normal cognitive activities</li> <li>✓ Routine school work</li> <li>✓ Full curriculum load (attend all classes, all homework, tests)</li> <li>✓ Standardized tests/exams</li> <li>✓ Full extracurricular involvement (non-sport/non-physical activity - e.g., debating club, drama club, chess club)</li> </ul>	<p><u>Before progressing to RTPA Stage 5, the student must:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> have completed RTS Stage 4a and 4b (full day at school without adaptation of learning strategies and/or approaches),</li> <li><input type="checkbox"/> have completed RTPA Stage 4 and be symptom-free, and</li> <li><input type="checkbox"/> obtain a signed Medical Clearance from a medical doctor or nurse practitioner.</li> </ul> <p><i>Please Note: Premature return to contact sports (full practice and game play) may cause a significant setback in recovery.</i></p>
<p><u>School</u></p> <p><input type="checkbox"/> Student has demonstrated they can tolerate a full day of school without adaptation of learning strategies and/or approaches</p> <p><input type="checkbox"/> Stage 4b RTS plan sent home.</p> <p>School Initial (e.g., collaborative team lead/designate): _____</p> <p>Date: _____</p>	

Home

- ☐ Student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.
- ☐ Student has exhibited or reported a return of symptoms, or new symptoms, and must return to the previous stage for a minimum of 24 hours.
- ☐ Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.

Parent/Guardian:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_



## End of Stage 4

### Documentation for Medical Clearance

*This form is to be provided to students who have completed the Return to School/Learn (RTS) Stage 4b and Return to Physical Activity (RTPA) Stage 4 (consult the School Concussion Management Plan below). Student must be medically cleared by a medical doctor/nurse practitioner prior to moving on to full participation in non-contact physical activities and full contact practices (RTPA Stage 5).*

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

I have examined this student and confirm they are medically cleared to participate in the following activities:

- Full participation in Physical Education classes
- Full participation in Intramural physical activities (non-contact)
- Full participation in non-contact Interschool Sports (practices and competition)
- Full-contact training/practice in contact Interschool Sports Other

comments:

\_\_\_\_\_

Medical Doctor/Nurse Practitioner

*In rural or northern regions, the Medical Clearance Letter may be completed by a nurse with pre-arranged access to a medical doctor or nurse practitioner. Forms completed by other licensed healthcare professionals will not be accepted.*

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**\* This document should be accompanied by a Doctor's Note**



**End of Stage 4**  
**Documentation for Medical Clearance** (page 2)

**School Concussion Management Plan Summary**

What if symptoms recur? A student who has received Medical Clearance and has a recurrence of symptoms or new symptoms appear, must immediately remove themselves from play, and inform their parent/guardian/teacher/coach, and return to medical doctor or nurse practitioner for Medical Clearance reassessment before returning to physical activity.

**School Concussion Management Plan**

Return to School/Learn (RTS) Stages	Return to Physical Activity (RTPA) Stages
Each stage must last a minimum of 24 hours.	Each stage must last a minimum of 24 hours.
<p style="text-align: center;"><u>RTS - Stage 3a</u></p> <p>Student begins with an initial time at school of 2 hours.</p> <p>The individual RTS Plan is developed by Collaborative Team following the student conference and assessment of the student's individual needs determining possible strategies and/or approaches for student learning.</p>	<p style="text-align: center;"><u>RTPA -Stage 3</u></p> <p>Simple locomotor activities/sport-specific exercise to add movement.</p>
<p style="text-align: center;"><u>RTS - Stage 3b</u></p> <p>Student continues attending school half time with gradual increase in school attendance time, increased school work, and decrease in learning strategies and/or approaches.</p>	

**End of Stage 4**  
**Documentation for Medical Clearance (page 3)**

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**School Concussion Management Plan Summary (con't)**

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<p style="text-align: center;"><u>RTS- Stage 4a</u></p> <p>Full days school, minimal adaptation of learning strategies and/or approaches. Nearly normal workload.</p>	<p style="text-align: center;"><u>RTPA -Stage 4</u></p> <p>Progressively increase physical activity. Non- contact training drills to add coordination and increased thinking.</p>
<p style="text-align: center;"><u>RTS - Stage 4b</u></p> <p>At school: full day, without adaptation of learning strategies and/or approaches.</p>	<p style="text-align: center;"><u>Before progressing to RTPA Stage 5, the student must:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> have completed RTS Stage 4a and 4b (full day at school without adaptation of learning strategies and/or approaches</li> <li><input type="checkbox"/> have completed RTPA Stage 4 and be symptom-free, and obtain signed Medical Clearance from a medical doctor or nurse practitioner.</li> </ul>
	<p style="text-align: center;"><u>RTPA-Stage 5</u></p> <p>Following medical clearance, full participation in all non-contact physical activities (i.e., non-intentional body contact) and full contact training/practice in contact sports.</p>
	<p style="text-align: center;"><u>RTPA - Stage 6</u></p> <p style="text-align: center;">Unrestricted return to contact sports</p>



# STAGE 5 — RETURN TO SCHOOL/LEARN / RETURN TO PHYSICAL ACTIVITY

## APPENDIX B

Return to School/Learn (RTS) Stages	Return to Physical Activity (RTPA) Stages
	<p><u>RTPA—Stage 5</u> Following medical clearance, full participation in all non-contact physical activities (i.e., non-intentional body contact) and full contact training/practice in contact sports.</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> <li>✓ Physical Education</li> <li>✓ Intramural programs</li> <li>✓ Full contact training/practice in contact interschool sports</li> </ul> <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> <li>✗ Competition (e.g., games, meets, events) that involves body contact</li> </ul>
	<p><u>School</u></p> <p><input type="checkbox"/> Student has successfully completed the applicable physical activities in RTPA Stage 5.</p> <p><input type="checkbox"/> Stage 5 PTPA plan sent home</p> <p>School Initial (e.g., collaborative team lead/designate): _____</p> <p>Date: _____</p>
	<p><u>Home</u></p> <p><input type="checkbox"/> Student has not exhibited or reported a return of symptoms or new symptoms.</p> <p><input type="checkbox"/> Student has exhibited or reported a return of symptoms or new symptoms and must return to medical doctor or nurse practitioner for Medical Clearance reassessment.</p> <p><input type="checkbox"/> Stage 5 RTPA plan sent back</p> <p>Parent/Guardian Signature: _____</p> <p>Date: _____</p> <p>Comment: _____</p>

**STAGE 6 — RETURN TO SCHOOL/LEARN / RETURN TO PHYSICAL ACTIVITY**

Return to School/Learn (RTS) Stages	Return to Physical Activity (RTPA) Stages
	<p style="text-align: center;"><u>RTPA - Stage 6</u></p> <p>✓ Unrestricted return to contact sports. Full participation in contact sports games/competitions</p>
	<p><u>School</u></p> <p><input type="checkbox"/> Student has successfully completed full participation in contact sports.</p> <p><input type="checkbox"/> Stage 6 RTPA plan sent home.</p> <p>School Initial (e.g., collaborative team lead/designate): _____</p> <p>Date: _____</p>
	<p><u>Home</u></p> <p><input type="checkbox"/> Student has not exhibited or reported a return of symptoms or new symptoms.</p> <p><input type="checkbox"/> Student has exhibited or reported a return of symptoms or new symptoms and must return to medical doctor or nurse practitioner for Medical Clearance reassessment.</p> <p><input type="checkbox"/> Stage 6 RTPA plan sent back to school for documentation purposes</p> <p>Parent/Guardian Signature: _____</p> <p>Date: _____</p> <p>Comment: _____</p>

## **APPENDIXES**

### **TCDSB FORMS**



ONLY FORMS PROVIDED BY TCDSB ARE TO BE USED

## APPENDIX 1

### ATHLETE PERMISSION FORM



**TCDSB Permission Form for Athletic Activities**

SCHOOL: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher(s)/Coach(es) in charge \_\_\_\_\_

Principal Signature: \_\_\_\_\_

Dear Parent/Guardian, your child has expressed an interest in trying out for and/or participating in

\_\_\_\_\_.

Before participating we require (provided in this package):

- a) a signed Permission/Consent Form
- b) a signed Acknowledgement of Concussion Education
- c) a completed Student Health & Safety Medical Information Form

**ACTIVITY INFORMATION**

Practice Times & Location	
Game/Tournament Date(s), Time(s), and Location(s)	
Transportation to/from games/tournaments	

**ELEMENTS OF RISK*****ELEMENTS OF RISK NOTICE***

The risk of injury exists in every athletic activity. However, due to the very nature of some activities, the risk of injury may increase. Injuries may range from minor sprains and strains to more serious injuries. These injuries result from the nature of the activity and can occur without fault on either the part of the student, the school board or its employees/agents or the facility where the activity is taking place. The safety and well-being of students is a prime concern and attempts are made to manage, as effectively as possible, the foreseeable risks inherent in physical activity. Please call the school to discuss safety concerns related to any physical activity in which your child/ward is participating.

**Student Accident Insurance Notice:**

The Toronto Catholic District School Board does not provide any accidental death, disability, dismemberment/medical/dental expense insurance for student participation in school sponsored activities (e.g., curricular, intramural and interschool). For insurance coverage of injuries, parents/guardians are encouraged to consider a Student Accident Insurance Plan from an insurance company of their choice.

I acknowledge and have read the Elements of Risk and Student Accident Insurance notice.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## CONCUSSIONS:

## APPENDIX B

Toronto Catholic District School Board concussion policy and procedures will be followed if a student sustains a hit or blow to the head or body and shows signs and/or symptoms of concussion. Please be advised that your child will be removed from the activity and you will be asked to seek medical attention (i.e. medical doctor or nurse practitioner) for your child/ward if signs and/or symptoms of concussion occur. If Red Flag signs/symptoms are present coach/teacher/convenor/event organizer will call 911. Concussion information for parents/guardians and students is available on the TCDSB website under Health and Physical Education.

You are advised, along with your child, to review the ***Heads Up Concussion Information Sheet*** (attached)

For a diagnosed concussion that occurs as a result of activity outside of the school setting, you must inform the school principal as soon as possible.

You are advised to be aware of:

- the dangers of participating with a concussion;
- the TCDSB concussion policy; and
- the importance of encouraging the ethical values of fair play and respect for opponents.

Athlete: I learned about concussion and talked with my parent or coach about what to do if I have a concussion or other serious brain injury.

Athlete Name Printed: \_\_\_\_\_

Date: \_\_\_\_\_ Athlete Signature: \_\_\_\_\_

Parent: I have read the Heads Up Concussion Information sheet and/or the TCDSB Concussion Guideline Power Point provided on the TCDSB Board website with my child or teen and talked about what to do if they have a concussion or other serious brain injury.

