

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

AGENDA October 17, 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

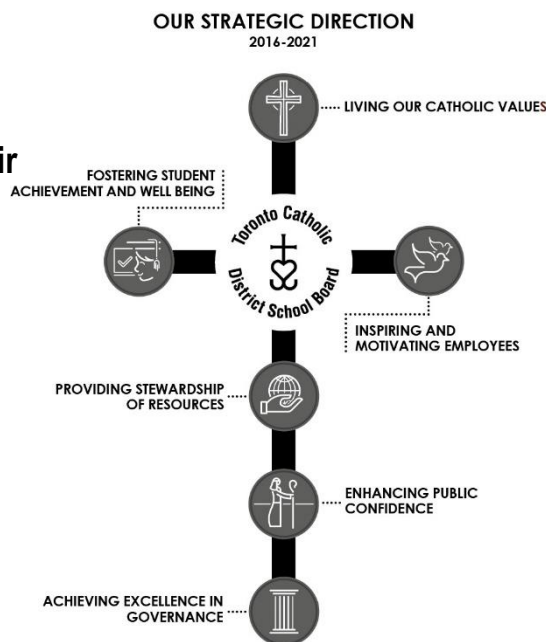
Ida Li Preti
Trustee Ward 3

Teresa Lubinski
Trustee Ward 4

Joseph Martino
Trustee Ward 1

Garry Tanuan
Trustee Ward 8

Kathy Nguyen
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: Skeeter Hinds-Barnett, 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, October 17, 2019

7:00 P.M.

Pages

1. **Call to Order**
2. **Memorials and Opening Prayer**
3. **Singing of O Canada**
Mary Ward Catholic Secondary School
4. **Roll Call & Apologies**
5. **Approval of the Agenda**
6. **Reports from Private Session**
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- 16.c Inquiry from Trustee Kennedy regarding Bullying in the Toronto Catholic District Board Schools
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24.	Adjournment	



*Mike Del Grande
Trustee Ward 7*

E-mail: Mike.DelGrande@tcdsb.org

Voicemail: 416-512-3407

To: Regular Board Meeting , October 17, 2019

From: Mike Del Grande, Trustee Ward 7

Subject: Notice of Motion – Review of Trustee Code of Conduct

MOVED BY: Mike Del Grande, Toronto Catholic District School Board

WHEREAS: There are current TCDSB policies on Trustee Code of Conduct (Policy T.04) and Delegations that must be followed;

WHEREAS: There is no current protocol to handle delegates who violate the delegation policy.

BE IT RESOLVED THAT: A review of the policies and their implementation should be conducted at the Governance and Policy meeting.

**Mike Del Grande
Trustee, Ward 7**



*Mike Del Grande
Trustee Ward 7*

E-mail: Mike.DelGrande@tcdsb.org

Voicemail: 416-512-3407

To: Regular Board Meeting , October 17, 2019

From: Mike Del Grande, Trustee Ward 7

Subject: Notice of Motion – Redirected Students and Bussing

MOVED BY: Mike Del Grande, Toronto Catholic District School Board

WHEREAS: some TCDSB schools have waitlists due to oversubscription and class size caps and;

WHEREAS: students and families are often redirected to schools other than their home schools;

BE IT RESOLVED THAT: when students are redirected to out of area schools, bussing be provided.

**Mike Del Grande
Trustee, Ward 7**



*Markus de Domenico
Trustee Ward 2*

E-mail: Markus.deDomenico@tcdsb.org

Voicemail: 416-512-3402

To: Regular Board Meeting , October 17, 2019

From: Markus de Domenico, Trustee Ward 2

Subject: Notice of Motion – To Make All Public Meetings Accessible to the Deaf and Hard of Hearing Community

MOVED BY: Markus de Domenico, Toronto Catholic District School Board

WHEREAS: The TCDSB is committed to providing an environment that fosters independence, dignity and respect and is committed to ensuring that everyone has the same opportunity of access to our board meetings;

WHEREAS: We strive to make all discussions and decision making in public sessions to be transparent and to encourage parent participation;

WHEREAS: Currently there are no measures in place to accommodate the Deaf and Hard of Hearing community in our public board meetings and online access to these meetings;

BE IT RESOLVED THAT: All videos posted online including but not limited to all Board meetings and Board videos by the TCDSB be close captioned for the Deaf and Hard of Hearing Community;

BE IT RESOLVED THAT: The IT and accessibility team takes the needs for proper access for the Deaf and Hard of Hearing Community into consideration when designing the updates for the Board Room

BE IT RESOLVED THAT: If requested and with sufficient notice, that the Board provide a sign language interpreter to attend all Public committee meetings, including but not limited to: Regular Board, Student Achievement and Corporate Services. This will ensure access to content and encourage parent participation in the Deaf and Hard of Hearing Community

Markus de Domenico
Trustee, Ward 2



*Teresa Lubinski
Trustee Ward 4*

E-mail: Teresa.Lubinski@tcdsb.org

Voicemail: 416-512-3402

To: Regular Board Meeting , October 17, 2019

From: Teresa Lubinski, Trustee Ward 4

Subject: Creation of a Catholic Education & Living Our Catholic Values Standing Committee

MOVED BY: Teresa Lubinski, Toronto Catholic District School Board

WHEREAS: The mission of Catholic Education is to live and teach the Catholic Faith, in partnership with the Roman Catholic Church;

WHEREAS: Catholic Schools educate the whole person in mind, body and spirit;

WHEREAS: "At the heart of Catholic Education is the person of Jesus. Faith development is integral to every part of Catholic Education, as students are called to respect the dignity of all human persons within a caring community." (Ontario Catholic School Trustees' Association, 175 Years of Success);

WHEREAS: The Religious Education Department and Catholic Teachers' Centre of the Toronto Catholic District School Board need a strong policy making committee to implement Faith based activities and events that reflect our Catholic Faith and Values;

WHEREAS: The Catholic Education model today has been designed to be the extension of the Teaching Ministry of the Church and must not be away from the teachings of the Magisterium;

BE IT RESOLVED THAT: The Board of Trustees strike a new Catholic Education & Living Our Catholic Values Standing Committee with the terms of reference taken from the said sub-committee and the Student Achievement and Well Being Committee, Catholic Education and Human Resources.

Teresa Lubinski
Trustee, Ward 4

OUR MISSION

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

HELD THURSDAY, SEPTEMBER 5, 2019

STUDENT ACHIEVEMENT

PRESENT:**Trustees:**

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

Student Trustees:

T. Dallin
K. Nguyen

Staff:

R. McGuckin
D. Koenig
L. Noronha
P. Aguiar
M. Caccamo
S. Camacho
S. Campbell
F. Cifelli
N. D'Avella

P. De Cock
L. DiMarco
C. Fernandes
K. Malcolm
G. Iuliano Marrello
M. Mihan
J. Shanahan
S. Vlahos
J. Wujek

S. Harris, Recording Secretary
A. Finniss, Acting Assistant Recording Secretary

4. Roll Call and Apologies

An apology was extended on behalf of Trustee Rizzo.

7. Declarations of Interest

Trustees Del Grande and Kennedy declared an Interest in the following Items as they have family members who are employees of the Board:

17a) Fair Practice in Hiring and Promotion Policy Metrics 2018-2019 – Trustee Kennedy; and

17d) 2019-2020 Operating Budget Impacts from Delayed Implementation of Employee Paid Parking – Trustees Del Grande and Kennedy

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

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

There was no PRIVATE Session.

MOVED by Trustee Tanuan, seconded by Trustee de Domenico, that all Items, except 17a) and 17d) 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
 Tanuan

The Motion was declared

CARRIED

Trustee Del Grande and Kennedy left the horseshoe at 9:15 pm, due to a Declaration of Interest, as earlier indicated.

MOVED by Trustee Tanuan, seconded by Trustee de Domenico, that Items 17a) and 17d) be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford

D'Amico
de Domenico
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Tanuan

The Motion was declared

CARRIED

Trustees Del Grande and Kennedy returned to the horseshoe at 9:16 pm.

MOVED by Trustee Tanuan, seconded by Trustee de Domenico, 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
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR

OUR MISSION

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

HELD THURSDAY, SEPTEMBER 12, 2019

Corporate Services

Trustees:

N. Crawford, Chair
N. Di Pasquale, Vice Chair
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 Trustee:

K. Nguyen

Staff:

R. McGuckin
D. Koenig
L. Noronha
A. Della Mora
S. Camacho
P. De Cock
M. Farrell
D. Friesen

M. Loberto
S. Vlahos

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

Declarations of Interest

Trustee Rizzo declared a conflict of interest in PUBLIC Session, Item 15h), 2018-2019 Third Quarter Financial Status Update, Risk Assessments 1, 2, 3 and 5 as she has a family member who is an employee of the Board. Item 15h) however has been deferred to the October 10, 2019 Corporate Services, Strategic Planning and Property Committee meeting.

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

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that the Items discussed in PUBLIC 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

(PUBLIC Sessions Minutes Distributed at the October 10, 2019 Meeting)

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, 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: (Following DOUBLE PRIVATE Session)

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

Staff: R. McGuckin

S. Harris, Recording Secretary

Trustee Rizzo declared a conflict of interest in DOUBLE PRIVATE Session due to her involvement in the matter. Trustee Rizzo did not vote nor participate in discussions regarding the Item.

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

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that matters discussed in DOUBLE PRIVATE Session 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
Tanuan

The Motion was declared

CARRIED

**(DOUBLE PRIVATE Minutes
Distributed at the October 10, 2019 Meeting)**

MOVED by Trustee Crawford, seconded by Trustee Kennedy, 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
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR

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

THURSDAY, SEPTEMBER 19, 2019

Trustees:

M. Rizzo, Chair
N. Crawford
F. D’Amico – via Teleconference
M. de Domenico
M. Del Grande
D. Di Giorgio
N. Di Pasquale
I. Li Preti
T. Lubinski
J. Martino
G. Tanuan

Student Trustees:

T. Dallin
K. Nguyen

Staff:

R. McGuckin
D. Koenig
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
C. Fernandes
D. Friesen
G. Iuliano Marrello
M. Loberto
K. Malcolm
L. Maselli-Jackman
M. Meehan
J. Shanahan
S. Vlahos
J. Wujek

S. Harris, Recording Secretary
A. Finniss, Acting Assistant Recording Secretary

4. Roll Call and Apologies

An apology was extended on behalf of Trustee Kennedy.

Trustee Lubinski left the horseshoe at 7:29 pm.

5. Approval of the Agenda

MOVED by Trustee Del Grande, seconded by Trustee Martino, 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
Li Preti
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

7. Reports from Private Session

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that all matters dealt with in PRIVATE and DOUBLE PRIVATE Sessions be approved.

Results of the Vote taken, as follows:

In Favour

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

Opposed

Rizzo

The Motion was declared

CARRIED

Trustee Lubinski returned to the horseshoe at 7:33 pm.

7. Notices of Motions

- 7a) From Trustee Di Pasquale regarding Trustee Services and Expenditure Policy T.17** will be considered at the October 17, 2019 Regular Board meeting.

8. Declarations of Interest

Trustee Rizzo declared an interest in the DOUBLE PRIVATE Session on a legal matter.

There were none in PUBLIC Session.

.

9. Approval and Signing of Minutes of the Previous Meetings

MOVED by Trustee de Domenico, seconded by Trustee Crawford, that Item 9a) be adopted as follows:

- 9a) Special Board (Student Achievement) Held August 22, 2019 (For May 28, 2019 Meeting)** approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Del Grande, that Item 9b) be adopted as follows:

- 9b) Regular Board Held August 22, 2019** approved with the following amendments:

Pages 16 -17 – Delete Item 16d; and

Page 23 – Replace *Student-led Collaboration Inquiry – “Promoting Student Engagement”* with *Priorities Criteria 2019-2020 (All Wards)*

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

10. Presentations

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

10a) Monthly Report from the Chair received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Del Grande, that Item 10b) be adopted as follows:

10b) Monthly Report from the Director received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Lubinski, seconded by Trustee Di Giorgio, 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

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

Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

- 10d) Share Life – Michael Penafiel, Coordinator, School and Employee Campaigns at Archdiocese of Toronto** received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

11. Delegations

MOVED by Trustee de Domenico, seconded by Trustee Martino, that Item 11a) be adopted as follows:

- 11a) Delegation from Basilio Nucara regarding the Support of Buttonwood Project** received and referred to staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that Item 11b) be adopted as follows:

- 11b) Delegation from George Labrakos regarding the Request for his Son to be placed in Grade One** received and referred to staff to come back with a report with recommendation of placement at the October 2, 2019 Student Achievement and Well Being, Catholic Education and Human Resources Committee meeting.

Trustee Rizzo relinquished the Chair to Trustee Del Grande.

Trustee Crawford requested that the Motion be split.

Results of the Vote taken on Receipt, as follows:

In Favour

Opposed

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

The Motion of Receipt was declared

CARRIED

Results of the Vote taken on Referral, as follows:

In Favour

Trustees D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Lubinski
Tanuan

Opposed

Crawford
Li Preti
Martino
Rizzo

The Motion of Referral was declared

CARRIED

Trustee Rizzo reassumed the Chair.

Trustee de Domenico left the horseshoe at 8:12 pm and returned at 8:13 pm.

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

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

- 12a) From Trustee Del Grande regarding Long Term Contracts** that any contracts of more than one year in length be co-signed by the Chair of the Board;

That a listing be provided of all long-term contracts presently in place and their expiry dates and;

That Toronto Catholic District School Board (TCDSB) contracts be written with early exit provisions as often as possible in order to provide greater flexibility to the Board under changing circumstances.

Trustee Di Giorgio left the horseshoe at 8:13 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Di Giorgio returned to the horseshoe at 8:14 pm.

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

- 12b) From Trustee Crawford regarding the October 3, 2019 Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting** that the Student Achievement and Well Being, Catholic Education and Human Resources Standing Committee regular meeting be rescheduled to Wednesday, October 2, 2019 to make it possible for Trustees and Staff to register to attend the live election debate by the Roman Catholic Archdiocese of Toronto on October 3, 2019.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

14. Matters recommended by Statutory Committees of the Board

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

- 14a) Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held June 12, 2019** received and that the Board approve SEAC's recommendation, as follows:.

***Special Education Checklist (Verbal)* that a process be laid out for a module-by-module consultation of the Special Education plan with SEAC, beginning at the start of the new 2019-20 school year and leading up to the completion of the checklist in 2020.**

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Di Pasquale, that Items 14b.1), 14b.2) and 14b.3) be adopted as follows:

14b) Approved Minutes and Annual Report of the Toronto Catholic Parent Involvement Committee held on August 12, 2019:

14b.1) Meeting Held on August 12, 2019 received;

14b.2) Meeting Held on June 17, 2019 received; and

14b.3) 2018-2019 Annual Report received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

CONSENT AND REVIEW

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

- 17c) Trustee Di Giorgio;
- 19a) Trustee Crawford;
- 19c) Trustee Del Grande;
- 20a) Trustee Di Pasquale;
- 21a)
- 21b)

17. Reports of Officials requiring Action of the Board of Trustees

MOVED by Trustee Del Grande, seconded by Trustee Li Preti, that Item 17a) be adopted as follows:

- 17 a) From the Governance and Policy Committee: Update to Awards, Funds and Scholarships Policy F.F.01** that the Board of Trustees accept the recommendation of the Governance and Policy Committee and approve the Funds Awards and Scholarships Policy FF.01as amended and proposed in Appendix B of the report.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Li Preti, that Item 17b) be adopted as follows:

- 17b) From the Governance and Policy Committee: Update to the Special Education Advisory Committee Policy A.23** that the revised policy on the Special Education Advisory Committee A.23 be adopted.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Lubinski, that Item 17d) be adopted as follows:

- 17d) Monthly Procurement Approvals** that the Board of Trustees approve all procurement activities/awards listed in Appendix A of the report.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

19. Listing of Communications

MOVED by Trustee Martino, seconded by Trustee Li Preti, that Item 19b) be adopted as follows:

- 19b) From Caroline Mulroney, Minister of Transportation, regarding School Bus Seatbelts received.**

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

17c) Capital Priorities 2019-2020 – Revised (All Wards)

Trustee Li Preti left the horseshoe at 8:31 pm and returned at 8:33 pm.