Parent/Guardian Name Printed: \_\_\_\_\_

Date: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

## PERMISSION TO PARTICIPATE:

I give permission for my child/ward to participate in tryouts and training for \_\_\_\_\_

If my child should be successful in making the team I give permission for my child to participate in games/tournaments; and travel to/from these games/tournaments as indicated on the activity information section of this form. **If an alternate travel, accommodation or activity plan for your child has been made, list details on a separate sheet and sign that your permission is given for these changes.**

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## EMERGENCY CONTACT INFORMATION (Please Print)

Name \_\_\_\_\_ Relationship to Child \_\_\_\_\_

Cell # \_\_\_\_\_ Work/Home # \_\_\_\_\_

Name \_\_\_\_\_ Relationship to Child \_\_\_\_\_

Cell # \_\_\_\_\_ Work/Home # \_\_\_\_\_





## TORONTO CATHOLIC DISTRICT SCHOOL BOARD STUDENT'S HEALTH AND SAFETY INFORMATION FORM

*The information on this form is collected under the authority of the Education Act, R.S.O. 1991, Section 170(1) and will be used for administration of school excursions and in the event of a medical emergency. If you have any questions regarding the collection or use of this information, please contact the school Principal.*

School Name: \_\_\_\_\_

Name of Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Sex: \_\_\_\_\_  
Last Name First Name Y- M- D M or F

Student's Home Address: \_\_\_\_\_  
Number Street City Postal Code

Student's Home Phone Number: \_\_\_\_\_

Father's (Guardian's) Name: \_\_\_\_\_

Father's (Guardian's) Address: \_\_\_\_\_  
 (If different from student's)

Place of Employment: \_\_\_\_\_ Phone: \_\_\_\_\_

Mother's (Guardian's) Name: \_\_\_\_\_

Mother's (Guardian's) Address: \_\_\_\_\_  
 (If different from student's)

Place of Employment: \_\_\_\_\_ Phone: \_\_\_\_\_

Family Doctor: \_\_\_\_\_ Phone: \_\_\_\_\_

Does your child have any special condition which must or should be taken into consideration in his/her participation in a full academic and physical program?

Allergy: ☐insect ☐plant ☐food ☐drug ☐other \_\_\_\_\_

Asthma: \_\_\_\_\_

Blood Type (if known): \_\_\_\_\_

Diabetes: \_\_\_\_\_

Epilepsy: \_\_\_\_\_

Feet or Legs: \_\_\_\_\_

Heart: \_\_\_\_\_

Skin: \_\_\_\_\_

Previous Concussion (date): \_\_\_\_\_

Details of Concussion: \_\_\_\_\_



# **TORONTO CATHOLIC DISTRICT SCHOOL BOARD** **STUDENT'S HEALTH AND SAFETY INFORMATION FORM**

Recent illness or operation:

---

Other:

---

Does your child carry any medication for the above-mentioned condition(s)? If so, please give details: (e.g. Epi Pen © or Allerject®?)

---

Does your child carry an EpiPen® or Allerject®? Yes ☐ No ☐

Has he/she any drug allergy or sensitivity? If so, please give details:

---

Has he/she any serum sensitivity? If so, please give details:

---

Date of last tetanus shot (if known): 

---

If there are any medical details that you feel might be of some assistance to the teacher to ensure the safety of your child, please contact the teacher at school or use the space below to inform the teacher of these details.

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\_\_\_\_\_  
Signature of Parent or Guardian

(or student over the age of 18 years or students 16 or 17 years old who have withdrawn from parental control)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Teacher-in-charge of Excursion

\_\_\_\_\_  
Date

## APPENDIX 2

### *CONCUSSION CODE OF CONDUCT*



## **CONCUSSION CODE OF CONDUCT PLEDGE**

**As a coach/teacher/athletic supervisor I will:**

- **Educate my student athletes about the seriousness of concussions and the signs and symptoms of concussions.**
- **Educate my student athletes about the importance of SPEAKING UP when experiencing any signs or symptoms of a concussion.**
- **Promise my student athletes I will never ask them to play if they are injured and/or are experiencing signs or symptoms of concussion.**
- **Encourage my student athletes to inform me if they suspect a team mate to have a concussion.**
- **Teach safe contact skills during practice prior to competition and demonstrate respect for the mutual safety of fellow athletes.**
- **Be a role model for my student athletes, always demonstrating sportsmanship, fair play and Christian values.**

**I, the student athlete, will:**

- **Learn the signs and symptoms of concussions.**
- **Speak up if I am experiencing any signs or symptoms of concussions and TELL my Teacher/Coach/Supervisor.**
- **Speak up if my fellow classmate/teammate and/or opponent is experiencing any signs or symptoms of concussions.**
- **Not play injured or return to play from an injury too soon.**
- **Never pressure a fellow teammate to play injured or to return to play from an injury too soon.**
- **Be a role model who always demonstrates sportsmanship, fair play and Christian values.**

**I, the student athlete's parent/guardian, will:**

- **Learn the signs and symptoms of concussions using the TCDSB Concussion Guideline PowerPoint and/or *Heads Up* information in the TCDSB Concussion Protocol.**
- **Encourage my child/teen to speak up if he/she is experiencing any signs or symptoms of concussions and to tell his/her Teacher/Coach/Supervisor.**
- **Encourage my child/teen to speak up if his/her fellow classmate/teammate and/or opponent is experiencing any signs or symptoms of concussions.**
- **Remove my child/teen from the game/activity if he/she is showing signs or symptoms of concussion.**
- **Be a role model who always demonstrates the importance of sportsmanship, fair play and Christian values.**

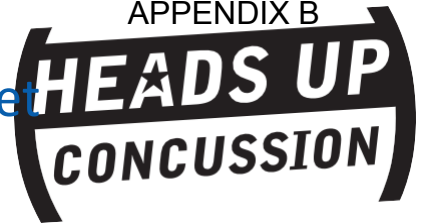
## APPENDIX 3

### *HEADS UP* CONCUSSION INFORMATION SHEET



# CONCUSSION Information Sheet

APPENDIX B



This sheet has information to help protect your children or teens from concussion or other serious brain injury. Use this information at your children's or teens' games and practices to learn how to spot a concussion and what to do if a concussion occurs.

## What Is a Concussion?

A concussion is a type of traumatic brain injury—or TBI—caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move quickly back and forth. This fast movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging the brain cells.

## How Can I Help Keep My Children or Teens Safe?

Sports are a great way for children and teens to stay healthy and can help them do well in school. To help lower your children's or teens' chances of getting a concussion or other serious brain injury, you should:

- Help create a culture of safety for the team.
  - Work with their coach to teach ways to lower the chances of getting a concussion.
  - Talk with your children or teens about concussion and ask if they have concerns about reporting a concussion. Talk with them about their concerns; emphasize the importance of reporting concussions and taking time to recover from one.
  - Ensure that they follow their coach's rules for safety and the rules of the sport.
  - Tell your children or teens that you expect them to practice good sportsmanship at all times.
- When appropriate for the sport or activity, teach your children or teens that they must wear a helmet to lower the chances of the most serious types of brain or head injury. However, there is no "concussion-proof" helmet. So, even with a helmet, it is important for children and teens to avoid hits to the head.



**Plan ahead.** What do you want your child or teen to know about concussion?

## How Can I Spot a Possible Concussion?

Children and teens who show or report one or more of the signs and symptoms listed below—or simply say they just "don't feel right" after a bump, blow, or jolt to the head or body—may have a concussion or other serious brain injury.

### Signs Observed by Parents or Coaches

- Appears dazed or stunned.
- Forgets an instruction, is confused about an assignment or position, or is unsure of the game, score, or opponent.
- Moves clumsily.
- Answers questions slowly.
- Loses consciousness (*even briefly*).
- Shows mood, behavior, or personality changes.
- Can't recall events *prior to* or *after* a hit or fall.

### Symptoms Reported by Children and Teens

- Headache or "pressure" in head.
- Nausea or vomiting.
- Balance problems or dizziness, or double or blurry vision.
- Bothered by light or noise.
- Feeling sluggish, hazy, foggy, or groggy.
- Confusion, or concentration or memory problems.
- Just not "feeling right," or "feeling down."

**Talk with your children and teens about concussion.** Tell them to report their concussion symptoms to you and their coach right away. Some children and teens think concussions aren't serious or worry that if they report a concussion they will lose their position on the team or look weak. Be sure to remind them that

*it's better to miss one game than the whole season.*



Centers for Disease  
Control and Prevention  
National Center for Injury  
Prevention and Control

## Concussions affect each child and teen differently. While most children and

teens with a concussion feel better within a couple of weeks, some will have symptoms for months or longer. Talk with your children's or teens' health care provider if their concussion symptoms do not go away or if they get worse after they return to their regular activities.



### What Are Some More Serious Danger Signs to Look Out For?

In rare cases, a dangerous collection of blood (hematoma) may form on the brain after a bump, blow, or jolt to the head or body and can squeeze the brain against the skull. Call 9-1-1 or take your child or teen to the emergency department right away if, after a bump, blow, or jolt to the head or body, he or she has one or more of these danger signs:

- One pupil larger than the other.
- Drowsiness or inability to wake up.
- A headache that gets worse and does not go away.
- Slurred speech, weakness, numbness, or decreased coordination.
- Repeated vomiting or nausea, convulsions or seizures (shaking or twitching).
- Unusual behavior, increased confusion, restlessness, or agitation.
- Loss of consciousness (passed out/knocked out). Even a brief loss of consciousness should be taken seriously.

#### Children and teens who continue to play while

having concussion symptoms or who return to play too soon—while the brain is still healing—have a greater chance of getting another concussion. A repeat concussion that occurs while the brain is still healing from the first injury can be very serious and can affect a child or teen for a lifetime. It can even be fatal.

### What Should I Do If My Child or Teen Has a Possible Concussion?

As a parent, if you think your child or teen may have a concussion, you should:

1. Remove your child or teen from play.
2. Keep your child or teen out of play the day of the injury. Your child or teen should be seen by a health care provider and only return to play with permission from a health care provider who is experienced in evaluating for concussion.
3. Ask your child's or teen's health care provider for written instructions on helping your child or teen Return to School/Learn. You can give the instructions to your child's or teen's school nurse and teacher(s) and return-to-play instructions to the coach and/or athletic trainer.

Do not try to judge the severity of the injury yourself. Only a health care provider should assess a child or teen for a possible concussion. Concussion signs and symptoms often show up soon after the injury. But you may not know how serious the concussion is at first, and some symptoms may not show up for hours or days.

The brain needs time to heal after a concussion. A child's or teen's Return to School/Learn and sports should be a gradual process that is carefully managed and monitored by a health care provider.

Revised 5/2015



To learn more, go to  
[www.cdc.gov/HEADSUP](http://www.cdc.gov/HEADSUP)

You can also download the CDC *HEADS UP* app to get concussion information at your fingertips. Just scan the QR code pictured at left with your smartphone.

## APPENDIX 4

# CONCUSSION RECOGNITION TOOL AND GUIDELINES





# CONCUSSION RECOGNITION TOOL 5<sup>©</sup>

To help identify concussion in children, adolescents and adults



FIFA®

Supported by



## RECOGNISE & REMOVE

Head impacts can be associated with serious and potentially fatal brain injuries. The Concussion Recognition Tool 5 (CRT5) is to be used for the identification of suspected concussion. It is not designed to diagnose concussion.

### STEP 1: RED FLAGS — CALL AN AMBULANCE

If there is concern after an injury including whether ANY of the following signs are observed or complaints are reported then the player should be safely and immediately removed from play/game/activity. If no licensed healthcare professional is available, call an ambulance for urgent medical assessment:

- Neck pain or tenderness
- Double vision
- Weakness or tingling/ burning in arms or legs
- Severe or increasing headache
- Seizure or convulsion
- Loss of consciousness
- Deteriorating conscious state
- Vomiting
- Increasingly restless, agitated or combative

#### Remember:

- In all cases, the basic principles of first aid (danger, response, airway, breathing, circulation) should be followed.
- Assessment for a spinal cord injury is critical.
- Do not attempt to move the player (other than required for airway support) unless trained to do so.
- Do not remove a helmet or any other equipment unless trained to do so safely.