Trustee D’Amico disconnected via Teleconference at 8:57 pm.

Trustee Del Grande left the horseshoe at 9:18 pm and returned at 9:25 pm.

Trustee Crawford left the horseshoe at 9:26 pm.

The Chair’s ruling to continue debate on the Item was upheld by majority vote as follows:

Results of the Vote taken, as follows:

In Favour

Opposed

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

Tanuan

The Motion was declared

CARRIED

MOVED by Trustee de Domenico, seconded by Trustee Martino, that Item 17c) be adopted as follows:

1. That the Board approve the revised matrix used to assess all schools to determine capital priority needs projects.

	Criteria	Points
1	Confirmed Partnership Opportunities	10
2	Portable Capacity as a percentage of total Capacity	10
3	Short Term Occupancy Agreement (Lease expiry)	20
4	2019-2020 Utilization Rate	8
5	Facility Condition Index	10
6	Lack of Nearby Capacity (For oversubscribed schools, lack of capacity within ES - 2 km, SS – 5km)	10
7	Previous Board Resolution to include project	15
8	Site Size	2

2. It is recommended that business cases for the following ten capital priorities be submitted to the Ministry of Education for funding consideration by September 30, 2019.

Rank	Project	Description
1	“Buttonwood” Site (E/S)	New Elementary /Secondary School
2	Bishop Allen (S)	Replacement School
3	St Monica (E)	Replacement School
4	Loretto Abbey (S)	Addition/Retr ofit
5	Our Lady Of The Assumption (E)	Replacement School
6	Notre Dame (S)	Replacement School
7	St Michael / St Paul (E)	Replacement School
8	Chaminade (S)	Replacement School
9	St Cyril (E)	Replacement School
10	St Raphael (E)	Replacement School

WHEREAS the statistical data such as the Capacity Utilization, Portable Capacity and cost avoidance savings factors all of which are not included in the original matrix and which support the Buttonwood Proposal and would add more points to the final tally.

BE IT RESOLVED THAT Buttonwood Elementary and Secondary Proposal be recognized as the Number One position on the Capital Priority Ranking.

Trustee Crawford returned to the horseshoe at 9:32 pm.

MOVED in AMENDMENT by Trustee Lubinski, seconded by Trustee Li Preti, that Bishop Allen Academy be moved from priority nine to priority two for consideration request for funding.

MOVED by Trustee Di Giorgio, seconded by Trustee Crawford, that the motion regarding this Item approved at the August 22, 2019 Board meeting be reconsidered.

Trustee Li Preti left the horseshoe at 9:43 pm.

The Chair declared a recess.

The meeting resumed with Trustee Rizzo in the Chair.

PRESENT: (Following Recess)

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

17c) Capital Priorities 2019-2020 – Revised (All Wards) – (Continued)

MOVED by Trustee de Domenico, seconded by Trustee Martino, that the Main Motion be tabled.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
de Domenico
Del Grande

Opposed

Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Results of the Vote taken regarding Reconsideration, as follows:

In Favour

Opposed

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

The Motion regarding Reconsideration was declared

CARRIED

MOVED by Trustee de Domenico, seconded by Trustee Di Pasquale, that the current matrix criteria be accepted.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Di Giorgio

The Motion was declared

CARRIED

MOVED by Trustee de Domenico, seconded by Trustee Martino, that the Main Motion be lifted from the table.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Di Giorgio

The Motion was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

Del Grande
Di Giorgio

The AMENDMENT was declared

CARRIED

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

In Favour

Opposed

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

Di Giorgio

The Main Motion, as amended, was declared

CARRIED

19. Listing of Communications

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that Item 19a) be adopted as follows:

- 19a) Ontario Catholic School Trustees 'Association (OCSTA) 2020 Annual General Meeting Resolutions** received and referred to staff to schedule suitable times for Trustees to review.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Lubinski, that Item 19c) be adopted as follows:

- 19c) From Renu Mandhane, Ontario Rights Chief Commissioner, regarding Including Gender Identity, Gender Expression, Family Status and Marital Status in the Toronto Catholic District School Board's Code of Conduct Policy** received and that the Chair respond indicating that the letter is inappropriate at this time.

Trustee Rizzo relinquished the Chair to Trustee Martino.

Trustee Di Giorgio left the horseshoe at 10:30 pm.

MOVED by Trustee Rizzo, seconded by Trustee Tanuan, that the Item be referred to the Catholic Education and Living Our Catholic Values Sub-Committee.

Trustee Di Giorgio returned to the horseshoe at 10:35 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Li Preti

The Motion was declared

CARRIED

20. Inquiries and Miscellaneous

MOVED by Trustee Di Pasquale, seconded by Trustee Tanuan, that Item 20a) be adopted as follows:

- 20a) From Trustee Di Pasquale regarding Toronto Catholic District School Board's Stance on the Climate Strike** received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Rizzo reassumed the Chair.

21. Updating of Pending Lists

MOVED by Trustee Di Pasquale, seconded by Trustee Di Giorgio, that Item 21a) be adopted as follows:

- 21a) Master Pending List and Rolling Calendar** received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Lubinski, that Item 21b) be adopted as follows:

21b) Annual Calendar of Reports and Policy Metrics received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Rizzo
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR



Director's Monthly Report September to October 2019

Following are highlights for the period of September 23rd to October 17th, 2019

September 24

- Along with Trustees attended the OCSTA Fall Regional Meeting in Toronto
- Participated in the Catholic Student Leadership Impact Team General Assembly at the CEC

September 25

- Along with the Chair and Trustee Lubinski, had the pleasure of attending and delivering greetings at the Ukrainian Canadian Heritage Month Mass and cultural expose at St. Marcellus Catholic School
- Along with the Chair, met with Mayor Tory and a group of stakeholders to learn more about the Mayor's C40 Green Building Initiative.

September 30

- Delivered greetings to 109 teachers at the New Teacher Induction Orientation at the CEC

October 2

- Walked with the staff and students at St. Richard Catholic School for Walk to School Day and National Custodial Day

October 3

- Along with Trustees, attended the Federal Election Debate hosted by the Archdiocese of Toronto at the Metro Convention Centre

October 4

- Had the pleasure of meeting students and staff at St. Augustine Catholic School to celebrate World Teacher Day
- Along with the Associate Directors welcomed new employees at the Catholic Education Centre Community at the Heart of Welcome Mass
- Visited Principal meetings for Areas 1-4

October 16

- Participated and delivered greetings at the Annual Newcomer conference celebrating newly arrived families from round the globe and welcoming them to our TCDSB community

October Student Trustee Board Report

Update from the Student Trustees:



- On September 19, the Student Trustees met with former Student Trustee Joel Ndongmi to discuss the Student-Led Collaborative Inquiry report which he and Trustee Taylor Dallin wrote last year. He reviewed the report's action items and worked with the Student Trustees to develop ways to implement change based on the report's findings.
- On September 24, the Student Trustees led the first CSLIT General Assembly of the year. Over 300 students from across the TCDSB were in attendance, and it was the largest GA in history. Only one high school was not represented. Guest speakers included Director Rory McGuckin, Tanika Riley, and Matthew "Testament" Jones.
- On September 27, Trustee Kathy Nguyen spoke at the grade 9 pep rally at Jean Vanier.
- On October 2, the Student Trustees unveiled their five pillars of focus at the Student Achievement board meeting in their annual Voices That Challenge report.
- On October 3, the Student Trustees attended the #CatholicDebate2019 federal debate at the Metro Toronto Convention Centre hosted by the Archdiocese of Toronto.
- On October 7, a group of CSLIT members attended the WE Federal Election Leadership Debate Live Viewing Party.
- On October 8, the Student Trustees led the first CSLIT Executive Council meeting of the year.

CSLIT:

Administrative Affairs

The Director of Administrative Affairs has ensured all tasks have been completed for the start of the 2019-2020 CSLIT year. This includes preparation for the first CSLIT General Assembly, assisting the Student Trustees in the revision of their annual Voices That Challenge Report, organizing votes for this year's Pillars of Focus, and the general supervision of the Executive Council and their activities.

Moving forward, the Director of Administrative Affairs will continue to work alongside the Student Trustees and Executive Council to guarantee that the general activity of the CSLIT is well organized and efficient.

The Angel Foundation for Learning

The Angel Foundation for Learning subcommittee recently received many new members after the sign up at the very first CSLIT general assembly. Currently, a room has been booked for their very first meeting of the year. The main purpose of the first meeting will be to have all members introduce themselves and to have the students pitch in an idea regarding this year's plan for AFL and CSLIT. This upcoming December, the director of AFL has plans to organize a toy drive at the annual "Christmas social" hosted by the Social Affairs subcommittee, and has spoken to the SA executive to make sure that the Halloween Social has an entrance fee of at least \$2 in order to raise some money for AFL.

Moving forward, AFL's goal is to get more involved and to take advantage of any and every opportunity to fundraise (raffles, contests), to host AFL's very own event (such as a movie night or a carnival type of event at the CEC), and perhaps continue with last year's "CSLIT on Ice" initiative. After the meeting on Monday, October 7th there will be more information which will be available in the next board report in November.

Public Relations

In the month of September, Public Relations wrote the September CSLIT General Assembly blog post with a summary of what occurred. This allows both students and staff who attended and did not attend more clearly understand what the CSLIT is and what to expect at a General Assembly.

Public Relations also maintained the CSLIT Instagram and Twitter by live tweeting at the General Assembly and posting upcoming reminders of the meeting on Instagram. Instagram private messages have also been responded to in a timely manner with the information that was being inquired about. Public relations will continue to attend all leadership events and promote them on social media and the Catholic Student Leadership website.

Faith

The Faith Ambassador for the 2019-2020 school year has achieved all the necessary tasks for September. This includes creating the monthly introduction prayer and closing prayer for the September CSLIT general assembly meeting. Furthermore, creating the October introduction prayer and closing prayer for the monthly E-CSLIT general assembly meeting.

Henceforth, the Faith Ambassador can guarantee to carry on creating monthly prayers, organize sub-committee meetings, and remember the TCDSB community about the Catholic faith of being rooted in Christ.

Social Justice

The Director of Social Justice has begun preparations for the CSLIT Newcomer conference, including the recruitment of volunteers. The Director of Social Justice has also begun discussion of ideas within their respective subcommittee, and plans to host the first subcommittee meeting within the upcoming weeks.

Moving forward, the Director of Social Justice will continue to work alongside other members of Executive Council, the Student Trustees and with their subcommittee. They will plan and execute events with the purpose of promoting values of social justice within the TCDSB and the local community.

Social Affairs

The Director of Social Affairs has conducted their first subcommittee meeting of the year to ensure the immediate and efficient planning of all CSLIT events for the coming school year. At the subcommittee meeting, roles were designated for the upcoming board wide Halloween event, “Spooky Fiesta”, which will take place after the October 29th General Assembly meeting. Also discussed was the admission fee for this event, which will be either 2 dollars or a minimum of 2 canned food items to support the Angel Foundation for Learning or the Daily Bread Food Bank. The Director of Social Affairs has also begun to think about toy, food, and clothing drives implemented in future events to support these foundations.

The Director of Social Affairs will continue to work alongside their subcommittee, Public Relations, Angel Foundation of Learning, the Student

Trustees, as well as the rest of the 2019-2020 CSLIT Executive's to guarantee success at all upcoming events such as Christmas Social, the annual CSLIT Gala, the end of the year BBQ, Destress Nights, as well as other events which are yet to be organized.

Equity

The executive director of equity has been collaborating with the director of social justice for the upcoming newcomer conference. Time has been allocated towards building a plan of equity for the 2019/2020 school year. The goal for the Equity subcommittee is to implement equitable practices into TCDSB schools, and encourage students to live embody equity in our catholic practices.



Norm Di Pasquale
Trustee Ward 9

E-mail: Norm.DiPasquale@tcdsb.org

Voicemail: 416-512-3402

To: Regular Board Meeting , October 17, 2019

From: Norm Di Pasquale, Trustee Ward 9

Subject: Consideration of Motion – Trustee Services and Expenditure Policy T.17 Revision

MOVED BY: Norm Di Pasquale, Toronto Catholic District School Board

WHEREAS: The Trustee Services and Expenditures policy lists specific events that Trustees may be reimbursed for attending;

WHEREAS: As the TCDSB's official Charity, the Angel Foundation hosts several events throughout the calendar year;

BE IT RESOLVED THAT: Under section D.1 of the Trustee Services and Expenditures policy, "Angel Foundation Gala," be amended to read "Angel Foundation events."

Norm Di Pasquale
Trustee, Ward 9

OUR MISSION

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

OUR VISION

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



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

HELD TUESDAY, SEPTEMBER 10, 2019

PRESENT:

Trustees:

I. Li Preti, Chair
A. Kennedy, Vice-Chair
N. Crawford
M. Del Grande
N. Di Pasquale
T. Lubinski

Staff:

R. McGuckin
C. Caldwell
P. De Cock
C. Fernandes
L. Maselli-Jackman
J. Wujek

S. Harris, Recording Secretary
A. Finniss, Assistant Recording Secretary

3. Roll Call and Apologies

An apology was extended on behalf of Trustee Rizzo.

4. **Approval of the Agenda**

MOVED by Trustee Del Grande, seconded by Trustee Lubinski, that Item 13b) Update to Community Planning and Facility Partnerships Policy B.R.07 be deferred.

Results of the Vote taken, as follows:

In Favour

Trustees Del Grande
Di Pasquale
Lubinski

Opposed

Crawford
Li Preti
Kennedy

The Motion was declared

LOST ON A TIE

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that the Agenda, as amended to include the Addendum, be approved.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
Di Pasquale
Kennedy
Li Preti

Opposed

Del Grande
Lubinski

The Motion was declared

CARRIED

5. Declarations of Interest

There were none.

6. Approval & Signing of the Minutes

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that the Minutes of the Regular Meeting held June 4, 2019 for PUBLIC Session be approved with the following amendment:

Page 10 – Item 13a) insert *Committee* after *Advisory*.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

The Motion was declared

CARRIED

13. Staff Reports

MOVED by Trustee Di Pasquale, seconded by Trustee Kennedy, that Item 13a) be adopted as follows:

- 13a) Proposed Changes to the 2019 Policy Priority Schedule** that the Governance and Policy Committee adopt the new proposed schedule for policy review for the balance of 2019.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale, that we will aim to bring the Service Animal Policy to the December 2, 2019 Governance and Policy (GAP) meeting if consultation is completed by then.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Lubinski, that the timeline for Policy T.04 Trustees Code of Conduct Policy be delayed to December 2019.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale

Li Preti

Kennedy
Lubinski

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Del Grande, that the timeline for Policy S.10 Catholic School Parent Councils be delayed to the December 2, 2019 GAP Committee meeting.

Time for business expired and the Chair called for the debate to be extended by 15 minutes, as per Article 12.6, which was unanimously carried.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski

Kennedy

The Amendment was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski

Kennedy

The Motion, as amended, was declared

CARRIED

- 13b) Update to Trustee Code of Conduct Policy T.04** deferred to the December 2, 2019 GAP Committee meeting – Refer 13a).

MOVED by Trustee Del Grande, seconded by Trustee Di Pasquale, that Item 13c) be adopted as follows:

- 13c) Update to Awards Funds and Scholarships Policy FF.01** that the revised Funds Awards and Scholarships Policy FF.01 be adopted.

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Crawford, that s' be removed from *Awards* ', Regulation 1, page 45.

Trustee Li Preti relinquished the Chair to Trustee Kennedy.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale, that *Catholic Graduate Expectations* be replaced with *Ontario Catholic School Graduate Expectations*, Policy, page 45.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale, that *Gospel Values* be capitalized in this policy and all other policies, Policy, page 45; and

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Crawford, that *and* be inserted after *TCDSB*, Policy, page 45.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Lubinski, that *type of individual* be replaced with *attributes of the person*, Regulation 1, page 45.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale, that *scholarship, bursary or award* be replaced with *an award*, Regulation 2, page 46.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale, that *interested* be replaced with *interest*, Regulation 10, page 47.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

Amendment 1 was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

Amendment 2 was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

Amendment 3 was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

Amendment 4 was declared

CARRIED

Results of the Vote taken on Amendment 5, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

Amendment 5 was declared

CARRIED

Results of the Vote taken on Amendment 6, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

Amendment 6 was declared

CARRIED

Results of the Vote taken on Amendment 7, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

Amendment 7 was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

The Motion, as amended, was declared

CARRIED

Trustee Li Preti reassumed the Chair.