If there are no Red Flags, identification of possible concussion should proceed to the following steps:

### STEP 2: OBSERVABLE SIGNS

Visual clues that suggest possible concussion include:

- Lying motionless on the playing surface
- Slow to get up after a direct or indirect hit to the head
- Disorientation or confusion, or an inability to respond appropriately to questions
- Blank or vacant look
- Balance, gait difficulties, motor incoordination, stumbling, slow laboured movements
- Facial injury after head trauma

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### STEP 3: SYMPTOMS

- Headache
- "Pressure in head"
- Balance problems
- Nausea or vomiting
- Drowsiness
- Dizziness
- Blurred vision
- Sensitivity to light
- Sensitivity to noise
- Fatigue or low energy
- "Don't feel right"
- More emotional
- More Irritable
- Sadness
- Nervous or anxious
- Neck Pain
- Difficulty concentrating
- Difficulty remembering
- Feeling slowed down
- Feeling like "in a fog"

### STEP 4: MEMORY ASSESSMENT

(IN ATHLETES OLDER THAN 12 YEARS)

Failure to answer any of these questions (modified appropriately for each sport) correctly may suggest a concussion:

- "What venue are we at today?"
- "Which half is it now?"
- "Who scored last in this game?"
- "What team did you play last week/game?"
- "Did your team win the last game?"

### Athletes with suspected concussion should:

- Not be left alone initially (at least for the first 1-2 hours).
- Not drink alcohol.
- Not use recreational/ prescription drugs.
- Not be sent home by themselves. They need to be with a responsible adult.
- Not drive a motor vehicle until cleared to do so by a healthcare professional.

The CRT5 may be freely copied in its current form for distribution to individuals, teams, groups and organisations. Any revision and any reproduction in a digital form requires approval by the Concussion in Sport Group. It should not be altered in any way, rebranded or sold for commercial gain.

**ANY ATHLETE WITH A SUSPECTED CONCUSSION SHOULD BE IMMEDIATELY REMOVED FROM PRACTICE OR PLAY AND SHOULD NOT RETURN TO ACTIVITY UNTIL ASSESSED MEDICALLY, EVEN IF THE SYMPTOMS RESOLVE**

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## What is a concussion?

A concussion is a brain injury that cannot be seen on routine X-rays, CT scans, or MRIs. It affects the way an athlete may think and remember things, and can cause a variety of symptoms.

## What are the signs and symptoms of a concussion?

**An athlete does not need to be knocked out (lose consciousness) to have had a concussion.** The athlete might experience one or more of the following:

Thinking Problems	Athlete's Complaints	Other Problems
<ul style="list-style-type: none"> <li>Does not know time, date, place, period of game, opposing team, score of game</li> <li>General confusion</li> <li>Cannot remember things that happened before and after the injury</li> <li>Knocked out</li> </ul>	<ul style="list-style-type: none"> <li>Headache</li> <li>Dizziness</li> <li>Feeling dazed</li> <li>Feeling “dinged” or stunned; “having my bell rung”</li> <li>Seeing stars, flashing lights</li> <li>Ringing in the ears</li> <li>Sleepiness</li> <li>Loss of vision</li> <li>Seeing double or blurry vision</li> <li>Stomachache, stomach pain, nausea</li> </ul>	<ul style="list-style-type: none"> <li>Poor co-ordination or balance</li> <li>Blank stare/glassy-eyed</li> <li>Vomiting</li> <li>Slurred speech</li> <li>Slow to answer questions or follow directions</li> <li>Easily distracted</li> <li>Poor concentration</li> <li>Strange or inappropriate emotions (i.e., laughing, crying, getting mad easily)</li> <li>Not playing as well</li> </ul>

**Get medical help immediately if an athlete has any “red flag” symptoms** such as neck pain, repeated vomiting, growing confusion, seizures, and weakness or tingling in their arms or legs. These may be signs of a more serious injury.



### What causes a concussion?

Any blow to the head, face or neck, or a blow to the body which causes a sudden jarring of the head may cause a concussion (e.g., a ball to the head, being checked into the boards).

### What should I do if I think an athlete might have a concussion?

**In all suspected cases of concussion, the athlete should stop playing right away.** Continuing to play increases their risk of more severe, longer-lasting concussion symptoms, as well as increases their risk of other injury.

The [Concussion Recognition Tool 5](#) (CRT5) can be used by anyone to help recognize the signs and symptoms of a possible concussion.

The athlete should not be left alone and should be seen by a doctor as soon as possible that day. They should not drive.

If the athlete loses consciousness, call an ambulance to take them to the hospital right away. Do not move them or remove any equipment such as a helmet.

The athlete should not return to play the same day.

### How long will it take for the athlete to get better?

The signs and symptoms of a concussion usually last for one to four weeks, but may last longer. In some cases, it may take many weeks or months to heal. If the athlete has had a previous concussion, they may take longer to heal.

If the athlete's symptoms are persistent (i.e., last longer than two weeks in adults or longer than four

weeks in youth under 18 years old) they should be referred to a healthcare professional who is an expert in the management of concussion.

### How is concussion treated?

After an initial short period of rest (24 to 48 hours), light cognitive and physical activity can begin, as long as these don't worsen symptoms.

As the athlete is recovering from concussion, they should not do any activities that may make their symptoms worse. This might mean limiting activities such as exercising, driving, and screen time on their phone or other devices.

Recovering from concussion is a process that takes patience. Going back to activities before the athlete is ready is likely to make their symptoms worse, and their recovery may take longer.

### When should the athlete go to the doctor?

Anyone with a possible head injury should be seen by a doctor as soon as possible.

The athlete should go back to the doctor immediately if, after being told they have a concussion, they have worsening symptoms, such as:

- being more confused
- headache that is getting worse
- vomiting more than twice
- not waking up
- having any trouble walking
- having a seizure
- strange behaviour

## When can the athlete Return to School?

On average, students with concussion miss one to four days of school. Each concussion is unique, so the athlete may progress at a different rate than others.

The [Return-to-School Strategy](#) provides information on the stages of returning to the classroom. **Return to School must come before full return to sport.**

## When can the athlete return to sport?

It is very important that an athlete not go back to full participation in sport if they have any concussion signs or symptoms. Return to sport and physical activity must follow a step-wise approach.

In this approach:

- Each stage is at least 24 hours.
- The athlete moves on to the next stage when they can tolerate activities without new or worsening symptoms.
- If any symptoms worsen, the athlete should stop and go back to the previous stage for at least 24 hours.

**Stage 1: After an initial 24 to 48 hours of rest, light cognitive and physical activity** can begin, as long as these don't worsen symptoms. The athlete can start with daily activities such as moving around the home and simple chores, such as making their bed.

**Stage 2: Light aerobic activity** such as walking or stationary cycling, for 10 to 15 minutes. The athlete shouldn't do any resistance training or other heavy lifting.

**Stage 3: Individual sport-specific exercise** with no contact for 20 to 30 minutes (e.g., running, throwing). The athlete shouldn't do any resistance training.

**Stage 4: Begin practicing with no contact** (no checking, no heading the ball, etc.). Add in more challenging drills. Start to add in resistance training.

**Stage 5: Participate in practice with contact**, once cleared by a doctor.

**Stage 6: Full game play or competition.**

The [Return-to-Sport Strategy](#) provides more information on the stages of returning to sport.

## An athlete should never return to sport until cleared by a doctor!

Returning before full recovery from concussion puts athletes at higher risk of sustaining another concussion, with symptoms that may be more severe and last longer.

## Additional Resources

### Return-to-School Strategy

<http://horizon.parachutecanada.org/en/article/parachutes-return-to-learn-protocol>

### Return-to-Sport Strategy

<http://horizon.parachutecanada.org/wp-content/uploads/2017/06/Concussion-ReturnToSport.pdf>

### Canadian Guideline on Concussion in Sport

<http://www.parachutecanada.org/guideline>

### Concussion: Baseline Testing

<http://www.parachutecanada.org/downloads/injurytopics/BaselineTesting-FactSheet-Parachute.pdf>

### Making Headway eLearning (Coaching Association of Canada)

<https://coach.ca/making-head-way-concussion-elearning-series-p153487&language=en>



## What is a concussion?

A concussion is a brain injury that cannot be seen on routine X-rays, CT scans, or MRIs. It affects the way a student may think and remember things, and can cause a variety of symptoms.

## What are the signs and symptoms of a concussion?

**A student does not need to be knocked out (lose consciousness) to have had a concussion.** The student might experience one or more of the following:

Thinking Problems	Student's Complaints	Other Problems
<ul style="list-style-type: none"> <li>Does not know time, date, place, details about a recent activity</li> <li>General confusion</li> <li>Cannot remember things that happened before and after the injury</li> <li>Knocked out</li> </ul>	<ul style="list-style-type: none"> <li>Headache</li> <li>Dizziness</li> <li>Feels dazed</li> <li>Feels "dinged" or stunned; "having my bell rung"</li> <li>Sees stars, flashing lights</li> <li>Ringing in the ears</li> <li>Sleepiness</li> <li>Loss of vision</li> <li>Sees double or blurry</li> <li>Stomachache, stomach pain, nausea</li> </ul>	<ul style="list-style-type: none"> <li>Poor co-ordination or balance</li> <li>Blank stare/glassy-eyed</li> <li>Vomiting</li> <li>Slurred speech</li> <li>Slow to answer questions or follow directions</li> <li>Easily distracted</li> <li>Poor concentration</li> <li>Strange or inappropriate emotions (i.e., laughing, crying, getting mad easily)</li> <li>Not participating well</li> </ul>

**Get medical help immediately if a student has any "red flag" symptoms** such as neck pain, repeated vomiting, growing confusion, seizures, and weakness or tingling in their arms or legs. These may be signs of a more serious injury.



## What causes a concussion?

Any blow to the head, face or neck, or a blow to the body which causes a sudden jarring of the head may cause a concussion (e.g., a ball to the head, colliding with another person).

## What should I do if I suspect a student has a concussion?

**In all suspected cases of concussion, the student should stop the activity right away.**

Continuing increases their risk of more severe, longer-lasting concussion symptoms, as well as increases their risk of other injury.

The [Concussion Recognition Tool 5](#) (CRT5) can be used by anyone to help recognize the signs and symptoms of a possible concussion.

The student should not be left alone and should be seen by a doctor as soon as possible that day. They should not drive.

If the student loses consciousness, call an ambulance to take them to the hospital right away. Do not move them or remove any equipment such as a helmet.

The student should not return to play the same day.

## How long will it take for the student to get better?

The signs and symptoms of a concussion often last for one to four weeks but may last longer. In some cases, students may take many weeks or months to heal. If the student has had a concussion before, they may take longer to heal.

If the student's symptoms are persistent (i.e., last longer than four weeks in youth under 18 years old or last longer than two weeks in students aged 18

or older), they should be referred to a healthcare professional who is an expert in the management of concussion.

## How is concussion treated?

After an initial short period of rest (24 to 48 hours), light cognitive and physical activity can begin, as long as these don't worsen symptoms.

As the student is recovering from concussion, they should not do any activities that may make their symptoms worse. This might mean limiting activities such as exercising, driving, and screen time on their phone or other devices. If mental activities (e.g., reading, using the computer) worsen the student's symptoms, they might have to stay home from school.

Recovering from concussion is a process that takes patience. If the student goes back to activities before they are ready, it is likely to make their symptoms worse, and their recovery might take longer.

## When should the student go to the doctor?

Anyone with a possible head injury should be seen by a doctor as soon as possible.

The student should go back to the doctor immediately if, after being told they have a concussion, they have worsening symptoms, such as:

- being more confused
- headache that is getting worse
- vomiting more than twice
- not waking up
- having any trouble walking
- having a seizure
- strange behaviour



## When can the student Return to School?

The student may find it hard to concentrate in class, may get a worse headache, or feel sick to their stomach. They should stay home from school if being in class makes their symptoms worse. Once they feel better, they can try going back to school part time to start (i.e., for half days) and if they are OK with that, then they can go back full time.

On average, students with concussion miss one to four days of school. Each concussion is unique, so the student may progress at a different rate than others.

The [Return-to-School Strategy](#) provides information on the stages of returning to the classroom. Return to School must come before full return to sport.