- 13d) Update to Catholic School Parent Councils Policy S.10** deferred to the December 2, 2019 GAP Committee meeting – Refer 13a).

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that Item 13e) be adopted as follows:

- 13e) Updates to SEAC Policy A.23 From Governance and Policy and SEAC Committees** that the revised policy on the Special Education Advisory Committee A.23 be adopted.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

The Motion was declared

CARRIED

- 13f) Update to Board Vehicles Policy B.G.04** the report will be brought to the October 8, 2019 GAP Committee meeting.

14. Listing of Communications

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

- 14a) CPIC - OAPCE Response to S.10 Policy** received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale

Kennedy
Li Preti
Lubinski

The Motion was declared

CARRIED

16. Updating of Pending List

MOVED by Trustee Di Pasquale, seconded by Trustee Kennedy, that Item 16a) be adopted as follows:

16a) Monthly Pending List received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

The Motion was declared

CARRIED

17. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

ADMISSIONS INQUIRY RELATED TO SOUTH ETOBICOKE SECONDARY SCHOOLS

*God gave Solomon very great wisdom, discernment, and breadth of understanding as vast
as the sand on the seashore, 1 Kings 4:29*

Created, Draft	First Tabling	Review
October 7, 2019	October 10, 2019	Click here to enter a date.

Gina Iuliano Marrello, Superintendent of Student Success
Michael Loberto, Superintendent, Planning & Development Services
Barbara Leporati, Senior Coordinator of Planning Services

INFORMATION REPORT

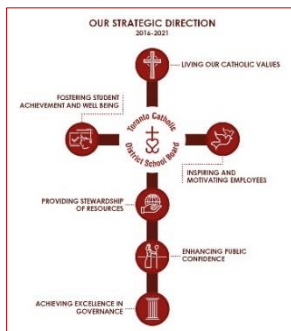
Vision:

*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

This report provides clarifying information regarding the TCDSB secondary admission policy S.A. 02 Placement of Pupils specifically related to the sibling rule as well as criteria used to admit students.

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

B. PURPOSE

This report responds to a Trustee motion following a delegation related to the TCDSB secondary admission policy, at the October 2, 2019 Student Achievement and Well-Being Committee, Catholic Education and Human Resources Committee meeting.

Trustees requested that staff come back with a report responding to the queries at the October 10, 2019 Corporate Services, Strategic Planning and Property Committee meeting.

C. BACKGROUND

1. October 2, 2019 – At the Student Achievement and Well-Being Catholic Education and Human Resources Committee, a delegate presented on the implementation of the secondary school admission policy using the Student Online Application for Registration (SOAR) specifically for Fr. John Redmond Catholic Secondary School and Regional Arts Centre.
2. Concerns were expressed that this new online application system is promoting new processes that are not consistent with the Board's admission policy. Rather, the delegate believed that the process reflects some of the proposed changes to the policy that were consulted in 2017, but never approved by the Board.
3. Referring to the SOAR Parent Guide, two areas were identified where the delegate felt there were deviations from the TCDSB policy:

a) The sibling rule:

The parent referred to page 15 of the SOAR Parent Guide which states that the sibling rule does not apply to specialty programs.

b) Admission criteria related to home school location.

The delegate noted that the SOAR Parent Guide indicates that “Chances for acceptance will increase by applying to the Catholic secondary school nearest to your elementary school”. It was further noted that the board policy “takes into account a number of considerations including distance, public transit and other items to determine appropriate placement”, while the new system only considers distance.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Pupils, who have siblings already enrolled in the requested school and are returning for the next school year, shall be considered as first priority for registration. The policy states that the Board recognizes the importance of the family unit and will undertake its best efforts, within the context of this Policy, to place siblings at the same school.
2. The sibling rule applies where a student applying to a secondary school has a sibling enrolled in the school, regardless of whether the sibling is enrolled in the regular stream or in a specialty program within the school.
3. The comment in the SOAR Parent Guide, “Sibling rule does not apply to specialty programs” refers to the fact that having a sibling in a specialty program does not guarantee automatic acceptance into that specialty program. The registering student will need to apply to/audition for the specialty program and gain admission based on the merit of his/her application relative to all other applicants who are applying for a limited number of spots.
4. Staff will reinforce with all TCDSB elementary principals and guidance teachers the following:
 - a. that students with a sibling enrolled in a specialty program in a school will be given first priority in terms of admission to the school for the regular secondary program; and
 - b. having a sibling program does not automatically guarantee acceptance into that speciality program. The student will need to go through the admission process for the specialty program.

5. ***There are no attendance boundaries for TCDSB secondary schools; students have the option of applying to any TCDSB secondary school under the policy.*** If the home address is located within the fixed attendance boundary of the elementary school the child attends, that school is considered the home school. If a child attends a TCDSB elementary school located outside the fixed attendance boundary of his/her home school, he/she may select the school the child currently attends or the home school based on his/her home address as the basis for his/her secondary school application.
6. ***The regular placement process is based upon proximity, program and space.*** The proximity or distance factor is measured using most direct route between schools.
7. ***The SOAR secondary online program has been implemented to automate the existing admissions process.*** The policy has not changed; only the application platform to enter applications and manage the application process has changed. Secondary schools will accept applicants in the same manner as with the traditional paper-based application form.
8. ***The SOAR secondary program was designed with the guiding principle of improving organization, communication and efficiency.*** The automated process to manage student applications is a user-friendly practice that saves effort, manpower, reduces error. It is a consistent business practice and environmentally friendly option that will reduce TCDSB's carbon footprint as it follows the applicant throughout the application process.

E. METRICS AND ACCOUNTABILITY

Senior staff will continue to review all procedures to ensure compliance with TCDSB admission policy

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

REGULAR BOARD

H.M.33 ACCEPTANCE OF HOSPITALITY AND GIFTS POLICY METRIC 2018-2019

Out of the gifts to you, you shall set apart every offering due to the Lord; the best of all of them is the part to be consecrated. Numbers 18:29

Created, Draft	First Tabling	Review
October 8, 2019	October 17, 2019	Click here to enter a date.

R. McGuckin, Director of Education

INFORMATION REPORT

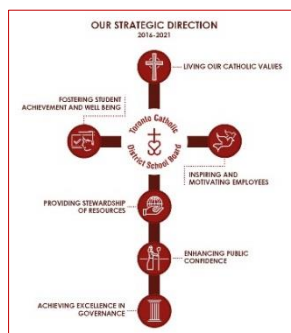
Vision:

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

TCDSB policy H.M.33 Acceptance of Hospitality or Gifts, requires the Director to annually report to the Board about hospitality and/or gifts of considerable value which contribute to student achievement, that were received and accepted on behalf of the TCDSB in the 2018-2019 school year.

Information was gathered from executives to ascertain whether any gifts of considerable value, which contributed to student achievement, were received during the 2018-2019 school year. The policy defines “considerable value” to mean *any gift, benefit or hospitality whose value exceeds \$100.00*.

Materials donated to the Board were not considered in this assessment as these items are dealt with in a separate policy, F.F.02 Donations and Sponsorship.

Based on the evidence received, no gifts of considerable value, which contribute to student achievement, were received and accepted on behalf of the TCDSB during the 2018-2019 school year.

The cumulative staff time required to prepare this report was 6 hours

B. PURPOSE

1. This report fulfils the policy metric for A.33 Acceptance of Hospitality or Gifts, which states:

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

All gifts of considerable value which contribute to student achievement received and accepted on behalf of the TCDSB will be reported by the Director to the Board of Trustees in an annual report.

C. BACKGROUND

1. **October 7, 2019** – TCDSB executives and leadership staff were surveyed about receipt of any hospitality or gift in excess of \$100.
2. **October 19, 2017** – at Regular Board, Trustees approved the revised policy A.33 Acceptance of Hospitality or Gifts, which included the requirement to annually report to the Board on the receipt of gifts of considerable value.

D. EVIDENCE/RESEARCH/ANALYSIS

1. All designated executives (Associate Directors, Executive Superintendents, Superintendents, Legal Counsel, Chief Information Officer), as well as Principals and the Partnership Development staff were surveyed about the receipt and acceptance of any gifts of considerable value which would contribute to student achievement.
2. It was determined that *no gifts of considerable value, which contribute to student achievement, were received and accepted on behalf of the TCDSB during the 2018-2019 school year.*

E. METRICS AND ACCOUNTABILITY

1. Receipt of gifts of considerable value in support of student achievement are informed by the Partnership Development office, and monitored through the Corporate Office.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: ACCEPTANCE OF HOSPITALITY OR GIFTS
POLICY NO: H.M. 33

Date Approved:	Date of Next Review:	Dates of Amendments:
March 28, 2007	October 2022	October 19, 2017
Cross References: Conflict of Interest: Employees (H.M.31) Conflict of Interest: Trustees (T.01) Code of Conduct Policy (S.S.09) Art Collection (A.22) Donation and Sponsorship Policy (F.F.02)		
Appendix		

Purpose:

This policy clarifies that the Toronto Catholic District School Board, its Trustees and employees will not accept gifts, hospitality or other benefits that may have a real, apparent or potential influence on carrying out duties or that place them under obligation to the gifter. Contributions to student achievement may be accepted in accordance with the regulations of this policy. Board employees in school communities may accept a small token of appreciation from families in the community.

Scope and Responsibility:

This policy applies to all elected officials and employees. The Director is responsible for this policy.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: ACCEPTANCE OF HOSPITALITY OR GIFTS
POLICY NO: H.M. 33

Achieving Excellence in Governance
Providing Stewardship of Resources
Inspiring and Motivating Employees

Policy:

It is the policy of the Toronto Catholic District School Board that elected officials and employees may only accept and retain gifts of low intrinsic value or business hospitality of less than \$100.00 per person and will not accept gifts, hospitality or other benefits that may have a real, apparent or potential influence on carrying out duties or that place them under obligation to the gifter. If in the circumstances that hospitality or a gift of considerable value is received, notification as set out in the regulations is required.

The Board acknowledges that the offering of gifts or hospitality of limited value from suppliers, partners or other business contacts is a common business practice which may be appropriate under certain circumstances.

Elected officials and employees may accept a gift provided it does not create a sense of obligation, expectation or indebtedness or a real, or the appearance of, a conflict of interest that may be seen to be likely to affect the objectivity of those officials and employees in the performance of their duties.

Philanthropic gifts made by individuals, corporations, foundations or legal entities to assist the Board in the pursuit of its mission may be accepted at the discretion of the Director of Education or Board of Trustees.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: ACCEPTANCE OF HOSPITALITY OR GIFTS
POLICY NO: H.M. 33

Regulations:

1. The acceptance of gifts, hospitality and other benefits is permissible provided that:
 - a. they are infrequent and of minimal value (low-cost promotional objects, simple meals, souvenirs with no cash value) and are within the normal standards of business practice; and
 - b. they do not obligate or compromise the integrity of the recipient or the Board.
2. Gifts and benefits to an immediate family member or close associate of an elected official or employee, which can be reasonably attributed to the employee's official duties or association with the Board are prohibited.
3. An elected official or employee may accept moderate hospitality during the normal course of business that would not significantly exceed what the Board would likely approve on an individual's expense account form.
4. **Gifts of Considerable Value:** Where it would be inappropriate to refuse a gift of obvious value, the gift may be accepted on behalf of the TCDSB. The Director of Education will ensure that such a gift is retained as property of the TCDSB. All gifts of considerable value received and accepted on behalf of the TCDSB which contribute to student achievement will be reported by the Director to the Board of Trustees in an annual report.
5. **Charity Events:** Where the hospitality/gift offered to an elected official or employee is for attending a charity event with an ongoing relationship to the Board, the employee may accept if it contributes to student achievement.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: ACCEPTANCE OF HOSPITALITY OR GIFTS
POLICY NO: H.M. 33

6. **Non-Charity Events:** No elected official or employee shall accept hospitality/gifts to non-charity events such as sporting or cultural events from any individual or organization doing business with the Board.

7. Solicitation of Gifts or Sponsorship

- a. Elected officials or employees shall not solicit hospitality, gifts, benefits or sponsorships for their personal benefit from any individual, company or organization that has an existing or potential business relationship with the Board.
 - b. For special Board functions, the Director of Education may approve the solicitation of gifts, prizes or donations from companies or organizations with whom the Board is not currently involved in a competitive acquisition process and provided that the donation or gift is legal and does not place the Board under any obligation or in a conflict of interest.
8. Exceptions to this policy and resolution of any dispute arising shall be at the discretion of the Director for staff and the Board in the case of trustees in private session.



POLICY SECTION:	HUMAN RESOURCES
SUB-SECTION:	MISCELLANEOUS
POLICY NAME:	ACCEPTANCE OF HOSPITALITY OR GIFTS
POLICY NO:	H.M. 33

Definitions:

Gift or Benefit

Considered to be anything of value received as the result of a business relationship for which the recipient does not pay fair market value. Gifts or benefit refers to items both tangible and intangible such as hard goods, entertainment, trips, financial instruments and services other than hospitality offered directly or indirectly to an elected official or employee of the Board.

Gifts of Considerable Value

Any gift, benefit or hospitality whose value exceeds \$100.00.

Hospitality

The offering of meals, refreshments, entertainment, and transportation.

Donation

A voluntary transfer of property without any benefit received by the donor. Generally, a donation is made if the transfer is voluntary and made without expectation of return, and there is no benefit of any kind that may be provided to the donor or to anyone designated by the donor.

Contributions to Student Achievement

Items directly gifted or funds provided in the form of a gift card or gift certificate to improve and/or enhance the classroom or school environment. Examples include books and classroom supplies.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: ACCEPTANCE OF HOSPITALITY OR GIFTS
POLICY NO: H.M. 33

Evaluation and Metrics:

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

All gifts of considerable value which contribute to student achievement received and accepted on behalf of the TCDSB will be reported by the Director to the Board of Trustees in an annual report.



REPORT TO

REGULAR BOARD

Recommendation for Board Approval of the Terms of Reference for the Ukrainian-Canadian Advisory Committee

"So now faith, hope, and love abide, these three; but the greatest of these is love" 1 Corinthians 13:13

Created, Draft	First Tabling	Review
October 7, 2019	October 17, 2019	Click here to enter a date.
Nick D'Avella – Superintendent of Equity, Diversity, Indigenous Education, and Community Relations Manuel Sequeira – Coordinator International Languages, Parent Engagement, and Community Relations Ericka Aguilera Morales – Community Relations Officer		
RECOMMENDATION REPORT		

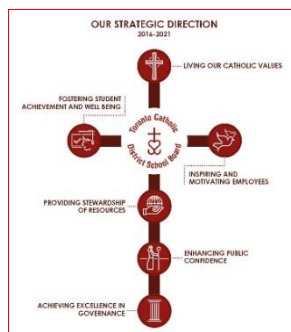
Vision:

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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 presents terms of reference for the Ukrainian-Canadian Advisory Committee (Appendix A), outlines the process by which they were created, and recommends the approval of those terms of reference by the Board of Trustees.

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

B. PURPOSE

1. This report presents the terms of reference for the Ukrainian-Canadian Advisory Committee (Appendix A), and recommends approval of these terms of reference by the Board of Trustees.

C. BACKGROUND

1. At the September 6, 2018 meeting of the Student Achievement and Wellbeing Catholic Education and Human Resources Committee, the Board of Trustees passed the following motion: "...that we establish a Ukrainian-Canadian Community Advisory Committee, and extend an invitation to the Ukrainian community and members of the three Eastern Rite schools community to solicit members to sit on this committee."
2. Subsequently, the Ukrainian-Canadian Advisory Committee was created in accordance with the Board motion and with the Selection Process for Parent /Community Membership on TCDSB Staff, Steering, Advisory or Ad Hoc Committees.
3. A working sub-committee was established to create the terms of reference for the Ukrainian-Canadian Advisory Committee.
4. Using models of terms of reference of existing advisory committees, including the Filipino-Canadian Advisory Committee and the Portuguese-Canadian Advisory Committee, the sub-committee drafted terms of reference and presented these to the full committee in January 2019.
5. The draft terms of reference were reviewed by the full committee. Input was incorporated as appropriate, and a new draft was presented to the TCDSB

Legal Department for review.