## When can the student return to sport and physical activity?

It is very important that the student does not go back to full participation in sport if they have any concussion signs or symptoms. Return to sport and physical activity must follow a step-wise approach.

In this approach:

- Each stage is at least 24 hours.
- The student moves on to the next stage when they can tolerate activities without new or worsening symptoms.
- If any of the student's symptoms worsen, they should stop and go back to the previous stage for at least 24 hours.

**Stage 1: After an initial 24 to 48 hours of rest, light cognitive and physical activity** can begin, as long as these don't worsen symptoms. The student can start with daily activities like moving around the home and simple chores, such as making their bed.

**Stage 2: Light aerobic activity** such as walking or stationary cycling, for 10 to 15 minutes. The student

shouldn't do any heavy lifting or resistance training (e.g., bodyweight exercises, weight training).

**Stage 3: Individual physical activity with no risk of contact** for 20 to 30 minutes. The student can participate in simple, individual activities, such as going for a walk at recess or shooting a basketball. The student shouldn't do any resistance training.

**Stage 4: Begin practicing with no contact** (no checking, no heading the ball, etc.). Add in longer and more challenging physical activity. Start to add in resistance training (if appropriate for the student).

**Get clearance from a doctor before moving on to Stages 5 and 6.**

**Stage 5: Participate in practice with contact**, if the student plays a contact sport.

**Stage 6: Full game play or competition.**

The [Return-to-Sport Strategy](#) provides more information on the stages of returning to sport.

## The student should never return to sport until cleared by a doctor!

Returning before full recovery from concussion puts the student at higher risk of sustaining another concussion, with symptoms that may be more severe and last longer.

## Additional Resources

### Return-to-School Strategy

<http://horizon.parachutecanada.org/en/article/parachutes-return-to-learn-protocol>

### Return-to-Sport Strategy

<http://horizon.parachutecanada.org/wp-content/uploads/2017/06/Concussion-ReturnToSport.pdf>

### Canadian Guideline on Concussion in Sport

<http://www.parachutecanada.org/guideline>



## What is a concussion?

A concussion is a brain injury that cannot be seen on routine X-rays, CT scans, or MRIs. It affects the way a child may think and remember things, and can cause a variety of symptoms.

## What are the signs and symptoms of a concussion?

**Your child does not need to be knocked out (lose consciousness) to have had a concussion.** Your child might experience one or more of the following:

Thinking Problems	Child's Complaints	Other Problems
<ul style="list-style-type: none"> <li>Does not know time, date, place, details about a recent activity</li> <li>General confusion</li> <li>Cannot remember things that happened before and after the injury</li> <li>Knocked out</li> </ul>	<ul style="list-style-type: none"> <li>Headache</li> <li>Dizziness</li> <li>Feels dazed</li> <li>Feels "dinged" or stunned; "having my bell rung"</li> <li>Sees stars, flashing lights</li> <li>Ringing in the ears</li> <li>Sleepiness</li> <li>Loss of vision</li> <li>Sees double or blurry</li> <li>Stomachache, stomach pain, nausea</li> </ul>	<ul style="list-style-type: none"> <li>Poor co-ordination or balance</li> <li>Blank stare/glassy-eyed</li> <li>Vomiting</li> <li>Slurred speech</li> <li>Slow to answer questions or follow directions</li> <li>Easily distracted</li> <li>Poor concentration</li> <li>Strange or inappropriate emotions (i.e., laughing, crying, getting mad easily)</li> <li>Not participating well</li> </ul>

It is harder for infants, toddlers, and preschoolers to communicate how they are feeling. If you have a young child, you might notice any of the following: crying more than usual; unsteady walking; lack of interest in favourite toys; changes in nursing, eating or sleeping patterns; or loss of new skills, such as toilet training.

**Get medical help immediately if your child has any "red flag" symptoms** such as neck pain, repeated vomiting, growing confusion, seizures, and weakness or tingling in their arms or legs. These may be signs of a more serious injury.





## What causes a concussion?

Any blow to the head, face or neck, or a blow to the body which causes a sudden jarring of the head may cause a concussion (e.g., a ball to the head, colliding with another person).

## What should I do if I suspect my child has a concussion?

**In all suspected cases of concussion, your child should stop the activity right away.** Continuing increases their risk of more severe, longer-lasting concussion symptoms, as well as increases their risk of other injury.

The [Concussion Recognition Tool 5](#) (CRT5) can be used by anyone to help recognize the signs and symptoms of a possible concussion.

Your child should not be left alone and should be seen by a doctor as soon as possible that day.

If your child loses consciousness, call an ambulance to take them to the hospital right away. Do not move your child or remove any equipment such as a helmet.

Your child should not return to play the same day.

## How long before my child gets better?

The signs and symptoms of a concussion often last for one to four weeks but may last longer. In some cases, children may take many weeks or months to heal. If your child has had a concussion before, they may take longer to heal.

If your child's symptoms are persistent (i.e., last longer than four weeks in youth under 18 years old), they should be referred to a healthcare professional who is an expert in the management of concussion.

## How is concussion treated?

After an initial short period of rest (24 to 48 hours), light cognitive and physical activity can begin, as long as these don't worsen symptoms. A medical doctor, preferably one with experience managing concussions, should be consulted before beginning step-wise [Return-to-School](#) and [Return-to-Sport](#) Strategies.

As your child is recovering from concussion, they should not do any activities that may make their symptoms worse. This might mean limiting activities such as riding their bike, play wrestling, reading, working on the computer or playing video games.

Recovering from concussion is a process that takes patience. If your child goes back to activities before they are ready, it is likely to make their symptoms worse, and their recovery might take longer.

## When should my child go to the doctor?

Anyone with a possible head injury should be seen by a doctor as soon as possible. If your child is diagnosed with a concussion, the doctor should schedule a follow-up visit within the next one to two weeks.

Take your child back to the doctor immediately if, after being told they have a concussion, they have worsening symptoms, such as:

- being more confused
- headache that is getting worse
- vomiting more than twice
- not waking up
- having any trouble walking
- having a seizure
- strange behaviour

## When can my child Return to School?

Your child may find it hard to concentrate in class, may get a worse headache, or feel sick to their

stomach. Your child should stay home from school if being in class makes their symptoms worse. Once they feel better, they can try going back to school part time to start (i.e., for half days) and if they are OK with that, then they can go back full time.

On average, children with concussion miss one to four days of school. Each concussion is unique, so your child may progress at a different rate than others.

The [Return-to-School Strategy](#) provides information on the stages of returning to the classroom. Return to School/Learn must come before full return to sport.

## When can my child return to sport and physical activity?

It is very important that your child does not go back to full participation in sport if they have any concussion signs or symptoms. Return to sport and physical activity must follow a step-wise approach.

In this approach:

- Each stage is at least 24 hours.
- Your child moves on to the next stage when they can tolerate activities without new or worsening symptoms.
- If any of your child's symptoms worsen, they should stop and go back to the previous stage for at least 24 hours.

**Stage 1: After an initial 24 to 48 hours of rest, light cognitive and physical activity** can begin, as long as these don't worsen symptoms. Your child can start with daily activities such as moving around the home and simple chores, such as making their bed.

**Stage 2: Light aerobic activity** such as walking or stationary cycling, for 10 to 15 minutes. Your child shouldn't do any heavy lifting or resistance training (e.g., bodyweight exercises, weight training).

**Stage 3: Individual physical activity with no risk of contact** for 20 to 30 minutes. Your child can participate in simple, individual activities, such as going for a walk at recess or shooting a basketball. Your child shouldn't do any resistance training.

**Stage 4: Begin practicing with no contact** (no checking, no heading the ball, etc.). Add in longer and more challenging physical activity. Start to add in resistance training (if appropriate for your child).

**Get clearance from a doctor before moving on to Stages 5 and 6.**

**Stage 5: Participate in full practice with contact**, if your child plays a contact sport.

**Stage 6: Full game play or competition.**

The [Return-to-Sport Strategy](#) provides more information on the stages of returning to sport.

## Your child should not return to sport until cleared by a doctor!

Returning too soon before full recovery from concussion puts your child at higher risk of sustaining another concussion, with symptoms that may be more severe and last longer.

## Additional Resources

### Return-to-School Strategy

<http://horizon.parachutecanada.org/en/article/parachutes-return-to-learn-protocol>

### Return-to-Sport Strategy

<http://horizon.parachutecanada.org/wp-content/uploads/2017/06/Concussion-ReturnToSport.pdf>

### Canadian Guideline on Concussion in Sport

<http://www.parachutecanada.org/guideline>

### Concussion: Baseline Testing

<http://www.parachutecanada.org/downloads/injurytopics/BaselineTesting-FactSheet-Parachute.pdf>



## What is a concussion?

A concussion is a brain injury that cannot be seen on routine X-rays, CT scans, or MRIs. It affects the way you may think and remember things, and can cause a variety of symptoms.

## What are the signs and symptoms of a concussion?

**You do not need to be knocked out (lose consciousness) to have had a concussion.** You might experience one or more of the following:

Thinking Problems	How You Might Feel	Other Problems
<ul style="list-style-type: none"> <li>• Do not know time, date, place, period of game, opposing team, score of game</li> <li>• General confusion</li> <li>• Cannot remember things that happened before and after the injury</li> <li>• Knocked out</li> </ul>	<ul style="list-style-type: none"> <li>• Headache</li> <li>• Dizziness</li> <li>• Feeling dazed</li> <li>• Feeling “dinged” or stunned; “having my bell rung”</li> <li>• Seeing stars, flashing lights</li> <li>• Ringing in the ears</li> <li>• Sleepiness</li> <li>• Loss of vision</li> <li>• Seeing double or blurry vision</li> <li>• Stomachache, stomach pain, nausea</li> </ul>	<ul style="list-style-type: none"> <li>• Poor co-ordination or balance</li> <li>• Blank stare/glassy-eyed</li> <li>• Vomiting</li> <li>• Slurred speech</li> <li>• Slow to answer questions or follow directions</li> <li>• Easily distracted</li> <li>• Poor concentration</li> <li>• Strange or inappropriate emotions (i.e., laughing, crying, getting mad easily)</li> <li>• Not playing as well</li> </ul>

**Get medical help immediately if you have any “red flag” symptoms** such as neck pain, repeated vomiting, growing confusion, seizures, and weakness or tingling in your arms or legs. These may be signs of a more serious injury.



## What causes a concussion?

Any blow to your head, face or neck, or a blow to your body which causes a sudden jarring of your head may cause a concussion (e.g., a ball to the head, being checked into the boards).

## What should I do if I think I might have a concussion?

**You should stop playing right away.** Continuing to play increases your risk of more severe, longer-lasting concussion symptoms, as well as increases your risk of other injury.

Tell a coach, parent, official, or other responsible person that you are concerned you might have a concussion. You should not be left alone and should be seen by a doctor as soon as possible that day. You should not drive.

If you lose consciousness, an ambulance should be called to take you to a hospital immediately.

Do not return to play the same day.

## What should I do if I think my teammate might have a concussion?

If another athlete tells you about symptoms or if you notice signs they might have a concussion, tell a coach, parent, official or other responsible person. They should not be left alone and should be seen by a doctor as soon as possible that day.

If another athlete is knocked out, an ambulance should be called to take them to a hospital immediately.

## How long will it take to get better?

The signs and symptoms of a concussion usually last for one to four weeks, but may last longer. In some cases, it may take many weeks or months to heal. If you have had a previous concussion, you may take longer to heal.

If your symptoms are persistent (i.e., last longer than four weeks if you're under 18 or last longer than two weeks if you're 18 or older) you should be referred to a healthcare professional who is an expert in the management of concussion.

## How is concussion treated?

After an initial short period of rest (24 to 48 hours), light cognitive and physical activity can begin, as long as these don't worsen your symptoms.

As you're recovering from concussion, you should not do any activities that may make your symptoms worse. This might mean limiting activities such as exercising, driving, and screen time on your phone or other devices. If mental activities (e.g., reading, using the computer) worsen your symptoms, you might have to stay home from school or work.

Recovering from concussion is a process that takes patience. Going back to activities before you are ready is likely to make your symptoms worse, and your recovery may take longer.

## When should I go to the doctor?

Anyone with a possible head injury should be seen by a doctor as soon as possible. If you are diagnosed with a concussion, your doctor should schedule a follow-up visit with you within the next one to two weeks.

You should go back to the doctor immediately if, after being told you have a concussion, you have worsening symptoms, such as:

- being more confused
- headache that is getting worse
- vomiting more than twice
- not waking up
- having any trouble walking
- having a seizure
- strange behaviour

## When can I Return to School?

You may find it hard to concentrate in class, may get a worse headache, or feel sick to your stomach. You should stay home from school if being in class makes your symptoms worse. Once you feel better, you can try going back to school part-time to start (i.e., for half days) and if you are OK with that, then you can go back full time.

On average, students with concussion miss one to four days of school. Each concussion is unique, so you may progress at a different rate than other people you know.

The [Return-to-School Strategy](#) provides information on the stages of returning to the classroom. Remember, Return to School/Learn must come before full return to sport.

## When can I return to sport?

It is very important that you do not go back to full participation in sport if you have any concussion signs or symptoms. Return to sport and physical activity must follow a step-wise approach.

In this approach:

- Each stage is at least 24 hours.
- Move on to the next stage when you can tolerate activities without new or worsening symptoms.
- If any symptoms worsen, stop and go back to the previous stage for at least 24 hours.

**Stage 1: After an initial 24 to 48 hours of rest, light cognitive and physical activity** can begin, as long as these don't worsen your symptoms. Start with daily activities like moving around your home and simple chores, such as making your bed.

**Stage 2: Light aerobic activity** such as walking or stationary cycling, for 10 to 15 minutes. Don't do any resistance training or other heavy lifting.

**Stage 3: Individual sport-specific exercise** with no contact for 20 to 30 minutes (e.g., running, throwing). Don't do any resistance training.

**Stage 4: Begin practising with no contact** (no checking, no heading the ball, etc.). Add in more challenging drills. Start to add in resistance training.

**Stage 5: Participate in practice with contact**, once cleared by a doctor.

**Stage 6: Full game play or competition.**

The [Return-to-Sport Strategy](#) provides more information on the stages of returning to sport.

## Never return to sport until cleared by a doctor!

Returning to active play before full recovery from concussion puts you at higher risk of sustaining another concussion, with symptoms that may be more severe and last longer.

## Additional Resources

### Return-to-School Strategy

<http://horizon.parachutecanada.org/en/article/parachutes-return-to-learn-protocol>

### Return-to-Sport Strategy

<http://horizon.parachutecanada.org/wp-content/uploads/2017/06/Concussion-ReturnToSport.pdf>

### Canadian Guideline on Concussion in Sport

<http://www.parachutecanada.org/guideline>

## Acknowledgements

### Contributors to Past Concussion Protocol and Guidelines

**Dan Koenig**, Superintendent of Curriculum and Accountability, TCDSB

**Loretta Notten**, Superintendent of Governance and Policy

**Nick Biagini**, Program Coordinator Health and Physical Education, TCDSB

**Ed Cooling**, Retired Resource Teacher, Outdoor Education, TCDSB

**Robert Kelly**, Resource Teacher, Outdoor Education, TCDSB

**Nelli Domingues**, Resource Teacher for Health and Physical Education, TCDSB

**Paul Solarski**, Health and Physical Education Department Head, Brebeuf College School, TCDSB

**Frank Piddisi**, Superintendent of Special Services, (CEC)

**Steve Peters**, Vice Principal, (St. Margaret)

**Patricia Coburn**, Principal, (Mary Ward)

**Mario Iamundo**, Retired Co-ordinator, (CEC)

**Enrica Della Mea**, Elementary Health and Physical Education Specialist Teacher, (St. Gabriel)

**Lynn Newton**, Coach, (Msgr Johnson)

**David Pagniello**, Elementary Health and Physical Education Specialist Teacher, (Holy Child)

**Tracy Parish**, (St Martin's/ APPLE Program, Secondary School Principals Association)

**Marguerite Thomson**, Principal, (Toronto Catholic Elementary Principals Association)

**Mario Bernardo**, President, Toronto Elementary Catholic Teachers Association

**Lina Naccarato**, President, CUPE Local 1328

**Felix Salazar**, President, Toronto Occasional Teachers Association

**Teresa Santoro**, Vice-Principal, Dante Alighieri Academy

**David Szollosy**, President, TSU

### 2018-19 Revisions Completed by:

**Megan Ryan Lamothe** – Health and Physical Education Resource Teacher

**David Pagniello** – Outdoor Education Resource Teacher





REPORT TO

REGULAR BOARD

## REPORT OF THE GOVERNANCE AND POLICY COMMITTEE RECOMMENDING UPDATE TO RELIGIOUS ACCOMMODATION POLICY (S.22)

*In my Father's house there are many dwelling places. If it were not so, would I have told you that I go to prepare a place for you? (John 14:12)*

Created, Draft	First Tabling	Review
October 22, 2018	January 15, 2019	<a href="#">Click here to enter a date.</a>

Peter Aguiar, Superintendent of Student Achievement and Wellbeing  
Gina Iuliano Marrello, Superintendent of Student Success

### RECOMMENDATION REPORT

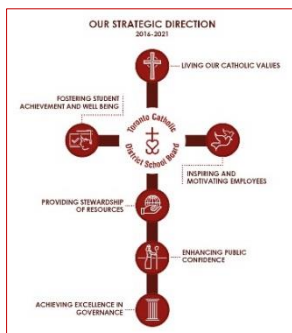
#### Vision:

*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

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report recommends updating the current Religious Accommodation Policy (S.22)

*The cumulative staff time required to prepare this report was 9 hours*

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

## **C. APPENDIX**

Appendix A: Religious Accommodation Policy (S.22)

## **D. STAFF RECOMMENDATION**

That the Board accept the recommendation of the Governance and Policy Committee and approve the Religious Accommodation Policy (S. 22) as amended and proposed in Appendix A.





**POLICY SECTION:** Students

**SUB-SECTION:**

**POLICY NAME:** Religious Accommodation

**POLICY NO:** S. 22

<b>Date Approved:</b> December 4, 2012 - Board	<b>Date of Next Review:</b> <del>December 2015</del> <b>November 2023</b>	<b>Dates of Amendments:</b>
<b>Cross References:</b> Catholic Equity and Inclusive Education Policy H.M. 24 Ontario Ministry of Education Policy/Program Memorandum 119, <i>Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools</i> <b>Constitution Act, 1867 (U.K.)</b> <b>Canadian Charter of Rights and Freedoms, being schedule B to the Canada Act 1982</b>		
<b>Appendix</b>		

### **Purpose:**

This Policy recognizes that religious accommodation provisions are designed to promote a respectful learning environment for all members of the Toronto Catholic District School Board (TCDSB) consistent with the exercise of the Board's denominational rights under section 93 of the Constitution Act, 1867, and as recognized in section 19 of the Ontario Human Rights Code. The policy identifies the types of accommodations schools can reasonably provide to students and outlines the conditions under which a student's religious beliefs would be accommodated.

### **Scope and Responsibility:**

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



**POLICY SECTION:** Students

**SUB-SECTION:**

**POLICY NAME:** Religious Accommodation

**POLICY NO:** S. 22

**Alignment with MYSP:**

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

**~~Financial Impact:~~**

~~Generally, there is no significant financial impact.~~

**~~Legal Impact:~~**

-

~~Policy/Program Memorandum 119 requires school boards to develop an equity and inclusive education policy which, among other things, includes a guideline on religious accommodation in accordance with the Ontario Human Rights Code.~~

**Policy:**

The TCDSB is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviours based on religion, and will take reasonable steps to provide religious accommodations within the legal and denominational rights afforded the Catholic school system as per Section 93 of the Constitution Act of 1867 **and Section 29 of the Constitution Act, 1982**. Such accommodations will be provided to staff members, students and their families.

**Regulations:**

1. The TCDSB supports freedom of religion and an individual's right to manifest his or her religious beliefs and observances. The right to freedom is not absolute, and religious accommodation in TCDSB is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.



**POLICY SECTION:** Students

**SUB-SECTION:**

**POLICY NAME:** Religious Accommodation

**POLICY NO:** S. 22

2. The TCDSB will, at all times, seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs, but the principles of the Catholic Church.
3. It is understood that all students registered in TCDSB schools acknowledge that the school community proclaims, celebrates and cherishes its Catholic identity and traditions and that staff will teach the curriculum from a Catholic perspective. At the same time, the school is enriched and is committed to providing an environment that is inclusive, safe and free of barriers based on religion.
4. In respect of religious accommodation, TCDSB acknowledges that all students, in accordance with what the Catholic Church offers in its social teachings and reflective practice, are entitled to their rights and responsibilities under the Ontario Human Rights Code.
5. TCDSB will work cooperatively and take all reasonable steps to provide accommodation to individual requests from students to facilitate his/her religious beliefs and practices.
6. Areas of religious accommodation include, but are not limited to:
  - a. school opening and closing exercises;
  - b. leave of absence for Religious Holy Days;
  - c. prayer;
  - d. dietary requirements;
  - e. fasting; religious dress;
  - f. modesty requirements in physical education; and
  - g. participation in daily activities and curriculum.
7. Chapels in Catholic schools are specifically designed and furnished in the Catholic tradition for prayer and liturgy, and are not to be considered multi-faith chapels. The chapel is open to all people for individual silent prayer or meditation, but it is not appropriate for non-Catholic liturgies or group prayer



**POLICY SECTION:** Students

**SUB-SECTION:**

**POLICY NAME:** Religious Accommodation

**POLICY NO:** S. 22

to be held in the chapel. In following the general custom of the Roman Catholic Church, non-Catholics are welcome to join in prayers services and liturgical celebrations of the Catholic Church community, while honouring restrictions, such as sharing Holy Communion.

8. Should the need arise, the principal, in consultation with the Chaplaincy team leader, will designate another appropriate space within the school other than a chapel for religious celebrations held by other Christian denominations or faith traditions.
9. Religious Accommodation with respect to elementary students will be made so that it applies to elementary schools consistent with the Admission Policy.

### **Definitions:**

#### **Constitution Act, 1867, Section 93**

The ~~general~~ Act created the Dominion of Canada in 1867, and provided powers to the provinces to exclusively make laws for education. ~~Those denominational rights granted to separate (Catholic) schools prior to the Constitution Act would be guaranteed.~~ **The Act provides that no law may be enacted in Ontario which prejudicially affects any right or privilege with respect to Catholic schools.**

#### **Ontario Human Rights Code, Section 19**

While the Human Rights Code prohibits discrimination and provides equal treatment for all people in Ontario with respect to a number of categories, Section 19 recognizes that the Code will not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the constitution Act, 1867 and the Education Act.

#### **Canadian Charter of Rights and Freedoms, 1982**

**Nothing in this Charter abrogates or derogates from any right or privilege guaranteed by or under the Constitution of Canada in respect of Catholic schools.**



**POLICY SECTION:** Students

**SUB-SECTION:**

**POLICY NAME:** Religious Accommodation

**POLICY NO:** S. 22

### **Evaluation and Metrics:**

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

1. Implementation of the religious accommodation policy is the responsibility of the school principal in consultation with the Area Superintendent.
2. ~~The consistent application of religious accommodation requests will be monitored and reported in an annual report to the Board of Trustees.~~ **Requests for religious accommodations will be monitored and reported to the Board annually.**
3. TCDSB staff will consult with other Catholic school boards in Ontario with respect to their implementation of religious accommodation policies.