6. With the consideration and adoption of Legal Department revisions by the full committee, a final draft of the terms of reference was created in May 2019. (Appendix A)

D. EVIDENCE/RESEARCH/ANALYSIS

1. The terms of reference for the Ukrainian-Canadian Advisory Committee were developed by using existing models to create terms of reference that fulfil the unique mission and meet the unique needs of the Ukrainian-Canadian community.

E. METRICS AND ACCOUNTABILITY

1. The Ukrainian-Canadian Advisory Committee will monitor the effectiveness of the terms of reference as they relate to the fulfilment of the committees' goals and objectives.
2. The terms of reference will be reviewed by the committee on a yearly basis.

F. STAFF RECOMMENDATION

Staff recommends the approval of the terms of reference for the Ukrainian-Canadian Advisory Committee (Appendix A).

Terms of Reference Ukrainian Canadian Advisory Committee

The Ukrainian Canadian Advisory Committee shall have the responsibility for advising the Board of Trustees and Senior Staff of the Toronto Catholic District School Board on matters pertaining to the following:

- 1) Advancing best practices to foster equitable education and greater student achievement for students of Ukrainian Canadian heritage.
- 2) To advocate for commitment, resources and support to improve student success in the Ukrainian Canadian community.
- 3) To ask for a critical analysis and evaluation of the effectiveness of initiatives taken to improve the academic success of students of Ukrainian Canadian heritage.
- 4) To support Ukrainian Canadian families in nurturing their faith through a meaningful relationship between home, school and parish.
- 5) To further support and enhance Ukrainian Canadian heritage, culture and arts within the many different ethno- cultural groups represented within the TCDSB.
- 6) To make recommendations for the allocation of funds to improve student learning and well-being within a caring Catholic community for Ukrainian Canadian students.
- 7) To work in partnership with Ukrainian Canadian and other ethno-cultural organizations in supporting Catholic teachings that speak to equity and diversity within the TCDSB.

Composition of Advisory Committee

The Ukrainian Canadian Advisory Committee shall be comprised of appointed members from the Board of Trustees, staff of the Toronto Catholic District School Board (one member being from the Religion Department) and a maximum of seven appointed community members from the Ukrainian Canadian community as recommended by the Director and approved by the Trustees. All positions are voluntary and the committee shall be comprised of the following:

- one parent of a child in TCDSB of Ukrainian Canadian heritage
- one secondary student of Ukrainian Canadian heritage selected from the Catholic Student Leadership Impact Team (CSLIT)
- five members from the Ukrainian Canadian community that represent various areas of expertise.

The five members will be selected from the following organizations:

- Ukrainian Canadian-Canadian Parents Association in Catholic Education
- Ukrainian Canadian Teachers Association
- a current post-graduate student of Ukrainian Canadian heritage who has previously graduated from the TCDSB
- Ukrainian Canadian Chamber of Commerce
- Ukrainian Canadian Centre of Toronto

Leadership and Guidance

The Ukrainian Canadian Advisory Committee shall have a TCDSB Chairperson and a TCDSB staff liaison/coordinator (from the Community Relations Department) as well as a Co-Chair chosen from the committee, to ensure due process, leadership and effective functioning of the committee.

Terms of Service

The Co-Chair and Advisory Committee shall have a maximum appointment of two terms for two years each. In the appointment of members, the committee shall consider the ability of individuals to carry out the role effectively and to make the time commitment involved. Members who miss more than 2 meetings may be removed from the committee.

Frequency of Meetings

The Committee shall meet four times per year or more frequently at the discretion of the Chair. Quorum for committee meetings will be 50% plus one of the committee members. The advisory committee community members and the TCDSB liaison coordinator shall have ad hoc meetings to follow upon on action items and coordinate future efforts.

Reporting Responsibilities

The Ukrainian Canadian Advisory Committee shall be accountable to the TCDSB for the

effective performance of their roles and responsibilities. The Committee shall develop an annual work plan that shall be presented to the TCDSB for approval. The Committee shall communicate openly with TCDSB to ascertain the progress in achieving the work plan and make revisions as needed.

Appointment Process

The Committee seeks to reflect the diversity within the Ukrainian Canadian community. All positions are voluntary and candidates must be of Ukrainian Canadian heritage. The appointment process shall follow the guidelines laid out in “Selection Process for Parent Membership on TCDSB Staff, Steering, Advisory or Ad Hoc Committees.”



REPORT TO

REGULAR BOARD

RECRUITMENT OF SUPERINTENDENT OF CAPITAL DEVELOPMENT AND ASSET RENEWAL

“This is what the Lord says— your Redeemer, the Holy One of Israel: ‘I am the Lord your God, who teaches you what is best for you, who directs you in the way you should go.’”

Isaiah 48:17

Created, Draft	First Tabling	Review
October 9, 2019	October 17, 2019	Click here to enter a date.

Lloyd Noronha, Associate Director and Chief Financial Officer

Adrian Della Mora, Executive Superintendent, Human Resources

RECOMMENDATION REPORT

Vision:

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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 position of Superintendent of Capital Development and Asset Renewal needs to be filled on a permanent basis. Senior staff will be retaining a recruitment firm to assist with the search. Two trustee representatives are recommended to join the Recruitment Panel.

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

B. PURPOSE

1. To request that two Trustees be appointed to the Recruitment Panel for the Superintendent of Capital Development and Asset Renewal recruit.

C. BACKGROUND

1. ***In June 2019, the Board approved a reorganization of the Facilities Division.*** This Division was split in to two new Divisions called 1) Capital Development and Asset Renewal, and 2) Environmental Support Services. Each new Division was to be led by a Superintendent. They are both currently led by Acting Superintendents.
2. ***A staggered approach to executive recruitment was recommended.*** In June 2019, the Board was advised that the Capital Development and Asset Renewal Superintendent would be the first position filled so as to stagger the start of the two new permanent superintendents.

D. EVIDENCE/RESEARCH/ANALYSIS

1. ***Executive recruitment can be very challenging; especially for specialized positions such as Business Superintendents.*** The Capital Development and Asset Renewal Superintendent position requires a broad mix of skills that include architectural or engineering designations, business acumens, financial planning, project management, executive level managerial skills, communication skills and the ability to consensus build amongst multiple stakeholders such as Trustees, school communities, other levels of government and other building partners.

2. *Senior staff are requesting the Board appoint two Trustees to the Recruitment Panel.* As per past practice, senior staff are recommending that the Board appoint two representatives on the recruitment panel to assist in screening and interviewing potential candidates. They will be joined on the panel by the Director, the Associate Director and CFO, the Executive Superintendent of HR and an Academic Superintendent to be determined.

E. STAFF RECOMMENDATION

That the Board appoint two Trustee representatives on the Recruitment panel for the Superintendent of Capital Development and Asset Renewal.



REPORT TO

REGULAR BOARD

GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO EFFECTIVE FINANCIAL MANAGEMENT AND CONTROL OF OPERATIONS F.M. 08

Whatsoever thy hand findeth to do, do it with all thy might.

- Ecclesiastes 9:10

Created, Draft	First Tabling	Review
September 20, 2019	October 17, 2019	

D. Bilenduke, Senior Coordinator, Finance

P. Matthews, Legal Counsel

P. De Cock, Comptroller for Business Services & Finance

RECOMMENDATION REPORT

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Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report identifies and recommends that the *Effective Financial Management and Control of Operations Policy*, policy F.M. 08 and the corresponding *Operating Procedures* be updated as proposed in Appendix A and Appendix B.

The cumulative staff time required to prepare this report was 8 hours.

B. PURPOSE

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

C. BACKGROUND

1. This policy was originally approved in May 2013 and previously amended in May 2016.
2. It is important that the policy align with current legislation, Public Sector Accounting Board (PSAB) guidelines, industry best practice and other Board policies.
3. All stakeholders must have confidence in the efficiency and control of the Boards financial assets.

D. EVIDENCE/RESEARCH/ANALYSIS

After a thorough review of the policy (Appendix A), the following areas have been identified for revision:

1. Reference to Canadian Generally Accepted Accounting Principles (GAAP) has been updated to International Financial Reporting Standards (IFRS). Reference has also been made to the Public Sector Accounting Board (PSAB) who provide public sector financial guidance in Canada.
2. Banking Services is exempt under the Broader Public Sector (BPS) Procurement Directive and has been updated for *review as required* instead of every five years.

3. Bill 100 received Royal assent on May 29, 2019. This bill amended the wording and conditions regarding Board deficits in Section 231 of the Education Act. This policy has been amended to reflect this change.
4. The Board of Trustees has made major amendments to the Purchasing Policy (F.P. 01). These changes are now reflected in this policy.
5. The restriction on using one-time revenues for ongoing operating expenditures has been deleted.
6. Various grammar and minor edits.

After a thorough review of the operating procedure (Appendix B), the following areas have been identified for revision:

1. The Ministry no longer provides debenture financing for approved capital projects. Funds are cash flowed twice a year as they are spent. Procedures have been amended to account for this change.
2. Business Services has eliminated the position of Administrative Assistant. Cheque continuity and control is the sole responsibility of the Senior Coordinator, Finance.
3. Various grammar and minor edits.

E. METRICS AND ACCOUNTABILITY

1. The Board is kept informed through professional memberships in various governing bodies and associations.
2. Regular attendance at regional meetings and systematic review of legislative, provincial, professional and trade bulletins keeps the Business Services department informed of changes in a timely and strategic manner.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The Board of Trustees and Senior Management are kept abreast of all changes to legislation, professional standards and requirements at the first opportunity.

2. The Boards external auditors review financial controls annually and will test and report to the Audit Committee on any deficiencies.

G. STAFF RECOMMENDATION

That Board approve the revised Effective Financial Management and Control of Operations policy F.M. 08 as written in Appendix A and the corresponding revised Operating Procedures as written in Appendix B.



POLICY SECTION: FINANCE

SUB-SECTION: MISCELLANEOUS

POLICY NAME: EFFECTIVE FINANCIAL
MANAGEMENT AND CONTROL OF
OPERATIONS

POLICY NO: F.M. 08

Date Approved: May 2013	Date of Next Review: May 2019 November 2022	Dates of Amendments: November 13, 2013- Board May 2016- Board November 21, 2019 - Board
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Cross References:

- (1) Education Act, Section 231
- (2) Education Act, Section 232
- (3) Education Act, Section 243 Ontario Regulation 41/10

Consolidated policies: FM05 Signature-Facsimile, FB01 Banks, FB02 Bank Line of Credit, FB03 Short Term Financing and FM06 Cheque Register

Purpose

To provide greater financial accountability and a higher standard for financial controls in alignment with ~~current~~ the Education Act Statutes and Ontario Regulations of Ontario. This policy requires the maintenance of a comprehensive set of operating procedures that will be sensitive to changes in generally accepted accounting principles, new legislation and best business practices.

Scope and Responsibility

The purpose of ensuring financial accountability and effective internal controls is the responsibility of administrators throughout the Toronto Catholic District School Board (TCDSB) organization. The Director of Education, supported by the Chief Financial Officer, is responsible for this policy.

Alignment with MYSP:

Providing Stewardship of Resources

Strengthening Enhancing Public Confidence



POLICY SECTION: FINANCE

SUB-SECTION: MISCELLANEOUS

POLICY NAME: EFFECTIVE FINANCIAL MANAGEMENT AND CONTROL OF OPERATIONS

POLICY NO: F.M. 08

Policy

The Toronto Catholic District School Board (TCDSB) will achieve effective utilization and protection of its financial resources through sound application and management of financial systems and internal controls. These objectives will be achieved by adherence to ~~generally accepted accounting principles~~ **International Financial Reporting Standards (IFRS) as determined by the Public Sector Accounting Board (PSAB)**, sound business practices and applicable Provincial and Federal Statutes and Regulations. Management will maintain comprehensive operational procedures to guide and safeguard both TCDSB staff and assets in its day-to-day operations.

Regulations

Financial Management:

1. The Chief Financial Officer (CFO) for the TCDSB will develop and maintain appropriate, and where required, confidential procedures pertaining to funds disbursement and financial control.
2. A funds disbursement register will be produced on a monthly basis and made available to Trustees of the Board for review.
3. The **provision of** banking services ~~of~~ **to** the TCDSB will be reviewed ~~every five years~~ **as required** by the Audit Committee and any change **in provider** will be made through TCDSB's public tendering process.
4. The Board of Trustees will set an upper limit for short term borrowing by way of a bylaw as required by Ontario Regulation 41/10 and Section 243 of the Education Act.



POLICY SECTION: FINANCE

SUB-SECTION: MISCELLANEOUS

POLICY NAME: EFFECTIVE FINANCIAL MANAGEMENT AND CONTROL OF OPERATIONS

POLICY NO: F.M. 08

5. Investment and borrowing strategies will conform to Ontario Regulation 41/10 of the Education Act and will be reviewed annually by the Audit Committee **and Board of Trustees as part of the annual Treasurer's report.**
6. The Treasurer to the Board will prepare an annual financial report to the Board of Trustees as required by Ontario Regulation 41/10 ~~of the Education Act.~~

Budget Management:

1. Under **Section 232 of** the Education Act ~~(Section 232)~~, the Board is required before the beginning of each fiscal year to prepare and adopt estimates of its revenues and expenses for the fiscal year.
2. Section 231 of the Education Act ~~states no~~ **prohibits** in-year deficits.
 - (1) **A board shall not have an in-year deficit for a fiscal year unless,**
 - (a) **A regulation made under subsection (2) authorizes the board to have an in-year deficit; or**
 - (b) **The Minister approves the deficit in accordance with any regulations made under subsection (3).**

~~A board shall not without the ministry's approval, have an in-year deficit for a fiscal year that is greater than the amount determined as follows:~~

 - ~~1) Take the board's accumulated surplus for the preceding fiscal year. If the board does not have an accumulated surplus, the number determined under this paragraph is deemed to be Zero.~~
 - ~~2) Take 1 % of the Board's operating revenue for the fiscal year.~~
 - ~~3) Take the lesser of the amounts determined under paragraph 1 and 2.~~
3. Annual budgets will ~~continue to show fiscal responsibility~~ **be monitored and reviewed for financial risks.** In any given year when revenue shortfalls or



POLICY SECTION: FINANCE

SUB-SECTION: MISCELLANEOUS

**POLICY NAME: EFFECTIVE FINANCIAL
MANAGEMENT AND CONTROL OF
OPERATIONS**

POLICY NO: F.M. 08

unforeseen expenditures appear to be more than temporary, both the Capital and Operating Budgets will be reviewed by staff and reported to Trustees as appropriate. A number of strategic alternatives will be identified to minimize TCDSB's exposure including reallocating budgets and spending constraints.

4. ~~As per the TCDSB Purchasing Policy (F.P.01), the Board delegates to the Director of Education, the authority to approve the award of all contracts and expenditures where the budget, project or report has been approved by the Board with the exception of:~~

- ~~1) New school construction and major school additions;~~
- ~~2) Contracts which have exceeded the approved budget;~~
- ~~3) Significant strategic initiatives.~~

the Board of Trustees delegates to the Director of Education the authority to approve the award of all contracts and expenditures up to \$50,000. All other contracts and expenditures greater than \$50,000 must be approved by the Board of Trustees before any money is spent.

5. ~~Reallocation of funds may be done between departments and among programs within a department with the approval of the Director of Education.~~
6. Monthly financial reports will be distributed to the respective department heads to enable them to manage their budgets and enable the monitoring and control of the budget as authorized by the Board.
7. Financial and budget status reports, ~~including decisions made under regulations 4 and 5 above,~~ will be presented quarterly to the Board by the Business Services Department. Such reports will be in a format that will enable the Board to understand the budget and the financial status of the TCDSB.



POLICY SECTION: FINANCE

SUB-SECTION: MISCELLANEOUS

**POLICY NAME: EFFECTIVE FINANCIAL
MANAGEMENT AND CONTROL OF
OPERATIONS**

POLICY NO: F.M. 08

8. ~~TCDSB staff shall not use one time revenues for ongoing operating expenditures. One time revenues may be used to fund non-recurring expenditures or services that can be completed within a specific amount of time without long term cost implication to TCDSB, provided it is duly approved by the Director of Education.~~
9. TCDSB will not as an ongoing practice depend on prior year's surplus to balance the current year's budget. The prior year's surplus will be transferred to
the an operating reserve. In the event of a **an in-year** deficit, it will be funded through this reserve **in accordance with Section 231 of the Education Act.**
10. The tangible Capital assets of TCDSB are capitalized at historical costs and are amortized over the asset's useful life.
11. The **TCDSB** prepares its financial information in accordance with the local government accounting standards of the Public Sector Accounting Board of the Chartered Professional Accountants Canada (CPA).
12. Sources of financing and expenditures are reported on the accrual basis of accounting. The accrual basis of accounting recognizes revenues as they are earned, and expenditures are recognized as they are incurred as a result of goods or services received and the creation of a legal obligation to pay.
13. The TCDSB prepares budgets for the operating and capital funds. Budgets are prepared on the accrual basis of accounting. The basis of budgeting is the same as the basis of accounting, i.e. the accrual basis.



POLICY SECTION: FINANCE

SUB-SECTION: MISCELLANEOUS

**POLICY NAME: EFFECTIVE FINANCIAL
MANAGEMENT AND CONTROL OF
OPERATIONS**

POLICY NO: F.M. 08

Evaluation & Metrics

1. Audit Committee, the TCDSB internal and external Auditors, and the Regional Internal Audit Team (RIAT) will provide input on the this policy to the Board of Trustees as required; All audits conducted would be relevant to the budget services which will be measured against the effectiveness of this policy and other relevant Board policies;
2. The Report of the External Auditors on Internal Financial Controls will be provided annually to the Board of Trustees; and
3. **An u**Unqualified opinion from **the** external auditors will demonstrate effective financial management and control of operations.

TCDSB Finance and Accounting Operating Procedures

Updated:

BANK LINE OF CREDIT & BORROWING

The Board of Trustees are required to pass a borrowing bylaw for each fiscal year of the Board. The bylaw may be in effect for more than one year but must not exceed the term of the Trustees.

1. The bylaw must set an upper limit for short term borrowing by the Board.
2. An original copy of the borrowing bylaw must be filed with our bank before any short term funds are extended.
3. The TCDSB Finance Department are responsible for maintaining a timely and accurate cash flow and will distinguish between Line of Credit and Bankers Acceptance financing. They will also be responsible for analyzing and recommending any new financing vehicles offered.
4. TCDSB may borrow funds from time to time to meet current expenditures until current revenues have been received in accordance with Ontario Regulation 41/10 of the Education Act.
5. Expenditures on approved capital projects are considered current expenditures until the project is eligible for ~~debenture~~ **EDU** financing.
6. **EDU funded cashflows** ~~Debentures~~ for capital projects ~~financing~~ will be ~~issued at the first opportunity by the Ontario Financing Authority in accordance with Ontario Regulation 41/10 of the Education Act and the proceeds of the issue will be used to offset~~ **applied to** any short-term borrowing required for the project ~~debentured~~ **funded**.

SHORT TERM INVESTING

The TCDSB shall minimize investment risk and determine the limit of its investments in any one eligible investment by diversifying its portfolio.

1. Funds not required for the day to day operation of the Board will be invested in accordance with section 241 of the Education Act (“the Act”); and Ontario Regulation 41/10 of the Education Act where the best rates are obtained using an eligible investment as defined in Part IV of the act. The Board may make investments in Schedule I and Schedule II banks on its own and will use an experienced investment broker for all other investments eligible under the Act.
2. Short term investments will be made in varying terms and amounts wherever possible in order to mitigate risk; the maximum term will be 90 days unless requested by the Chief Financial Officer (CFO) Associate Director of Business Services.
3. Trust Funds will also be regulated by this procedure however; a longer term may be used when it is advantageous to do so.

SIGNATURES

An electronic cheque signature may be used to produce “Facsimile signatures” on TCDSB cheques, electronic transfers of funds, investment and borrowing activities.

A signature stamp may be used by a Director or Associate Director level signing officer only, provided a verbal authorization has been received prior to its use.

A. Automated Cheques

1. The cheque production and signing process is controlled in Financial Services by segregated and non-conflicting individuals.
2. A proposed cheque run will be produced prior to the cheques being run. The proposal will list all vendors, corresponding invoices and amounts selected for payment and will be approved by the Senior Coordinator, Finance or their designate. The signed document will be filed in the Finance department for audit purposes.
3. The ~~Administrative Assistant, Business Services~~ **Senior Coordinator of Finance** will be responsible for ensuring the continuity of cheque numbers and accounting for any missing cheque numbers.
4. A cheque register will be maintained indicating:
 - Cheque number
 - Cheque date
 - Cheque amount
 - Vendor and vendor number
 - All void or destroyed cheques
5. All approvals for payment will be received prior to the invoice being entered for payment as per the Purchasing Policy.
6. Payroll and Gratuity cheques (non EFT) will be entered in the Payroll department and produced by the Finance Department using the above procedures.

B. Manual Cheques

1. The Board will keep a unique range of cheque numbers reserved for manual cheques.
2. A minimal number of manual cheques will be stored in the Finance Department in a safe and secure area.
3. Manual cheques will be issued on an emergency basis only as a last resort.
4. Manual cheques under \$5,000 will require the signature of at least one signing authority. Cheques greater than \$5,000 will require the signatures of two signing authorities. Copies of the cheque and original documentation must be sent to the Finance Department and entered into the automated system at the first opportunity.

5. All approvals for payment will be received prior to the manual cheque being issued as per the Purchasing Policy.

C. Electronic Funds Transfers (EFT's)

1. Electronic funds transfers will be batch processed once per week.
2. Only permanent approved vendors will be eligible for EFT.
3. The same procedures for automated cheques above will apply to EFT's. An EFT register will also be maintained.

D. Investing and Borrowing

1. The Finance department will seek the best rates of return on surplus cash within the investing guidelines legislated by the Education Act.
2. The recommended investment along with comparative alternatives will be presented to the Treasurer or their designate for approval. A designate must be a signing authority of the Board.
3. The approved document will be used to instruct the bank to wire the funds to the appropriate investment.
4. An investment register will be maintained indicating:
 - Investment amount
 - Investment date
 - Investment term
 - Investment holder
 - Matured investments
5. The Finance Department will utilize the bank line of credit for any short term cash shortfalls. As cash shortfalls become fixed over longer periods of time (but less than one year) the Finance Department will investigate lower cost fixed term borrowing instruments.
6. A borrowing proposal will be approved by the Treasurer and one other

signing officer of the Board before the request is made.

E. School Cheques

1. All school cheques must have two signatures for amounts over five thousand dollars. The Principal; or designate in his absence, must always be the first signature and the second signature would be a Vice Principal. In schools without Vice Principals the Area Superintendent would be responsible for the second signature.

2. Due to logistics it is not possible to have the superintendent's signature on file at all banks in his area nor is it reasonable to expect them to be physically present to sign the cheque.
3. In situations where only one signing officer is in a school it will suffice to have an email from the superintendent approving the release of the cheque on file or their signature on the original supporting document approving the payment.

F. Signature Stamps

1. A signature stamp may be used by a Director or Associate Director level signing officer of the Board and the signatory for charitable donation receipts.
2. No other employee of the Board; including signing officers for school cheques, will possess or use a signature stamp.
3. An authorized signature stamp will be stored in a safe and secure area accessible only by the signatory and their designate.
4. A signature stamp will only be used after receiving verbal approval from the signatory.
5. A copy of the signed document will be retained for the signatories review.

DISBURSEMENTS REGISTER

1. An alphabetical list of disbursements issued by the Board shall be made available on a monthly basis for information to the Board of Trustees. The list will include both cheques and electronic funds transfers (EFT's).
2. The list will be posted each month to the electronic Agenda's site under Financial Reports.



REPORT TO

REGULAR BOARD

REPORT OF GOVERNANCE AND POLICY COMMITTEE ON POLICY ON ELEMENTARY FRENCH PROGRAMMING S.P.O2

Created, Draft	First Tabling	Review
September 30, 2019	October 17, 2019	
Lori DiMarco, Superintendent, Curriculum Leadership & Innovation; Academic ICT		
RECOMMENDATION REPORT		

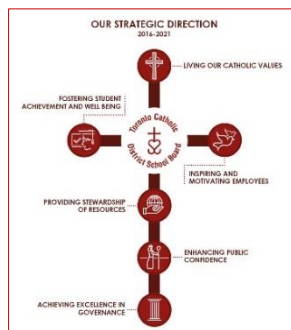
Vision:

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 Policy on Elementary French Programming S.P. 02 to conform to current practice and policies.

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

B. PURPOSE

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

C. BACKGROUND

1. The Policy on Elementary French Programming was first approved in October 1986 and was previously amended in April 2006 and June 2015.
2. Changes to this policy reflect current practice and alignment with related policies:
 - Elementary School Admissions S.A. 01
 - Transportation S.T. 01
 - Program Transportation S.T. 05
 - School Accommodation Review S. 09

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from the Facilities and Communications Departments, Field Superintendents and Legal Services.

E. METRICS AND ACCOUNTABILITY

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

F. IMPLEMENTATION

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

G. STAFF RECOMMENDATION

That the revised POLICY ON ELEMENTARY FRENCH PROGRAMMING S.P. 02 provided in Report Appendix A be approved.



POLICY SECTION: **SCHOOLS**

SUB-SECTION: **PROGRAM**

POLICY NAME: **ELEMENTARY FRENCH
PROGRAMMING**

POLICY NO: **S.P. 02**

Date Approved: June 11th, 2015	Date of Next Review: 2024	Dates of Amendments: October 1986; April 2006; June 2015
<p>Cross References: Elementary School Admissions and Placement S.A. 01 S.T. 01 Transportation S.T. 01 S.T. 05 Program Transportation S.T. 05 School Accommodation Review S. 09</p> <p>To be Consolidated: French As A Second Language (FSL) S.P. 02 Establishment of an elementary Extended French Centre (FSL) S.P. 03 Review of Elementary Extended French Centre (FSL) S.P. 04 Elementary French Immersion S.P. 10</p>		
<p>Appendix A – Elementary Extended French Boundaries Appendix B - Elementary French Immersion Boundaries</p>		

Purpose:

This Policy provides the conditions by which all Elementary French programming in the Toronto Catholic District School Board shall be governed. The policy considers how children shall be admitted to Toronto Catholic District School Board for placement in an Elementary French Immersion or Extended French program.

Scope and Responsibility:

This policy extends to all elementary schools of the board offering French as a Second Language programming, and more specifically also to those schools designated as French Immersion or Extended French program learning centres. The Director of Education is responsible for this policy.



POLICY SECTION: SCHOOLS
SUB-SECTION: PROGRAM
POLICY NAME: ELEMENTARY FRENCH PROGRAMMING
POLICY NO: S.P. 02

Alignment with MYSP:

Living Our Catholic Values
Strengthening **Enhancing** Public Confidence
Fostering Student Achievement and Well-Being

Financial Impact

~~May have financial impact based on enrolment. Further there are noteworthy costs associated with expanding the number of French Immersion or Extended French program learning sites. The board receives funding for Core French instruction beginning in grade 4.~~

Legal Impact

~~The board has a legal obligation to provide Core French instruction commencing in grade 4. There are no obligations under the Education Act for the provision of Extended French and French Immersion programs.~~

Policy:

This policy provides the conditions that govern French language and French culture instruction in all elementary schools of the Toronto Catholic District School Board. This policy further provides the conditions by which children shall be admitted and placed into the Elementary Extended French and French Immersion Centres of the Toronto Catholic District School Board. It further establishes the criteria for the review of Elementary Extended French and French Immersion programs.

Regulations:

1. The Core French program shall be taught in all TCDSB English language schools, per the collective agreement requirements for grades 1 to 4 and grades 5 to 8.
2. All students from grades 1 to 8 shall be required to participate in the Core French program.



POLICY SECTION: **SCHOOLS**
SUB-SECTION: **PROGRAM**
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3. All student-teacher pupil ratios within a French as a Second Language program will be consistent with contractual obligations under the current collective agreement with the Toronto Elementary Catholic Teacher (TECT) federation.
4.
 - a) Notwithstanding regulation 2, the temporary exemption of certain elementary students from Core French instruction may be approved by the local supervisory officer, in conjunction with the Superintendent of Special Services, where it is established that the student is not profiting from the French program and would be better served by differentiated special education programming. Such an exemption should be determined through the Identification and Program Review Committee (IPRC). This does not preclude providing accommodation or modification for pupils entitled to those provisions through an Individual Education Plan.
 - b) The principal shall arrange and be responsible for a profitable learning experience on the part of the student being exempted from the French Core program, during the French period.
5. All French language based instruction in Core French classes, in Extended French classes and in French Immersion classes will be consistent with the Ministry of Education A Framework for French as a Second Language in Ontario Schools K-12, (2013).
6. All Elementary Extended French As a Second Language Centers for students attending English language schools shall be established within the context of the board's Long Term Accommodation and Program Plan for Elementary Schools and shall be approved by the Board of Trustees upon the recommendation of the Director of Education. Factors that shall be considered in their development are:
 - a) Potential to populate the program based on students desiring to attend a bilingual program.
 - b) Financial implications of implementing the program
 - c) Availability of classroom space in the proposed host school.



POLICY SECTION: SCHOOLS
SUB-SECTION: PROGRAM
POLICY NAME: ELEMENTARY FRENCH PROGRAMMING
POLICY NO: S.P. 02

d) Availability of staff to deliver the program.

7. The Elementary Extended French as a Second Language program shall begin in grade 5, and each site shall serve a regional boundary area, as identified in Appendix **AB**.
8. The minimum number of students recommended to commence an Elementary Extended French as a Second Language program the first year in grade 5 will be consistent with the Ministry of Education ~~Pupil Teacher Ratio (PTR) average for the junior intermediate division,~~ **average junior/intermediate (grades 4- 8) class size and maximum class loadings**, as per the current collective agreement with the Toronto Elementary Catholic Teachers (TECT) federation.
9. Students attending the Elementary Extended French As a Second Language program may be drawn from the host school in which the program will be located and/or from within the regional boundary area (per Appendix **AB**). Admission shall be administered by the following considerations:
 - a) All students of the TCDSB will fall into a boundary for one of the identified Elementary Extended French as a Second Language Centres. The TCDSB Community School Locator will identify the appropriate Elementary Extended French Centre based on residential address of the pupil. (Per Appendix **AB**)
 - b) All students in grade 4 have the opportunity to declare an interest in attending an Elementary Extended French as a Second Language Centre.
 - c) It is recommended that as parents make their determination regarding programming for their child, that consultation take place with the grade 4 FSL and classroom teacher, to assess the likelihood that any pupil applying to an Elementary Extended French as a Second Language Program will experience success studying within an Extended French as a Second Language program. Parents shall be informed of teacher recommendation. Per regulation 4a) this does not preclude providing accommodation or



POLICY SECTION: **SCHOOLS**
SUB-SECTION: **PROGRAM**
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- modification for pupils entitled to those provisions through an Individual Education Plan.
- d) Pupils who will be admitted into the Extended French as a Second Language Program will be placed in accordance with normal registration protocol from those endorsed as candidates per the protocol identified in regulation 9c). The order of applications will be determined by date and time of completion of initial application for registration. Pupils applying to the Extended French Program within the first ~~month~~ **three weeks** of registration, who have an older sibling returning to the Extended French Program the following year, will be given first priority regardless of date and time stamp.
 - e) Resident pupils who live within the regional boundary for a particular Extended French as a Second Language Program who are applying to the English stream of the Extended French Centre, and who have a sibling enrolled in the regional program, will not be considered for automatic admission, but rather will be governed by S.A. 01 Admission and Placement of Elementary Pupils Policy.
 - f) Subject to availability of space, non-resident pupils will be considered subsequent to the placement of all resident pupils who have expressed interest in admission to the Extended French as a Second Language program, per Regulations a) through e) above.
- 10.If a pupil is admitted to a regional Extended French as a Second Language Program and the host school for the program is not their English language home school, and the pupil does not remain in the Extended French program, he/she may be asked to return to their “home school” if there is not space available in the English stream of the host school.
- 11.Provision of transportation for pupils attending this program will be in accordance with the transportation policy. The placement of a pupil under this policy does not constitute a commitment of the Board to provide transportation.