REPORT TO

REGULAR BOARD

## REPORT OF GOVERNANCE AND POLICY COMMITTEE TO UPDATE COPYRIGHT AND FAIR DEALINGS POLICY (A.15)

*Anyone, then, who knows the right thing to do and fails to do it,  
commits sin. (James 4:17)*

Created, Draft	First Tabling	Review
10/22/2018	January 15, 2019	<a href="#">Click here to enter a date.</a>

Lori DiMarco, Superintendent of Curriculum Leadership and Innovation  
Peter Aguiar, Superintendent of Student Success and Wellbeing, Area 4

### 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

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report recommends updating the current Copyright and Fair Dealings Policy A.15.

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

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision

## **C. APPENDIX**

Appendix A: Copyright and Fair Dealings policy (A.15)

## **D. STAFF RECOMMENDATION**

That the Board accept the recommendation of the Governance and Policy Committee and approve the Copyright and Fair Dealings Policy (A.15) as amended and proposed in Appendix A.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: COPYRIGHT AND FAIR DEALING  
GUIDELINES POLICY

POLICY NO: A.15

<b>Date Approved:</b> December 6, 2012 - Board	<b>Date of Next Review:</b> December 2015 November, 2023	<b>Dates of Amendments:</b>
<b>Cross References:</b> <b>The Copyright Act (Revised Statutes of Canada, 1985)</b> Council of Ministers of Education Canada Copyright Consortium: Fair Dealings Guidelines, 2012 <b>Copyright Matters! (4<sup>th</sup> Edition, 2016)</b> <b>Ministry of Education Policy/Program Memorandum No.157 (June 21, 2013)</b>		
<b>Appendix</b>		

**Purpose:**

~~This policy is required to ensure the Toronto Catholic District School Board's compliance with~~ **It is the policy of the Toronto Catholic District School Board to comply with** the *Fair Dealing Guidelines* as developed by the Council of Ministers of Education Canada (CMEC) Copyright Consortium.

**Scope and Responsibility:**

The policy outlines the conditions under which the Toronto Catholic District School Board can reproduce copyrighted resources under the provisions of *the Fair Dealing Guidelines* and the *Copyright Modernization Act*. The Director of Education, supported by principals and subject coordinators, is responsible for this policy.





POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: **COPYRIGHT AND FAIR DEALING  
GUIDELINES POLICY**

POLICY NO: A.15

### Alignment with MYSP:

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Strengthening **Enhancing** Public Confidence

**Achieving Excellence in Governance**

### Policy:

The Toronto Catholic District School Board will comply with the *Fair Dealing Guidelines* as developed by the **Council of Ministers of Education Canada (CMEC) Copyright Consortium**. **The Toronto Catholic District School Board** and will communicate the *Fair Dealing Guidelines* to all school locations on an annual basis to ensure **that all staff** understanding of the obligations of the school board in accordance with the *Copyright Modernization Act*.

### Financial Impact:

~~There is approximately an annual cost savings for TCDSB in the amount of \$500,000~~

### Legal Impact:

~~There may be liability associated with failure to comply with the Fair dealing Guidelines and Copyright Modernization Act.~~

### Regulations:

1. TCDSB Teachers, instructors, and staff members may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: **COPYRIGHT AND FAIR DEALING  
GUIDELINES POLICY**

POLICY NO: A.15

2. Copying or communicating short excerpts from a copyright-protected work, **under the *Fair Dealing Guidelines*, for the purposes of news reporting, criticism, or review** should mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
  - a. as a **class** handout;
  - b. **as a posting to a learning** ~~or an educational~~ course-management system that is **password protected or otherwise** restricted to students of ~~the~~ **a** school;
  - c. as part of a course package of materials.
4. **A short excerpt means:**
  - a. **up to 10 percent of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);**
  - b. **one chapter from a book;**
  - c. **a single article from a periodical;**
  - d. **an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;**
  - e. **an entire newspaper article or page;**
  - f. **an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;**
  - g. **an entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.**
5. ~~TCDSB staff are prohibited from~~ **C** Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work **is prohibited**.
6. Copying or communicating that exceeds the ~~prescribed~~ limits in the *Fair Dealing Guidelines* may be referred to a supervisor or other person designated by the TCDSB for evaluation. **An evaluation of whether the proposed copying or**



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: **COPYRIGHT AND FAIR DEALING  
GUIDELINES POLICY**

POLICY NO: A.15

**communication is permitted under fair dealing will be made based on all relevant circumstances.** ~~based on all relevant circumstances.~~

7. Any fee charged by the TCDSB for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.

### Definitions:

#### 1. Copyright

~~The exclusive legal right to reproduce, publish and sell the matter and form of a literary musical or artistic work.~~

**According to Canada's Copyright Act, copyright is "The sole right to produce or reproduce a work or any substantial part thereof in any material form, to perform the work or any substantial part thereof in public, or, if the work is unpublished, to publish the work or any substantial part thereof."**

#### 2. Fair Dealing

~~This provision permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties provided that the purpose is intended for research, private study, criticism, review, news reporting, education, satire, and parody. Further, these guidelines apply to fair dealing in non-profit K-12 schools and post-secondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the Copyright Act and the Supreme Court decisions.~~

**As per the Ministry of Education Policy/Program Memorandum No. 157 (June 21, 2013) Fair dealing is a user's right, that permits the use of a copyright-protected work for certain purposes, including for education, without obtaining permission and without paying a fee to the copyright owner.**



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: COPYRIGHT AND FAIR DEALING  
GUIDELINES POLICY**

**POLICY NO: A.15**

### ~~3. Short Excerpt~~

~~A short excerpt means:~~

- ~~a. up to 10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);~~
- ~~b. one chapter from a book;~~
- ~~c. a single article from a periodical;~~
- ~~d. an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works~~
- ~~e. an entire newspaper article or page;~~
- ~~f. an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;~~
- ~~g. an entire entry from an encyclopaedia, annotated bibliography, dictionary or similar reference work.~~

### **Evaluation and Metrics:**

The effectiveness of the policy will be determined by measuring the following:  
The Director of Education, supported by school principals and subject  
coordinators, shall ensure compliance.



REPORT TO

REGULAR BOARD

## REPORT OF THE GOVERNANCE AND POLICY COMMITTEE RECOMMENDING UPDATE TO FRESH START POLICY (S.S 12)

*I am about to do a new thing; now it springs forth, do you not perceive it?  
I will make a way in the wilderness and rivers in the desert. (Isaiah 43:19)*

Created, Draft	First Tabling	Review
October 22, 2018	January 24, 2019	<a href="#">Click here to enter a date.</a>

Peter Aguiar, Superintendent of Student Success and Wellbeing, Area 4  
Nadia Adragna, Principal, Safe Schools Department

### 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

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report recommends updating the current Fresh Start Policy (S.S.12).  
*The cumulative staff time required to prepare this report was \_\_ hours*

## **B. PURPOSE**

This Recommendation Report is on the Order Paper of the Regular Board as it recommends a policy revision.

## **C. APPENDIX**

1. Appendix A: Fresh Start Policy (S.S.12)
2. Appendix B: Elementary School Fresh Start Package
3. Appendix C: Secondary School Fresh Start Package
4. Appendix D: Fresh Start Appeal Package

## **D. STAFF RECOMMENDATION**

That the Board accept the recommendation of the Governance and Policy Committee and approve the Fresh Start Policy (S.S.12) as amended and proposed in Appendix A.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: FRESH START

POLICY NO: S.S. 12

<b>Date Approved:</b> March 26, 2008- Board	<b>Date of Next Review:</b> September 2020	<b>Dates of Amendments:</b> August 25, 2016-Board
<b>Cross References:</b> <del>S.S. 01 Suspension and Expulsion Policy</del> S.S. 04 Access to School Premises <b>S.S. 13 Victim's Rights Policy</b> <del>Education Act Part XIII, Behaviour, Discipline and Safety</del> <del>Regulation 474/00, Education Act</del> Program/Policy Memorandum 145, <i>Progressive Discipline and Promoting Positive Student Behaviour</i> "A Guide to Ontario Legislation Covering the Release of Students' Personal Information" (Privacy Commissioner) <del>Occupational Health and Safety Act</del>		
<b>Appendix: A: Elementary Fresh Start Package</b> <b>B: Secondary Fresh Start Package</b> <b>C: Fresh Start Appeal Package</b>		

## Purpose

This Policy affirms the need for students to feel safe at school and to provide successful transitions for those students subject to a Fresh Start. All Fresh Starts will be facilitated with a balanced approach that incorporates fairness and equity. Successful Fresh Start transitions will promote safe and positive learning environments which are essential for student achievement and well-being.

## Scope and Responsibility

The policy extends to all students of the TCDSB and assigns specific duties to principals and employees of the board to ensure compliance with the policy and legislation. The Director of Education, the Superintendent of Safe Schools, and school principals are responsible for this policy.



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: FRESH START

POLICY NO: S.S. 12

### Alignment with MYSP

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

### Policy

The TCDSB is committed to ensuring that all schools focus on the building of healthy relationships, and a safe, inclusive, and accepting learning environment rooted in the Ontario Catholic Graduate Expectations. **The purpose of this policy is to ensure that students and staff feel safe at school and that students who are subject to a Fresh Start are provided with a successful transition. A Fresh Start is a non-disciplinary administrative transfer to a new school to preserve school safety.**

~~A positive school climate is established when all aspects of the Code of Conduct Policy are respected. Successful transitions are predicated on fairness and equity and respect the social, spiritual, emotional and academic needs of all students. Guidelines and procedures are provided to students, parents, guardians and principals to ensure that all processes and outcomes are fair, equitable, and just.~~

### Regulations

#### Secondary Panel:

- ~~1. All Fresh Starts will be coordinated by the principal of Monsignor Fraser College, St. Martin Campus (formerly the A.P.P.L.E. program).~~
- ~~2. All requests for Fresh Starts will be considered for approval by the superintendent of the school the student (initially) attends.~~
- ~~3. The Fresh Start administrator will decide the new location for a student based on the following criteria:~~
  - ~~a. Proximity to new school and change of home address.~~
  - ~~b. Fair and equitable distribution of fresh start students~~
  - ~~c. Police or court order and conditions of bail or release~~
  - ~~d. Presence of student or staff victim or known potential conflict~~





POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: FRESH START

POLICY NO: S.S. 12

- ~~e. Charges dropped or pending~~
  - ~~f. Previous fresh starts and transfers~~
  - ~~g. Presence of academic and support staff~~
- ~~4. The sending Principal must notify the student and parent/guardian (if student is a minor) that a Fresh Start transition is being arranged. The sending Principal will also inform them of the new school information and the obligation of social work follow up as part of the process. The sending principal will also ensure that the *Fresh Start Acknowledgement Letter* and *Record of Fresh Start* documents are completed and filed accordingly.~~
  - ~~5. The Receiving School will receive email from the Monsignor Fraser College, St. Martin Campus Administrator with all pertinent information including but not limited to a Credit Counselling Summary and details related to the reason for transition.~~
  - ~~6. The Receiving School will reply to the Monsignor Fraser College, St. Martin Campus Administrator that a timetable will be produced to accommodate the best possible fit.~~
  - ~~7. The receiving school principal will contact the student and parents for an intake meeting. The receiving school principal will ensure that the Ontario Student Record (OSR) is at the receiving school before the intake meeting.~~
  - ~~8. At the intake meeting school regulations and expectations will be covered before placing the student in the new school. The mandatory social work follow up will be initiated at this meeting if a social work referral does not already exist. Additional supports and resources will be addressed, where applicable.~~
  - ~~9. Prior to the student starting class, a local school based meeting will be held~~