POLICY SECTION: **SCHOOLS**
SUB-SECTION: **PROGRAM**
POLICY NAME: **ELEMENTARY FRENCH**
 PROGRAMMING
POLICY NO: **S.P. 02**

12. The viability of an Elementary Extended French Centre shall be reviewed when low enrolment levels create organizational or program difficulties. A school review committee will be established in November of the school year upon the recommendation of the Director of Education if:
- a) enrolment of the Extended French Centre has declined to fewer than 80 students (grades 5-8), **and at least 20 per class based on one class per grade**, on the 30th of September;
 - b) a request has been received through the principal from the Catholic School Parent Council to initiate such a process.
13. A review committee for an Elementary Extended French Centre per Regulation would consist of the following individuals:
- a) The area Superintendent (Chair);
 - b) The Principal of the Extended French Centre;
 - c) Two parents of a students enrolled in the center; one from the English track and one from the Extended French track;
 - d) A representative from the Catholic School Parent Advisory Council;
 - e) A student in the program (non-voting member);
 - f) A trustee in whose ward the school is located.
14. The advisory review committee will make a recommendation based upon the following considerations:
- a) The projected enrolment of the school/regional family of schools;
 - b) The ability of the Centre to provide an effective, viable Extended French program;
 - c) The effect that the Extended French program has on the overall school;
 - d) The effect the phasing out of the program will have on the school/family of schools;
 - e) The budget and fiscal considerations as a result of the program.
15. Where the school review committee concludes that the Extended French Centre should be phased out, a recommendation will be made to the Board of Trustees through the Director.



POLICY SECTION: SCHOOLS
SUB-SECTION: PROGRAM
POLICY NAME: ELEMENTARY FRENCH PROGRAMMING
POLICY NO: S.P. 02

16. Elementary French Immersion programs in schools of the Toronto Catholic District School Board shall be established within the context of the board's Long Term Accommodation and Program Plan for Elementary Schools and shall be approved by the Board of Trustees upon the recommendation of the Director of Education. Factors that shall be considered in establishing French Immersion Centres are:

- a) Potential to populate the program based on students desiring to attend a French Immersion program;
- b) Financial implications of implementing the program;
- c) Availability of classroom space in the proposed host school;
- d) Availability of staff to deliver the program;
- e) Consultation with the school community and community-at large to assess desire for the program, consistent with the Community Engagement policy.

17. a) Where a French Immersion program is established it will be introduced at the Junior Kindergarten level.

- b) When a French Immersion program is established in a school currently operating as an Extended French Centre, the Extended French program will be phased out as the French Immersion program is phased in throughout all grades.

18. Where a decision is made to proceed with offering a French Immersion program, the following enrolment criteria will be met by June 1st, for the following September:

- a) The recommended minimum number of students to commence an Elementary Immersion program in the pre-primary in the first year will be consistent with **the Ministry of Education average Kindergarten class size; and**



POLICY SECTION: SCHOOLS
SUB-SECTION: PROGRAM
POLICY NAME: ELEMENTARY FRENCH PROGRAMMING
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- b) **the** Board pupil-teacher ratio average loading for the Early Learning Program, per the current collective agreement with the Toronto Elementary Catholic Teachers (TECT) federation.

19. Location of French Immersion Programs are regional **(see Appendix B)** and ~~should serve families of schools~~ **and act as Centres which serve a larger family of schools.** ~~for a larger geographic area. Students attending— applying for the Elementary French Immersion program may be drawn from the regular school boundary will be given priority in which the program will be located and from a larger family of schools. TCDSB supports a dual track vision for the delivery of French Immersion.~~ will be placed based on established priorities as outlined in this regulation (19 a, b, c and e) where space permits. Admission caps for each of the two tracks will be set on an annual basis in conjunction with the Planning department, **Human Resources**, the Superintendent of the school and the local staff, with a goal of maintaining a healthy, viable programs in both tracks. Admission shall be administered **based on eligibility in accordance with “S.A.01 Admissions and Placement of Elementary Pupils”** and by the following considerations:

- a) Priority 1: ~~Resident pupils who are applying to the French Immersion Program who have a~~ **Siblings of students already** enrolled in the same French Immersion School who will be returning the next year.
- b) Priority 2: Pupils who live within the regular school **fixed attendance** boundary of the French Immersion School.
- c) Priority 3: All pupils who live within the larger regional family of schools may apply for admission, but placement in the French Immersion Program will only occur if space permits, and based on a date, time stamp process (per regulation 19e).
- d) Any pupil may be a candidate for admission to an Elementary French Immersion program when entering at a pre- primary grade level.
- e) Pupils who will be admitted into the French Immersion Program will be placed in accordance with normal registration protocol. The order of applications will be determined by date and time of completion of initial application for registration.



POLICY SECTION: **SCHOOLS**
SUB-SECTION: **PROGRAM**
POLICY NAME: **ELEMENTARY FRENCH**
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- f) Resident pupils who live within the regional boundary and who request the English stream in the dual track French Immersion school, who have a sibling enrolled in the regional program will not be considered for automatic admission, but rather will be governed by S.A. 01 Admission and Placement of Elementary Pupils Policy.
 - g) If application has been made to a French Immersion Program that has exceeded capacity, redirection will be offered to both the closest French Immersion Program site with space and/or to the home school or closest proximate school to the pupil's residential address, with space in English track programming.
 - h) All single track French Immersion schools established before the adoption of this policy will be grandfathered.
- 201.** Provision of transportation for pupils attending the French Immersion programs will be in accordance with the transportation policy. At the present time TCDSB provides no transportation for French immersion.
- 212.** The viability of an Elementary French Immersion Centre shall be reviewed when low enrolment levels create organizational or program difficulties. A school accommodation review committee will be established in November of the school year upon the recommendation of the Director of Education if:
- a) the minimum number of junior and/or senior kindergarten registrants falls below twenty students in a given year; and/or
 - b) a request has been received through the principal from the Catholic School Parent Council to initiate such a process. The School Accommodation Review Committee will be guided by Policy S. 09 School Accommodation Review.

Definitions:

Core French:

Students learn French as a subject. At the elementary level, students must accumulate a minimum of 600 hours of French instruction by the end of Grade 8.



POLICY SECTION:	SCHOOLS
SUB-SECTION:	PROGRAM
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POLICY NO:	S.P. 02

Note: At the secondary level, academic, applied and open courses are offered for Grades 9 and 10; university preparation and open courses are offered for Grades 11 and 12.

Dual Track:

Schools which offer core programming in two languages, French and English.

Extended French:

Students learn French as a subject and French serves as the language of instruction in at least one other subject. At the elementary level, a minimum of 25 per cent of all instruction is provided in French. In TCDSB Extended French as a Second Language Centres begin in grade 5.

Note: At the secondary level, academic courses are offered for Grades 9 and 10; university preparation courses are offered for Grades 11 and 12. In the Extended French program, students accumulate seven credits in French: four are FSL language courses and three are other subjects in which French is the language of instruction.

French Immersion:

Students learn French as a subject and French serves as the language of instruction in two or more other subjects. At the elementary level, at least approximately 50 per cent of all instruction is provided in French in order to meet the total number of hours required for the French Immersion certificate. In TCDSB French Immersion programs begin at Junior Kindergarten.

Note: At the secondary level, academic and applied courses are offered for Grades 9 and 10; university preparation and open courses are offered for Grades 11 and 12. In the French Immersion program, students accumulate ten credits in French: four are FSL language courses and six are other subjects in which French is the language of instruction.

Single Track:

School which offer core programming in only one language: English or French.



POLICY SECTION: SCHOOLS
SUB-SECTION: PROGRAM
POLICY NAME: ELEMENTARY FRENCH
PROGRAMMING
POLICY NO: S.P. 02

Evaluation and Metrics:

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

1. A review of all French programming will occur within the cycle of curriculum review and will be consistent with all Ministry of Education curriculum Guideline revisions.
2. The viability and cost-effectiveness of all Extended French and French Immersion program sites will be reviewed and considered with the context of the board's Long Term Program Plan.



REPORT TO

REGULAR BOARD

REPORT OF GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO COMMUNITY PLANNING AND FACILITY PARTNERSHIPS POLICY B.R.07

“and they put him in custody, until the decision of the Lord should be made clear to them.” – Leviticus 24:12

Created, Draft	First Tabling	Review
September 20, 2019	October 17, 2019	Click here to enter a date.

E. Pallotta, Sr. Coordinator, Development Services

B. Leporati, Sr. Coordinator, Planning Services

M. Loberto, Superintendent, Planning and Development Services

RECOMMENDATION REPORT

Vision:

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

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report recommends updating the *Community Planning and Facility Partnerships Policy* to reflect minor edits of content organization and syntax. The Policy has not received major revisions as the Ministry of Education is expected to release updated guidelines that could affect Policy conformity. It is expected that with this release of updates from the Ministry of Education, a subsequent review of the Policy will be required.

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

B. BACKGROUND

1. The *Community Planning and Facility Partnerships Policy* was first approved in January 2007 and was amended in May 2013, February 2014 and May 2016.
2. The Policy proposed amendments (*Appendix 'A'*) reflect minor revisions to content organization and syntax.
3. It is expected that with a forthcoming release of updates from the Ministry of Education a subsequent review and amendment of the Policy will be required and brought to the Governance and Policy Committee for consideration.

C. EVIDENCE/RESEARCH/ANALYSIS

1. The proposed amendments to the policy are minor in nature and intended to provide clarity to the existing policy. There are no significant policy changes proposed at this time.
2. This policy has been amended in consultation with staff from the Communications Departments and Legal Services.

D. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by policy development staff.
2. Further reports will be brought to Board in accordance with the policy review schedule or sooner if revisions to the associated guidelines are introduced by the Ministry of Education.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

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

F. STAFF RECOMMENDATION

Staff recommends that the Board approve the amendments to the *Community Planning and Facility Partnerships Policy* as outlined in *Appendix 'A'*.



POLICY SECTION: BUILDING/PLANT/GROUNDS

SUB-SECTION: RENTALS/PERMITS

POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY

POLICY NO: B.R. 07

Date Approved: January 2007	Date of Next Review: May 2019	Dates of Amendments: May 2013 February 2014 May 2016 September 2019
<p>Cross References:</p> <p>Ministry of Education Community Planning and Partnerships Guideline (CPPG), March 2015. Ministry of Education Pupil Accommodation Review Guideline (PARG), March 2015. Pupil Accommodation Review Policy (S.09) H.M. 24 Catholic Equity and Inclusive Education Policy</p>		
<p>Schedule A: Application for Interest in Establishing Community Planning and Facility Partnership</p>		

Purpose:

This Policy has been prepared in accordance with the Ministry of Education's Community Planning and Partnerships Guidelines (CPPG), March 2015. The purpose of this Policy and its regulations are is to provide direction, and a framework to seek out and support the development of facility partnership opportunities with community partners that are compatible with the Toronto Catholic District School Board's (Board's) mandate and Multi-Year Strategic Plan, respect its values and in no way hinder the Board's ability to achieve its goals and objectives.



POLICY SECTION: BUILDING/PLANT/GROUNDS

SUB-SECTION: RENTALS/PERMITS

POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY

POLICY NO: B.R. 07

Scope and Responsibility:

This Policy applies to all existing schools and properties of the ~~Toronto Catholic District School Board~~ (the Board), as well as to new construction projects such as new schools and additions. The Director of Education is responsible for this Policy.

Alignment with MYSP:

Living Our Catholic ~~✶~~Values

Strengthening **Enhancing** Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Financial Impact:

~~Community partnerships established through the implementation of this Policy may result in a reduction of facility operating costs for the Board. The Board is not expected to absorb additional costs to support facility partnerships. The Board can recover any costs associated with operation, maintenance, administration, renovation and capital improvements (to make space suitable for use by facility partners) arising from the community partnership.~~

Legal Impact:-

~~The Board could be involved in legal proceedings if community partnerships are not established in accordance with this Policy.~~

~~The Education Act requires school boards to maintain a safe learning environment for pupils under its care. The Board must be vigilant in establishing community partnerships to ensure that the safety of students is not compromised.~~



POLICY SECTION: BUILDING/PLANT/GROUNDS

SUB-SECTION: RENTALS/PERMITS

POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY

POLICY NO: B.R. 07

Policy:

The ~~Toronto Catholic District School Board~~ is committed to **equity of opportunity and outcomes for its diverse population of students by creating the best optimal environments for learning.** ~~learning environment in its schools for the elementary and secondary school age population of the City of Toronto.~~ Community partnerships between the Board and community organizations have the potential to reduce facility operating costs and maximize the efficient utilization of Board assets. They also have the potential to improve services and supports available to students. Community partnerships ~~can also strengthen relationships,~~ **promote equity and inclusion, and enhance** ~~between the Board, community partners and the public, and provide a foundation for improved service delivery for communities.~~ The Board will, in accordance with this Policy, endeavor to seek out and support community partnerships that are of benefit to the Board, its students and the wider community.

Principles:

The Board is committed to ~~the~~ **equitable**, responsive, and responsible allocation of resources, including the provision of equitable, affordable and sustainable learning facilities. The following principles will be used as a foundation to support the mission and vision of the Board in pursuing and establishing community partnerships.

- i. The Board's primary responsibility is to support and promote student achievement and **wellbeing in a safe, equitable, and inclusive environment.** ~~as well as providing a safe and healthy environment for its students and staff.~~
- ii. Effective community partnerships must respect the core values of each partner.
- iii. The Board will continue to have the authority to make decisions regarding its school facilities and the use of its properties that are consistent with the Education Act.



POLICY SECTION: BUILDING/PLANT/GROUNDS

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POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY

POLICY NO: B.R. 07

- iv. This Policy does not prevent the Board from building, renovating or closing schools, or from disposing of surplus assets as necessary.
- v. Based on criteria contained in this Policy, the Board will have the sole discretion to identify, on an annual basis, buildings and sites that are suitable and available for community partnerships, as well as to determine which future new construction projects may present an opportunity for co-building with community partners.
- vi. The Board will consider, and at its sole discretion determine the eligibility of all potential partners based on criteria contained in this Policy.
- vii. At a minimum, community partnerships will be based on full cost-recovery to the Board.
- viii. **The Board will not absorb additional costs to support facility partnerships. The Board can recover any costs associated with operation, maintenance, administration, renovation and capital improvements (to make space suitable for use by facility partners) arising from the community partnership.**
- ix. The Board will continue to follow Ontario Regulation 444/98 regarding the lease or sale of assets which have been declared surplus.
- x. This Policy recognizes that facility sharing between publicly funded school boards through co-ownership, lease or other agreements is a priority for the Ministry of Education and school boards; coterminous boards that have priority status under O. Reg. 444/98 shall not be disadvantaged under this Policy.
- xi. The Board may choose to enter into a license or joint-use agreement for space that is unused but has not been declared surplus.
- xii. While this Policy focuses on facility based partnerships as opposed to those of a service or program based nature, the Board is encouraged to pursue service/program exchanges that may arise with its facility partners.



POLICY SECTION: BUILDING/PLANT/GROUNDS

SUB-SECTION: RENTALS/PERMITS

POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY

POLICY NO: B.R. 07

Regulations:

1. Identification of Space for Partnership Opportunities

- a) This Policy shall apply to situations in which unused space on all existing school sites or in existing facilities, is to be considered for community partnership purposes. This Policy shall also apply to partnership opportunities involving new construction.
- b) Based on the Board's Long Term Accommodation Plan (LTAP) and other sources of information available to staff, an annual review of the Board's property assets shall be undertaken to identify underutilized facilities that have suitable spaces for potential partnership opportunities, as well as potential co-building opportunities with respect to new construction.
- c) Locations identified as being suitable for facility partnerships or co-build opportunities shall be subject to Board approval.

2. Partnerships - Underutilized Space

- a) In identifying existing facilities with potential partnership opportunities, the annual review of the Board's assets shall take into consideration, but not be limited to the following factors: site size, school capacity, current and projected enrolment, facility condition, current programming and initiatives.
- b) The following criteria, where applicable, may be considered in determining the suitability of facilities for partnership opportunities. Other criteria may also be considered.
 - i. Facilities that have been at 60% utilization or less for two consecutive years or have 200 or more unused pupil places.
 - ii. Facilities with a 5-year projected utilization rate of 60% or less from the start of the partnership.



POLICY SECTION: BUILDING/PLANT/GROUNDS

SUB-SECTION: RENTALS/PERMITS

POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY

POLICY NO: B.R. 07

- iii. Ability to identify and create a separate, distinct and contiguous space within the facility, without compromising or detrimentally affecting the remaining space to be used for school programming, and other Board programs or administrative purposes.
- iv. Facility will not be required for programming purposes or other **Board** uses in the future.
- v. Identified space can be easily accessed as required without disruption to the existing use of the facility or building.
- vi. Site constraints and limitations.
- vii. Compliance with planning controls such as the City of Toronto Official Plan and Zoning By-law (eg. permitted land use, parking requirements, other performance standards).

- c) In addition to identifying underutilized facilities with potential partnership opportunities, the annual review will also provide details regarding the available space at those facilities, such as location and area of space, facility amenities, and required renovations or improvements if needed.

3. Partnerships - New Construction

- a) Construction of new schools, additions and significant renovations may be considered as opportunities for partnerships. Site size, topography and other physical constraints may limit partnership opportunities.
- b) When considering building a new school or undertaking a significant addition or renovation, the Board shall notify potential partners one to three years prior to the potential start date of construction.
- c) To support potential partners in determining the project's suitability for their purposes, the Board shall provide them with sufficient information regarding the project plans.
- d) The Board does not require an identified source of funding or Ministry approval for the project prior to notifying potential partners.



POLICY SECTION: BUILDING/PLANT/GROUNDS

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- e) Potential community partners are to be encouraged to notify the Board (by way of letter to the Director of Education) about their proposals or plans to build new facilities.
- f) Partnership opportunities involving new construction shall be evaluated on a case-by-case basis to determine if the partnership is appropriate for, and in the best interests of the Board.

4. Community Consultation and Notification Requirements

- a) The Board shall hold one public meeting annually to discuss potential partnership opportunities with the public and community organizations. The public meeting may be a dedicated meeting specifically for this purpose, or may be held as part of a regularly scheduled Board meeting.
- b) Additional information meetings may be held by staff and potential partners for purposes of clarification, responding to further inquiries, or to discuss supplementary information.
- c) Results of the annual review of underutilized facilities that have suitable spaces for potential partnership opportunities, as well as potential co-building opportunities with respect to new construction (Regulation 1(b)), will be used as the basis to inform the annual public meeting as well as other meetings between staff and potential partners.
- d) For purposes of community consultation and the annual public meeting, the Board shall create a notification list to include, but not limited to the public sector and community agencies identified below. The Board may, at its discretion, add other entities to the notification list, as well as prioritize the entities that appear on the list.
 - i. Agencies listed under Ontario Regulation 444/98:



POLICY SECTION: BUILDING/PLANT/GROUNDS

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- Co-terminus School Boards
- City of Toronto
- Local colleges and universities
- Provincial Government
- Federal Government

ii. Agencies required under the Ministry CPPG

- District Social Services Administration Board(s) or Consolidated Municipal Service Manager(s)
- Public Health Boards, Local Health Integration Networks and Children's Mental Health Centres
- Child care operators and government funded organizations (if requested by same)

iii. Other agencies as approved by the Board

- To be determined, including all relevant charitable non-profit organizations as well as existing local and Board-wide TCDSB partnerships.

~~e) For purposes of this Policy, the following organizations are not considered eligible partners:~~

- ~~i. entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, adult education programs similar to those run by the Board, and credit offering entities that are not government funded;~~
- ~~ii. political organizations;~~
- ~~iii. others deemed ineligible by the Board.~~

f) The Board shall notify via email the organizations and agencies on the notification list at least 20 calendar days in advance of the meeting about the location and date of the annual public meeting, and post this information on the Board website for broader public access.



POLICY SECTION: BUILDING/PLANT/GROUNDS

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- g) Organizations and agencies interested in being on the Board's notification list or interested in partnering with the Board for the use of space in existing facilities, or in co-building with the Board, are ~~to be~~ encouraged to contact the Director of Education directly via letter, instead of waiting for the annual public meeting.
- h) For purposes of notification, the Board shall post on its website, information regarding:
 - i. its intention to build new schools and to undertake significant renovations (to be updated as necessary);
 - ii. unused space in open and operating schools, and in administrative buildings that is available for facility partnerships (to be updated at least annually); and
 - iii. contact information to assist with inquiries related to facility partnerships.
- i) The Board shall inform via email those on the notification list when important information regarding community planning or facility partnerships is updated.
- j) The annual public meeting shall be informed about:
 - i. all or a portion of the Board's LTAP;
 - ii. details of any schools or facilities deemed eligible for facility partnerships; and
 - iii. relevant information available on the Board's website, and any supplementary information related to community planning and partnerships.
- k) Potential partners invited to attend the annual public meeting shall be requested to have available for the meeting relevant information such as



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population projections, growth plans, community needs, land-use and green space/park requirements, as applicable, and shall inform the Board of their plans and needs.

- ⓓ The notification list, those in attendance at the annual public meeting and any information exchanged shall be formally documented by the Board.

5. Partnership Selection and Proposals

- a) The Board shall consider, and at its sole discretion, evaluate the eligibility of an applicant for purposes of establishing a community partnership with the Board.
- b) Applicants that satisfy the selection criteria in Regulation 5(c) below, are invited to submit proposals for the use of space in existing facilities (as identified by the Board), or for partnering in new construction (co-build) projects. Application forms can be accessed from the Board website. ~~A sample application form is provided as Schedule 'A' to this Policy.~~
- c) The Board shall have full discretion when evaluating applicants and in assessing their compatibility and suitability for a community partnership with the Board. Evaluation of submissions shall be based on how well the proposal satisfies the selection criteria below.

The community partner/partnership shall:

- i. respect the values of the Board and the Catholic faith, expressions and symbols;
- ii. support the health and safety of students and staff;
- iii. support the student achievement strategy of the Board;
- iv. be compatible with the host facility and the Board;



POLICY SECTION: BUILDING/PLANT/GROUNDS

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- v. not interfere with the day-to-day operations and activities of the host facility and the Board;
- vi. not be a competing education service provider;
- vii. at a minimum, be based on full cost-recovery to the Board;
- viii. provide financial statements showing financial viability of its organization;
- ix. agree to operate in accordance with Board policies;
- x. enter into a lease, license, or joint-use/partnership agreement with the Board;
- xi. agree to all staff working on Board premises being subject to a criminal background check;
- xii. if it is the City of Toronto, provide population projections, growth plans, community needs, land-use and green space/park requirements.

d) For purposes of this Policy, the following organizations are not considered eligible partners:

- i. entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, adult education programs similar to those run by the Board, and education credit-offering entities that are not government-funded;
- ii. political organizations;
- iii. others entities deemed ineligible by the Board.

- e) The Board may, at its discretion, consider both, for-profit and non-profit entities.
- f) A report shall be prepared for the consideration of Trustees, which summarizes partnership applications and evaluation, and provides recommendations on whether or not to proceed with a partnership.



POLICY SECTION: BUILDING/PLANT/GROUNDS

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6. Cost Recovery

- a) Based on cost-recovery, fees charged to partners for the space they occupy shall, at a minimum, cover operating costs, capital costs, administrative costs including legal fees, and property taxes (if applicable).
- b) Costs for minor renovations and capital improvements required as a result of making space suitable for use by facility partners, such as those associated with obtaining municipal approvals, the enhancement of student safety and the provision of appropriate washroom facilities, shall be borne by partners.
- c) With respect to new construction or co-building, facility partners shall be required to pay for and finance their share of construction, including a proportional share of joint-use or shared space.

7. Partnership Agreements

- a) The Board shall provide clear instructions to potential facility partners regarding their rights and responsibilities as tenants, including maintenance standards where applicable, and the Board's user policies, such as accessibility and inclusiveness policies.
- b) With respect to new construction or co-building partnerships, partnership agreements cannot be finalized until both the Board and co-build partners have an approved source of funding.
- c) The successful partner shall be expected to enter into appropriate agreements for the use of space within Board facilities. The Board shall ensure that all legal agreements protect its rights and respect the Education Act.

Definitions:



POLICY SECTION: BUILDING/PLANT/GROUNDS

SUB-SECTION: RENTALS/PERMITS

POLICY NAME: COMMUNITY PLANNING AND PARTNERSHIPS POLICY

POLICY NO: B.R. 07

Coterminous Board

Refers to the Toronto District School Board, Conseil scolaire de district catholique Centre-Sud, or Conseil scolaire Viamonde.

Co-build/Co-building Partnership

Refers to a legally binding arrangement between, and of mutual benefit to, the Board and a public sector or community agency/organization, in which the Board and other public sector or community agency/organization proportionately share in the cost of new construction or significant renovations/capital improvements. Common areas are to be cost-shared on a proportional basis.

Equity

A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Facility

Any vacant site, or site upon which a school and/or administrative building is situated, that is owned and operated by the Board.

Facility/Community Partnership

Refers to a legally binding arrangement between, and of mutual benefit to, the Board and a public sector or community agency/organization, with respect to the use of underutilized Board owned/operated facilities.

Notification List

Refers to a list of potential organizations with which the Board could establish partnerships, including but not limited to public sector (Municipal, Provincial, Federal) and community agencies, that would be used for notification purposes for community consultation and the annual public meeting. This list would include those organizations identified in Ontario Regulation 444/98.



POLICY SECTION: BUILDING/PLANT/GROUNDS

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Utilization/Utilization Rate

Based on the Ministry rated capacity of a school building and a school's enrolment, and taking into account contractual staffing obligations, this refers to the amount of space in a school used for school purposes expressed as percentage of enrolment over capacity.

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the number of suitable partnerships the Toronto Catholic District School enters prior to the next review of this policy.



REPORT TO

REGULAR BOARD

REPORT OF GOVERNANCE AND POLICY COMMITTEE ON CURSIVE WRITING POLICY AND KINDERGARTEN PILOT PROJECT

*The tablets were the work of God, and the writing was the writing of God, engraved upon the tablets.
Exodus 32:16*

Created, Draft	First Tabling	Review
September 23, 2019	October 17, 2019	Click here to enter a date.
Joanne Melo, Coordinator, School Effectiveness and Staff Development Marina Vanayan, Sr Coordinator, Research Lori DiMarco, Superintendent, Curriculum Leadership & Innovation; Academic ICT Cristina Fernandes, Superintendent, Area 4 Schools: Policy Development		
RECOMMENDATION REPORT		

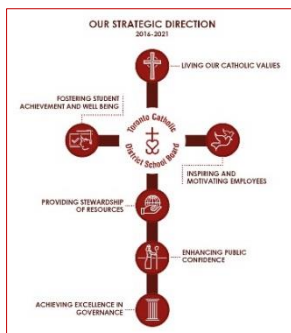
Vision:

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

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report recommends the implementation of a cursive writing policy for Grade 3 and outlines a pilot project for cursive writing in Kindergarten for the 2019-2020 academic year in three schools: St Antoine Daniel, Bishop Macdonell, Holy Child.

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

B. PURPOSE

1. This report is a response to the motion arising out of the Student Achievement and Well-Being, Catholic Education and Human Resources committee meeting on April 4, 2019 (16g):

“That the Board create a policy that cursive writing will have direct instruction in Grade 3; and that a one-year pilot of cursive writing begin in Junior Kindergarten (JK)/Senior Kindergarten (SK).”

C. BACKGROUND

1. The following motion was approved at the March 6, 2014 Student Achievement and Well-Being, Catholic Education and Human Resources meeting:

“The Board will investigate opportunities in the curriculum to reintroduce the skill of cursive writing to students at the earliest possible grade.”

2. At the Special Meeting of the TCDSB: Student Achievement and Well-Being, Catholic Education and Human Resources on September 11, 2014, the recommendation report written in response to item #1 above, was referred to the Regular Meeting of the Board on September 25, 2014. The recommendations in the report were:

- 1) *“That the curriculum department, during professional learning opportunities, discuss the importance of cursive writing and natural entry points for its introduction and increased usage so that it is used regularly as a learning tool across the curriculum. Resources for the teaching of cursive writing will be shared during professional development sessions.*
- 2) *That at appropriate professional learning opportunities, our resource staff will embed cursive writing using an integrated approach through centrally delivered workshops (e.g. the Arts, Religion, Literacy, etc.) and provide take away tools and programs back to schools.*

- 3) *That the curriculum department encourage the use of cursive writing during implementation of the grade 3 curriculum and support cursive writing as a tool throughout the junior, intermediate and senior divisions across all subjects.*
 - 4) *That the literacy team explore ways of communicating the importance of cursive writing to parents and offer additional supports to parents who wish to have their children practise the skill of cursive writing at home.”*
3. At the regular meeting of the Board on September 25, 2014, the recommendation report was received and the following amendment was passed:
“That an evaluation tool be added to measure the success of Cursive Writing.”
 4. At the February 14, 2019 meeting of the Corporate Services, Strategic Planning and Property Committee, a request for an update was made with regard to the application of cursive writing in elementary schools.
 5. At the April 4, 2019 meeting of Student Achievement and Well-Being, Catholic Education and Human Resources, an Information Report was tabled with regard to #4 above. The report was received and referred to staff to:
 - 1) *“Create a policy that cursive writing will have direct instruction in Grade 3;*
 - 2) *Begin a one-year pilot of cursive writing in Junior Kindergarten (JK)/Senior Kindergarten (SK).”*

D. IMPLEMENTATION PLAN

1. The Cursive Writing Policy (Report Appendix A) be adopted and put into action immediately.
2. Cursive Writing Pilot Project
 - a) The pilot project has been developed based on the following:
 - The Kindergarten Program (2016) states “that as children progress through the Kindergarten Program, they:
 - “demonstrate control of small muscles (e.g., use a functional grip when writing) while working in a variety of learning areas...” (Expectation 8.4)
 - “experiment with a variety of simple writing forms for different purposes and a variety of contexts.” (Expectation 10.5)

- In The Kindergarten Program (2016) neither printing nor cursive writing is mentioned.
 - The Kindergarten Program discourages any paper and pencil worksheets.
 - In The Ontario Curriculum Grades 1-8: Language (Revised 2006) the first reference to legible printing is in Grade 2. Cursive writing is not mentioned explicitly as a required expectation, however, it is listed as an option in the specific expectations related to publishing, beginning in Grade 3 (Writing Expectation 3.7)
- b) The 3 schools that have agreed to be part of the cursive writing pilot project in Kindergarten are: St. Antoine Daniel, Bishop Macdonnell, Holy Child.
- c) Within the context of the play based Kindergarten Program, in 3 schools educator teams will:
- participate in a collaborative inquiry designed to build capacity with regard to creating developmentally appropriate activities for Kindergarten, that do not use traditional paper and pencil worksheets.
 - discuss 2 of 4 frames of the Kindergarten Program where there are potential connections to cursive writing:
 - Literacy behaviours;
 - Self-regulation and well-being (hand muscle development).
 - explore implementing common cursive writing related activities within the program, for example:
 - independent exploration using kinesthetic materials (e.g., sand paper, modelling clay, etc.);
 - small group guided instruction using white boards and markers;
 - independent practice for mastery.
- d) The Curriculum Department will document the successes of the pilot project and post useful resources on the Early Years portal page for use by Kindergarten educator teams.

E. STAFF RECOMMENDATION

Staff recommends that:

1. the Cursive Writing Policy be adopted immediately; and
2. the cursive writing pilot project as outlined in this report be carried out in the 2019-2020 academic year at St. Antoine Daniel, Bishop Macdonnell and Holy Child; and resources used be shared via the Early Years portal page.