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: FRESH START

POLICY NO: S.S. 12

~~where teachers and other school staff that will have regular direct contact with the student will be provided with relevant information and appropriate strategies.~~

- ~~10. The receiving principal will ensure that the necessary academic, support staff and social work supports, including a *Transition Plan*, are in place, and that there is documentation to support this, including a checklist of critical documentation and steps.~~
- ~~11. The receiving principal will ensure that appropriate staff are advised in accordance with the *Occupational Health and Safety Act* (OHSA) requirements. Specifically, the Board recognizes Section 32.0.5(3) of the OHSA which states the employer's "duty to provide information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour if, (a) the worker can be expected to encounter that person in the course of his or her work; and (b) the risk of workplace violence is likely to expose the worker to physical injury."~~
- ~~12. If a student is Fresh Started more than once or was previously expelled, the student and the parent(s)/guardian(s) must meet with the area superintendent and/or Monsignor Fraser College, St. Martin Campus Administrator prior to transitioning to the new school placement.~~
- ~~13. The Fresh Start Administrator will keep central files of all moves covered by this section of the policy.~~
- ~~14. If a student is Fresh Started immediately preceding the end of a semester the sending principal will facilitate credit completion at the home school, the Fresh Start Administrator will keep central files of all moves covered by this section of the policy.~~



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: FRESH START

POLICY NO: S.S. 12

**Elementary Panel:**

1. ~~All Fresh Starts will be coordinated by the Superintendent of the school currently attended by the student.~~
2. ~~The Superintendent will decide the new location for a student based on the following criteria:~~
  - a. ~~Proximity to new school and change of home address~~
  - b. ~~Fair and equitable distribution of fresh start students~~
  - c. ~~Police or court order and conditions of bail or release~~
  - d. ~~Presence of student or staff victim or known potential conflict~~
  - e. ~~Charges dropped or pending~~
  - f. ~~Previous fresh starts and transfers~~
  - g. ~~Presence of academic, CYW, special education and social work program~~
3. ~~The Superintendent of the school currently attended by the student will contact the student and parent(s)/guardian(s) to inform them of the new school information and the obligation of social work follow up as part of the process. The Superintendent of the school currently attended by the student will also provide the Safe Schools Officer with details related to the Fresh Start. Safe Schools Officer will inform Monsignor Fraser College, St. Martin Campus Administrator.~~
4. ~~The sending principal will ensure that the *Fresh Start Acknowledgement Letter* and *Record of Fresh Start* documents are completed and filed accordingly.~~
5. ~~The receiving school principal will contact the student and parents for an intake meeting. The receiving school principal will ensure that the Ontario Student Record (OSR) is at the receiving school before the intake meeting.~~



POLICY SECTION: SAFE SCHOOLS

SUB-SECTION:

POLICY NAME: FRESH START

POLICY NO: S.S. 12

- ~~6. At the intake meeting school regulations and expectations will be covered before placing the student in the new school. The mandatory social work follow-up will be initiated at this meeting if a social work referral does not already exist. Additional supports and resources will be addressed, where applicable.~~
- ~~7. Prior to the student starting class, a local school based meeting will be held where teachers and other school staff that will have regular direct contact with the student will be provided with relevant information and appropriate strategies.~~
- ~~8. The receiving principal will ensure that the necessary academic, support staff and social work supports, including a *Transition Plan*, are in place, and that there is documentation to support this, including a checklist of critical documentation and steps.~~
- ~~9. The receiving principal will ensure that appropriate staff are advised in accordance with the *Occupational Health and Safety Act*. Specifically, the Board recognizes Section 32.0.5(3) of the OHSa which states the employer's "duty to provide information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour if, (a) the worker can be expected to encounter that person in the course of his or her work; and (b) the risk of workplace violence is likely to expose the worker to physical injury."~~
- ~~10. The Superintendent with responsibility for Safe Schools will keep files of all moves covered by this section of the policy.~~

1. A Fresh Start is a non-disciplinary administrative transfer to a new school to preserve student and staff safety while at school or school related events. A Fresh Start may not be imposed as a form of discipline.



**POLICY SECTION: SAFE SCHOOLS**

**SUB-SECTION:**

**POLICY NAME: FRESH START**

**POLICY NO: S.S. 12**

**2. Fresh Starts can be imposed:**

- a. in response to TCDSB Victims' Rights Policy (S.S.13);
- b. to assist the student with an undertaking or conditions agreed to by the student and/or student's parent/legal guardian; or
- c. in other circumstances to preserve school safety as approved by the superintendent of the student's school.

**3. The *Education Act* provides that a student has the right to attend a school, but not the right to attend a particular school. When deciding on the new school location for a student, the following criteria will be considered:**

- a. Distance from student's home to the new school;
- b. Availability of academic and social-emotional supports at the new school;
- c. Undertaking or conditions agreed to by the student and/or student's parent/legal guardian;
- d. Fair and equitable distribution of fresh start students amongst the schools of the Board;
- e. Previous school transfers of the Fresh Start Student;
- f. Presence of student or staff who were previously the victim of, or in conflict with, the Fresh Start Student;

**4. A parent/guardian (or an adult student/student who has withdrawn from parental control) shall have the right to file an appeal of the fresh start decision as outlined in Appendix C hereto. The fresh start appeal must be filed in writing, within three (3) school days of receiving written notice of the fresh start, using the Notice of Intention to Appeal a Fresh Start Form and by sending this Form to the Safe Schools Officer.**

**Evaluation and Metrics**

The effectiveness of the policy will be determined by monitoring the following: ~~Safe Schools metrics will be shared by staff~~ **be reported to the Trustees** in the annual Safe Schools Report. ~~to Trustees.~~



**POLICY SECTION: SAFE**

**SCHOOLS SUB-SECTION:**

**POLICY NAME: FRESH**

**START POLICY NO: S.S. 12**

# **APPENDIX A**

## **Elementary Fresh Start Package**

**Procedures for an Elementary School Fresh Start  
&  
Fresh Start/School Expulsion Checklist of Critical Steps Elementary**

## **Procedures for an Elementary School Fresh Start:**

1. All Fresh Starts will be coordinated by the Superintendent of the school currently attended by the student.
2. All requests for Fresh Starts will be considered for approval by the superintendent of the school the student (initially) attends.
3. The Superintendent will decide the new location for a student based on the following criteria:
  - a. Distance from student's home to the new school;
  - b. Availability of academic and social-emotional supports at the new school;
  - c. Undertaking or conditions agreed to by the student and/or student's parent/legal guardian;
  - d. Fair and equitable distribution of fresh start students amongst the schools of the Board;
  - e. Previous school transfers of the Fresh Start Student;
  - f. Presence of student or staff who were previously the victim of, or in conflict with, the Fresh Start Student;
4. The Superintendent of the school currently attended by the student will contact the student and parent(s)/guardian(s) to inform them of the new school information and the obligation of social work follow-up as part of the process. The Superintendent of the school currently attended by the student will also provide the Safe Schools Officer with details related to the Fresh Start. Safe Schools Officer will inform Monsignor Fraser College, St. Martin Campus Administrator.
5. The sending principal will ensure that the *Fresh Start Acknowledgement Letter* and *Record of Fresh Start* documents are completed and filed accordingly.
6. The receiving school principal will contact the student and parents for an intake meeting in a timely manner. The receiving school principal will ensure that the Ontario Student Record (OSR) is at the receiving



school **before** the intake meeting.

7. At the intake meeting, school regulations and expectations will be covered before placing the student in the new school. The mandatory social work follow-up will be initiated at this meeting if a social work referral does not already exist. Additional supports and resources will be addressed, where applicable.
8. Prior to the student starting class, a local school based meeting will be held where teachers and other school staff that will have regular direct contact with the student will be provided with relevant information and appropriate strategies.
9. The receiving principal will ensure that the necessary academic, support staff and social work supports, including a *Transition Plan*, are in place, and that there is documentation to support this, including a checklist of critical documentation and steps.
10. The receiving principal will ensure that appropriate staff are advised in accordance with the *Occupational Health and Safety Act*. Specifically, the Board recognizes Section 32.0.5(3) of the OHSA which states the employer's "duty to provide information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour if, (a) the worker can be expected to encounter that person in the course of his or her work; and (b) the risk of workplace violence is likely to expose the worker to physical injury."
11. The Superintendent with responsibility for Safe Schools will **maintain a record of all Safe Schools transfers.** ~~keep files of all moves covered by this section of the policy.~~



## **Safe Schools Department** **Fresh Start/School Expulsion** **Checklist of Critical Steps** **Elementary**

***\*Refer to Fresh Start/School Expulsion Flowchart for additional information.***

- ☐ Received communication from School Superintendent confirming Fresh Start transition
- ☐ Requested OSR from sending school

*\*\*Receiving school must be in possession of OSR prior to the intake meeting and OSR must be available to be consulted during intake meeting (PPM145)*

- ☐ Reviewed OSR to identify relevant information to support successful student transition.
- ☐ Engaged in an exchange of information with Principal (VP) of Sending School
- ☐ Determined classroom placement for student
- ☐ Arranged an in-take meeting at the Receiving School prior to the day or on the day the student is transferred
- ☐ Ensured the academic and social work supports, including a Transition Plan, are in place

*\*\*Transition Plan must also include considerations related to extra-curricular activities to ensure that at no time the student will be in contact with previous victim(s), witness(es), or co-accused. Should the student be a member of an extra –curricular team or club, the principal should contact the Safe Schools Department for further direction*

- ☐ **Prior to the student beginning classes**, met or spoke with teaching

and non- teaching staff that will have direct and regular contact with the student to review key information from the Intake Meeting and strategies to best support the student.

Informed teaching and non-teaching staff that they must treat any information about the student and the incident disclosed at the meeting as confidential.

# **APPENDIX C**

## **FRESH START APPEAL PACKAGE**

**Fresh Start Appeal Procedures  
Secondary and Elementary Panel**

**Fresh Start Appeal Meeting Guidelines**

## **Fresh Start Appeal Procedures Secondary and Elementary Panel**

- 1. A parent/guardian (or an adult student/student who has withdrawn from parental control) shall have the right to file an appeal of the Fresh Start.**
- 2. Upon receiving written notification that a Fresh Start has been issued, a parent/guardian or adult student must file an appeal, in writing, within three (3) school days, using the Notice of Intention to Appeal a Fresh Start Form and by sending this Form to the Safe Schools Officer.**
- 3. The Fresh Start Appeal Meeting will be held within seven (7) school days upon receipt of the Notice of Intention to Appeal a Fresh Start Form.**
- 4. The appeal will be heard by a panel of any two of the following three people: the Associate Director of Education (Academic), the Superintendent of Safe Schools, and the Superintendent of Human Resources (the “Panel”). If for any reason two of these staff members cannot be convened in time, then a centrally assigned Superintendent will take the place of the staff member(s) enumerated above in convening the Panel.**
- 5. The appeal panel will also include a Trustee. The Trustee will be chosen on a rotating basis and will not have the school involved in the Fresh Start in their ward.**
- 6. The Fresh Start Appeal Meeting will conform to the Fresh Start Appeal Meeting Guidelines appended hereto.**
- 7. Upon completion of the Fresh Start Appeal Meeting, the Panel will have two (2) school days to issue a written decision. The decision of the Panel is final and is not subject to any further appeal.**
- 8. The *Statutory Powers Procedure Act* does not apply to a Fresh Start Appeal Meeting.**

## **Fresh Start Appeal Meeting Guidelines**

**The following is a guideline regarding the rules of procedure for an appeal of a Fresh Start.**

- 1. If you decide to appeal the Fresh Start, what types of decisions can the Panel make?**

**Following the Fresh Start Appeal Meeting, the Panel can make only one of the following decisions:**

- Uphold the Principal's decision to impose a Fresh Start; or**
- Overturn the Principal's decision to impose a Fresh Start.**

- 2. How long do I have to file an appeal of a Fresh Start?**

**Upon receiving written notification from the Principal/designate that a Fresh Start has been imposed, you have three (3) school days to file your appeal. You must use the Notice of Intention to Appeal a Fresh Start form, and the form must be filed with the Safe Schools Officer.**

- 3. Who are the parties to the meeting?**

**The parties to the meeting are:**

- the parent/guardian of a student under the age of 18;**
- an adult student;**
- a student who is 16 or 17 years old and has withdrawn from parental control; and/or**
- the school principal/administration team.**

**4. Can the student who has been issued a Fresh Start attend a meeting, even if he/she is not a party?**

**Yes. The student who has been issued a Fresh Start has the right to be present at the meeting and to make a statement on his or her behalf.**

**5. Does every party have a right to representation?**

**Yes. A party to a proceeding may be represented by counsel or an agent. Counsel is a lawyer. An agent may be a trusted family friend, a religious advisor or other person who can assist with the presentation of the case.**

**6. When will the Fresh Start Appeal Meeting be held?**

**The Fresh Start Appeal Meeting will be held within seven (7) school days after receipt of your Notice of Intention to Appeal a Fresh Start Form by the Safe Schools Officer.**

**7. Who hears the appeal?**

- The appeal will be heard by a panel of any two of the following three people: the Associate Director of Education (Academic), the Superintendent of Safe Schools, and the Superintendent of Human Resources (the “Panel”).**
- If for any reason two of these staff members cannot be convened in time, then a centrally assigned Superintendent will take the place of the staff member(s) enumerated above in convening the Panel.**

**8. What is the role of the Panel?**

**The Panel will hear and determine an appeal. Upon completion of the Fresh Start Appeal Meeting, the Panel will have two (2) school days to issue a decision. The decision of the Panel is final and is not subject to any further appeal.**

**9. Is there a requirement to provide disclosure?**

**Yes. Each party will attend the Meeting with copies of any documentation on which they intend to rely.**

**10. What is the order of presentation at the Meeting?**

**When the Panel hears an appeal of the decision to Fresh Start a student, the parent or adult student will proceed first in the presentation of evidence and submissions, and the principal will proceed second, unless the parties agree otherwise.**

**11. How will the Fresh Start appeal meeting be organized?**

**In hearing a Fresh Start appeal, the following guidelines will apply:**

- (a) Five minute introduction of the parties and the Panel, with discussion on the issues to be addressed by the Panel;**
- (b) Ten minute presentation by the parent or adult student in presenting evidence and submissions on behalf of the student;**
- (c) Ten minute presentation by the principal in presenting evidence and submissions on behalf of the School; and**
- (d) Five minute questions and answers session by the Panel.**

**12. What if translation or interpretation services are required?**

**If translation or interpretation services are required, the time limit in each step may be altered.**

**13. What will the Panel consider in making a decision?**



**The Panel will consider the representations made by the parties, as well as all relevant Board Policies, when making an appeal decision.**

**14. Will the Panel issue a decision in writing?**

**Yes. The Panel will issue a written decision two (2) days after completion of the meeting. A copy of the decision will be sent to all parties to the proceeding who took part in the meeting at their respective addresses last known to the Board. The Panel's decision is final and is not subject to any further right of appeal. The Appeal Meeting is not subject to the terms of the *Statutory Powers Procedure Act*.**

# **APPENDIX C**

## **FRESH START APPEAL PACKAGE**

**Fresh Start Appeal Procedures  
Secondary and Elementary Panel**

**Fresh Start Appeal Meeting Guidelines**

## **Fresh Start Appeal Procedures Secondary and Elementary Panel**

- 1. A parent/guardian (or an adult student/student who has withdrawn from parental control) shall have the right to file an appeal of the Fresh Start.**
- 2. Upon receiving written notification that a Fresh Start has been issued, a parent/guardian or adult student must file an appeal, in writing, within three (3) school days, using the Notice of Intention to Appeal a Fresh Start Form and by sending this Form to the Safe Schools Officer.**
- 3. The Fresh Start Appeal Meeting will be held within seven (7) school days upon receipt of the Notice of Intention to Appeal a Fresh Start Form.**
- 4. The appeal will be heard by a panel of three. The panel will consist of a Trustee and any of two the following three people: the Associate Director of Education (Academic), the Superintendent of Safe Schools, and the Superintendent of Human Resources (the "Panel"). If for any reason two of these staff members cannot be convened in time, then a centrally assigned Superintendent will take the place of the staff member(s) enumerated above in convening the Panel. A Trustee will be assigned to the panel on a rotating basis. A Trustee may not be appointed to the panel to hear a fresh start appeal if the school from which the student is being fresh started is located in the Trustee's ward.**
- 5. The Fresh Start Appeal Meeting will conform to the Fresh Start Appeal Meeting Guidelines appended hereto.**
- 6. Upon completion of the Fresh Start Appeal Meeting, the Panel will have two (2) school days to issue a written decision. The decision of the Panel is final and is not subject to any further appeal.**
- 7. The *Statutory Powers Procedure Act* does not apply to a Fresh Start Appeal Meeting.**

## **Fresh Start Appeal Meeting Guidelines**

**The following is a guideline regarding the rules of procedure for an appeal of a Fresh Start.**

- 1. If you decide to appeal the Fresh Start, what types of decisions can the Panel make?**

**Following the Fresh Start Appeal Meeting, the Panel can make only one of the following decisions:**

- **Uphold the Principal's decision to impose a Fresh Start; or**
- **Overturn the Principal's decision to impose a Fresh Start.**

- 2. How long do I have to file an appeal of a Fresh Start?**

**Upon receiving written notification from the Principal/designate that a Fresh Start has been imposed, you have three (3) school days to file your appeal. You must use the Notice of Intention to Appeal a Fresh Start form, and the form must be filed with the Safe Schools Officer.**

- 3. Who are the parties to the meeting?**

**The parties to the meeting are:**

- **the parent/guardian of a student under the age of 18;**
- **an adult student;**
- **a student who is 16 or 17 years old and has withdrawn from parental control; and/or**
- **the school principal/administration team.**

**4. Can the student who has been issued a Fresh Start attend a meeting, even if he/she is not a party?**

**Yes. The student who has been issued a Fresh Start has the right to be present at the meeting and to make a statement on his or her behalf.**

**5. Does every party have a right to representation?**

**Yes. A party to a proceeding may be represented by counsel or an agent. Counsel is a lawyer. An agent may be a trusted family friend, a religious advisor or other person who can assist with the presentation of the case.**

**6. When will the Fresh Start Appeal Meeting be held?**

**The Fresh Start Appeal Meeting will be held within seven (7) school days after receipt of your Notice of Intention to Appeal a Fresh Start Form by the Safe Schools Officer.**

**7. Who hears the appeal?**

- The appeal will be heard by a panel of any two of the following three people: the Associate Director of Education (Academic), the Superintendent of Safe Schools, and the Superintendent of Human Resources (the “Panel”).**
- If for any reason two of these staff members cannot be convened in time, then a centrally assigned Superintendent will take the place of the staff member(s) enumerated above in convening the Panel.**

**8. What is the role of the Panel?**

**The Panel will hear and determine an appeal. Upon completion of the Fresh Start Appeal Meeting, the Panel will have two (2) school days to issue a decision. The decision of the Panel is final and is not subject to any further appeal.**

**9. Is there a requirement to provide disclosure?**

**Yes. Each party will attend the Meeting with copies of any documentation on which they intend to rely.**

**10. What is the order of presentation at the Meeting?**

**When the Panel hears an appeal of the decision to Fresh Start a student, the parent or adult student will proceed first in the presentation of evidence and submissions, and the principal will proceed second, unless the parties agree otherwise.**

**11. How will the Fresh Start appeal meeting be organized?**

**In hearing a Fresh Start appeal, the following guidelines will apply:**

- (a) Five minute introduction of the parties and the Panel, with discussion on the issues to be addressed by the Panel;**
- (b) Ten minute presentation by the parent or adult student in presenting evidence and submissions on behalf of the student;**
- (c) Ten minute presentation by the principal in presenting evidence and submissions on behalf of the School; and**
- (d) Five minute questions and answers session by the Panel.**

**12. What if translation or interpretation services are required?**

**If translation or interpretation services are required, the time limit in each step may be altered.**

**13. What will the Panel consider in making a decision?**

**The Panel will consider the representations made by the parties, as well as all relevant Board Policies, when making an appeal decision.**

**14. Will the Panel issue a decision in writing?**

**Yes. The Panel will issue a written decision two (2) days after completion of the meeting. A copy of the decision will be sent to all parties to the proceeding who took part in the meeting at their respective addresses last known to the Board. The Panel's decision is final and is not subject to any further right of appeal. The Appeal Meeting is not subject to the terms of the *Statutory Powers Procedure Act*.**

## MASTER PENDING LIST AND ROLLING CALENDAR TO JANUARY 24, 2019

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Nov-18 Corporate Services	TBC	Corporate Services	Report regarding whether the Survey for International Languages is compromised as a result of staff speaking to children ( <b>Delegation: Domenico Paglia, President of CUPE 3155 International Languages, regarding IL Survey</b> ) .	Associate Director, Academic Affairs
2	Nov-18 Corporate Services	Mar-19	Corporate Services	That staff return for final approval of the project once the RFP results are finalized ( <b>Public Meeting Room Audio Visual Upgrades –Funding</b> )	Associate Director of Facilities, Business & Comm. Dev & CFO
3	Nov-18 Corporate Services	Mar-19	Corporate Services	Report regarding additional school- specific information ( <b>School Cash Suite Progress Report</b> )	Associate Director of Facilities, Business & Comm. Dev & CFO
4	Jan-19 Corporate Services	Mar-19	Corporate Services	Report on how we might improve compensation to lunchroom supervisors in order to attract lunchroom supervisors ( <b>Funding of Lunchroom Supervisor</b> )	Associate Director of Facilities, Business & Comm. Dev & CFO
5	Aug-18 Regular Board	Mar-19	Regular Board	Report on a community market or similar 'services-in-kind' approach as an enhancement for fundraising and donations in an attempt to close the wide gap that currently exists between our schools related to learning enhancements available for our students <b>(Consultation Survey Results: Proposed Sharing of School Fundraising Revenue)</b>	Director of Education



#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
6	Dec-18 Regular Board	TBD	Regular Board	Report regarding the results of the consultation process with TSU to determine whether they would support an extended French Program in time to implement the program in September 2020 ( <b>Consideration of Motion from Trustee Kennedy regarding Extended French, Notre Dame Catholic High School</b> )	Associate Director, Academic Affairs
7	Nov-18 Corporate Services	Feb-19	Student Achievement	Report regarding strategies on dealing with barriers to creating and adopting School Parent Councils ( <b>Inquiry From Trustee Rizzo regarding Parent Councils in all Schools.</b> )	Associate Director, Academic Affairs
8	Nov-18 Student Achievement	Feb-19	Student Achievement	Report regarding Catholic School Parent Council (CSPC) Policy Metric ( <b>Presentation, Annalisa Crudo-Perri and Jana Seymour, Representatives of Ontario Association of Parents in Catholic Education (OAPCE)</b> )	Associate Director, Academic Affairs