POLICY SECTION: Students
SUB-SECTION: Programs
POLICY NAME: Cursive Writing
POLICY NO: S.P.14

Date Approved:	Date of Next Review:	Dates of Amendments:
Cross References: The Ontario Curriculum Grades 1 – 8 Language (2006) The Kindergarten Program (2016) The Addendum to the Kindergarten Program (2019) Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools, 2016 Learning for All (2013)		

Purpose:

The purpose of this policy is to provide the direct instruction of cursive writing for all students in Grade 3.

Scope and Responsibility:

This policy applies to Grade 3 students in all elementary schools of the Board. The Superintendent of Curriculum Leadership & Innovation, along with each school's Principal are responsible for this policy.

Alignment with MYSP:

Fostering Student Achievement and Well-Being
Enhancing Public Confidence

Policy:

This policy requires that cursive writing be taught through direct instruction in all Grade 3 classrooms.

Regulations:

1. During regular school hours, Principals will ensure that grade 3 classes include the direct instruction of cursive writing.
2. Under the topic of calligraphy, cursive writing could be part of art activities.



POLICY SECTION: Students
SUB-SECTION: Programs
POLICY NAME: Cursive Writing
POLICY NO: S.P.14

3. For extra practice and to engage parents, families will be made aware of the TCDSB Literacy portal and the internet links which provide further learning/practice activities.

Definitions:

Cursive is a style of writing in which all the letters in a word are connected. It is also known as script (as opposed to printing).

Evaluation and Metrics:

The effectiveness of the policy will be determined by gathering feedback from Principals during K-8 Principal meetings.



REPORT TO

REGULAR BOARD

REPORT OF GOVERNANCE AND POLICY COMMITTEE ON UPDATE TO STUDENT AND PROGRAM ASSESSMENT POLICY S.P.13

If a king judges the poor with equity, his throne will be established forever. Proverbs 29:14

Created, Draft

September 25, 2019

First Tabling

October 17, 2019

Review

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

Gina Iuliano Marrello, Superintendent of Student Success and Alternative Education

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 Policy on Student and Program Assessment S.P.13 and Appendix S.P.13 Operational Procedures to conform to current practice and policies.

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

B. PURPOSE

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

C. BACKGROUND

1. The Policy on Student and Program Assessment S.P.13 was first approved in 1996 and was last amended August 2015. It was due for review May 2019.
2. Changes to this policy reflect current practice and alignment with the following documents:
 - Ontario Ministry of Education Policy: Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, First edition, Covering Grades 1 to 12, 2010;
 - Ontario Ministry of Education Policy: Growing Success – The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from the following departments:

- Student Success
- Curriculum, Leadership and Innovation
- Equity, Diversity Indigenous Education
- Special Services
- Communication
- Legal Services

E. METRICS AND ACCOUNTABILITY

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

F. STAFF RECOMMENDATION

Staff recommends that the revised policy on Student and Program Assessment S.P.13 (**Appendix A to the Report**) and S.P.13 Operational Procedures (**Appendix B to the Report**) be adopted.

POLICY SECTION: **Students**SUB-SECTION: **Programs**POLICY NAME: **Student and Program Assessment**POLICY NO: **S. P. 13****Date Approved:**

August 27, 2015

Date of Next**Review:**

May 2019

Dates of Amendments:1996; 2006; 2015, **2019****Cross References:**

- Ontario Ministry of Education Policy/Program Memorandum No. 155: Diagnostic Assessment in Support of Student Learning, January 2013
- Ontario Ministry of Education Policy: Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, First edition, Covering Grades 1 to 12, 2010;
- **Ontario Ministry of Education Policy: Growing Success – The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016**
- TCDSB Assessment for Learning, Assessment & Evaluation of Student Achievement in Catholic Schools, Intermediate and senior Divisions Grades 9 – 12, Policy 2005
- **H.M. 24 Catholic Equity and Inclusive Education Policy**
- **Learning for All, 2013**
- **Special Education in Ontario K-12 Policy and Resource Guide, 2017**
- **Effective Educational Practices for Students w/ ASDs, A Resource Guide, 2007**
- *Accessibility for Ontarians with Disabilities Act, 2005*

Consolidated:

TCDSB Policy P. 01 Reporting to Parents

Appendix A – S.P. 13 Operational Procedures



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: Student and Program Assessment

POLICY NO: S. P. 13

Purpose:

Each student is a child of God and the purpose of assessment, evaluation and reporting is to support each child in fulfilling his/her God-given potential, according to **his/her** ~~their~~ interests, abilities and goals. This primary purpose of Catholic Education is found in the common vision and focus of the Ontario Catholic School Graduate Expectations which assist students in the acquisition of the expectations contained in the Ontario Curriculum. This policy outlines how the results of assessment and evaluations will be reported to students, parents, and other stakeholders to provide appropriate feedback on proficiency and progress in an accurate, relevant and accountable manner.

Scope and Responsibility:

The policy extends to students while in attendance at TCDSB day schools, while in Continuing Education, while involved in e-learning and/or while engaged in other TCDSB learning environments. The Director of Education, supported by Supervisory Officers, Principals and Teachers, is responsible for this policy.

Alignment with MYSP:

Living Our Catholic Values

Fostering Student Achievement and Well-being

Enhancing Public Confidence

Financial Impact:

~~Generally there is no financial impact associated with this policy.~~

Legal Impact:

~~The Ontario Ministry of Education requires school boards to implement its student assessment and evaluation policy, allowing for flexibility of boards to develop some~~



POLICY SECTION: Students

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~~locally focused guidelines and implementation strategies. Failure of a school board to implement the policy on assessment, evaluation and reporting of student achievement would be a contravention of the Education Act.~~

Policy:

The primary purpose of Catholic Education is to assist all students, ~~regardless of age,~~ to develop the fullness of humanity of which our Lord Jesus Christ is the model. The TCDSB is committed to student assessment, evaluation and reporting that is comprehensive, valid, informative, equitable, ethical, collaborative, and redemptive in nature and focused on the pursuit of enabling students to reach their potential as 21st century learners. Effective student assessment and evaluation in TCDSB will provide educators with the information needed to improve student learning and the effectiveness of programs. TCDSB Operational Procedures on assessment, evaluation and reporting practices provide direction to schools of the board in the development of their local plans, consistent with TCDSB policies and *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, (2010) and Growing Success – The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016 .*

Regulations:

- 1) Assessment, Evaluation and Reporting practices at TCDSB will be consistent with our Catholic beliefs and values, and will support the delivery of a distinctly Catholic curriculum, respect the worth and dignity of students and challenge them to reach their potential.



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- 2) The foundation for the implementation of this policy is ~~the Assessment, Evaluation and Reporting Operational Procedures.~~ ***Growing Success: Assessment, Evaluation and Reporting in Ontario, Covering Grades 1 to Grade 12, 2010 and Growing Success – The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016***
- 3) In alignment with Ministry requirements and TCDSB protocol, each school will ~~develop an Assessment, Evaluation and Reporting Action Plan connected to their School Learning Improvement Plan (SLIP) that will guide the implementation and regular review of these Policies and Procedures.~~ **follow this Student and Program Assessment Policy.**
- 4) Assessment and evaluation of student achievement must include a variety of strategies so that students, regardless of their special needs and learning styles, are given an opportunity to demonstrate their progress and achievement, and allow for the information gathered by teachers to be used for assessment as, of and for learning. **As outlined in *Growing Success as well as in the Special Education in Ontario K-12 Policy and Resource Guide 2017 and Effective Educational Practices for Students with ASDs, A Resource Guide, 2007*, Where required, modifications and accommodations shall be provided in accordance with a student's Individual Education Plan (IEP). In addition, where required, assessment materials must comply with the section entitled "Accessible Information in Education" in the *Accessibility for Ontarians with Disabilities Act, 2005*.**
- 5) **In accordance with *Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, Covering Grades 1 to 12, 2010 and Growing Success: The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016*, The following will be the evaluation and reporting structure for grades 1–** **Kindergarten to Grade 12:**
 - i. **For Kindergarten, at the end of each reporting period, educators will use the appropriate template to communicate information about the child's learning in three categories: *Key Learning, Growth in Learning, and Next Steps in Learning*.**



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- ii. For Grades 1 – 6, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using letter grades, with the exception of Religion which is reported solely through teacher comments.
- iii. For Grades 7 to 12, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks.
- iv. For Grades 9 to 12, a final grade (percentage mark is recorded for every course, ~~based in accordance with the policy in Growing Success – Evaluation.~~
- 6) Outside of the standard reporting cycles at TCDSB, information about assessment and evaluation activities will be communicated regularly to students and parents.
- 7) The principal **will use a variety of modalities to communicate the TCDSB assessment, evaluation and reporting procedures.** ~~will publish, using a variety of modalities, an overview of the assessment, evaluation and reporting procedures used at the school.~~
- 8) In the assessment or evaluation of a student's work, should the teacher discover elements of cheating or plagiarism, the teacher will determine the most appropriate response, taking the following into consideration:
 - i. The particular student circumstances (e.g., mitigating factors like student age and/or maturity etc.); and



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- ii. The nature and severity of the cheating and plagiarism. (*See Section D of Operational Procedures*)
- 9) Students shall be provided with multiple opportunities to demonstrate achievement of curriculum expectations. Late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of learning skills and work habits. If a student is absent at the time of an evaluation, it will be considered as incomplete and will be treated as a missed or late assignment. (*See Section E of Operational Procedures*)
- 10) Assessment and evaluation tools shall be free of bias. Leadership and professional development opportunities to build capacity and ensure the use of effective, bias-free assessment and evaluation strategies and tools will be provided.
- 11) Assessment and evaluation practices will continually be refined and include professional learning opportunities for staff members in schools.
- 12) Determining a report card grade will involve teachers' professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.
- 13) Superintendents of Education will be responsible for the provision of instruction for teachers in student evaluation techniques and for the development of skills to conduct teacher-parent conferences.
- 14) All schools will schedule times for parent-teacher conferences to discuss their children's academic achievement.



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Definitions:

Accommodation

~~Accommodation is used to refer to the “unique teaching and assessment strategies, human supports, and/or individual equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.”~~

Achievement

Achievement refers to the learning and skills that students are able to demonstrate.

Accommodations

The special teaching and assessment strategies, human supports, and/or individualized equipment required by students with special education needs to enable them to learn and demonstrate learning. The provision of accommodations in no way alters the curriculum expectations for the grade level or course.

Assessment

The process of gathering and recording information, from a variety of sources, over time, that accurately reflects how well a student is achieving the curriculum expectations in a subject or course, as well as providing students with descriptive feedback to guide their improvement.

Bias

Bias refers to an inaccurate and limited view of the world, a given situation, or individuals or groups. A bias against or towards members of a particular cultural, racial, religious, or linguistic group can be expressed through speech, nonverbal behaviour, and written and other materials.



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Continuous Assessment

Essential to the provision of Special Education programming is the continuous assessment and evaluation of specific educational objectives and special services provided to meet the needs of each exceptional pupil.

Diagnostic Assessment

Assessment that is used to identify a student's needs and abilities and the student's readiness to acquire the knowledge and skills outlined in the curriculum expectations.

Equity

A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Evaluation

The process of collecting and interpreting evidence for the purpose of summarizing and judging the quality of student learning on the basis of established criteria and assigning a value to represent the quality.

Judgement

Judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

Modification

Modifications are changes made in the age-appropriate grade level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations.



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Plagiarism

The use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work.

Reporting

Reporting is the process of communicating the results of assessment and evaluation to students and parents/guardians.

Universal Design for Learning (UDL)

A teaching approach that focuses on using teaching strategies or pedagogical materials designed to meet special needs to enhance learning for all students, regardless of age, skills, or situation.

Evaluation and Metrics:

1. All academic superintendents will support the implementation and oversee the compliance of the policy and its related operational procedures.
2. Assessment and evaluation information (both school and system) will be used to inform Multi-Year Strategic Plan and the Board Learning Improvement Plan, **and the School Professional Learning Plan.**
3. The TCDSB Data Integration Platform will be used to support the school and system in monitoring its progress against all stated goals and will be a source for all assessment data.
4. Per **Ontario Regulation 612/00, subsection 19(1) 3, the Board will solicit the view of school councils on Board** ~~19.(1) 3, local schools share Board and School action plans for improvement based on EQAO reports on the results of~~ **tests of** pupils.

S.P. 13 OPERATIONAL PROCEDURES

The primary purpose of assessment and evaluation is to improve student learning. The Ministry of Education Growing Success document (2010) identifies Seven Principles of assessment and evaluation that will ensure that assessment, evaluation and reporting are valid and reliable.

Teachers will use practices and procedures that:

- i) Are fair transparent, and equitable for all students
- ii) Support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Metis, or Inuit;
- iii) Are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students;
- iv) Are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- v) Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- vi) Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- vii) Develop students' self-assessment skills to enable them to assess their own learning, set specific goals and plan next steps for their learning.

Teachers will use a variety of criteria for the evaluation, assessment and reporting of student achievement as prescribed by the TCDSB Procedural Guideline for Student Assessment, Evaluation and Reporting.

The following criteria, consistent with the principles of Assessment, Evaluation and Reporting will be applied to ensure appropriate assessment practices:

a) Criteria for Student Assessment, Evaluation and Reporting Practices

- i. Assessment and evaluation practices must honour and respect the worth and dignity of each student and challenge students to realize their potential.
- ii. Since assessment and evaluation must be an integral part of the teaching and learning process, assessment and evaluation activities must be ongoing and timely.
- iii. Assessment and evaluation activities and methods must aim to gather information that can be used for diagnostic, formative, and summative purposes.
- iv. Assessment and evaluation must draw upon a variety of methods so that students, regardless of their special needs and learning styles, are given an opportunity to demonstrate their progress and achievement.
- v. Assessment and evaluation activities and methods must collect information on a range of knowledge, skills, attitudes, and values; they must assess both the process and product(s) of learning.
- vi. The assessment and evaluation methods used must be appropriate for the information required and the instructional approaches used.
- vii. Assessment and evaluation practices must be free of bias and must take into account factors and/or circumstances that affect student performance.
- viii. Assessment practices must encourage and include opportunities for student self-assessment. Opportunities for peer assessment should also be included.
- ix. Assessment and evaluation must be appropriately criterion-referenced, or self-referenced, in keeping with the purpose of the assessment or evaluation.
- x. Assessment and evaluation practices may include both individuals and groups.
- xi. Information about assessment and evaluation activities must be communicated regularly to students and parents. The information should

- include the purpose of the assessment and evaluation; the criteria used, which should be communicated to students in advance of the assessment and evaluation; and the results obtained.
- xii. Reporting procedures must meet the needs of students, parents, and other stakeholders.
 - xiii. Late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of learning skills and work habits. If a student is absent at the time of an evaluation, it will be considered as incomplete and will be treated as a missed or late assignment. (See section e) of the Operational Procedures)

b) Criteria for Program Assessment

- i. Assessment practices must support the delivery of a distinctively Catholic curriculum.
- ii. Assessment practices must allow for ongoing program review at the school and system levels.
- iii. Assessment activities must aim primarily to effect improvements in programs and student learning progress, and must include action plans for undertaking such improvements.
- iv. The purposes and outcomes of assessment initiatives must be clearly defined and understood by all those involved in the assessment.
- v. The procedures, methods, and approaches used in the assessment activity must be appropriate for the purposes of the assessment and responsive to community needs.
- vi. Assessment activities must be supported by those involved, or having a stake, in program assessment.
- vii. Assessment practices must include the use of an appropriate variety of assessment methods.
- viii. Assessment practices must include provision for students with special needs, including accommodation and modification.

c) Guidelines for Course Weightings

The Ontario Curriculum for Grades 1 to 12 comprises Content Standards (the curriculum expectations) and Performance Standards (outlined in the Achievement Chart). The Achievement Chart provides a common framework

to guide the development of high-quality assessment tasks and help in the planning of instruction, as well providing a basis for consistent feedback and performance standards. The categories of knowledge and skills are as follows:

- a) **Knowledge and Understanding:** subject specific content acquired in each grade;*
- b) **Thinking:** The use of critical and creative thinking skills or processes;*
- c) **Communication:** the conveying of meaning through various forms;*
- d) **Application:** The use of knowledge and skills to make connections with and between various contexts.*

The achievement chart also identifies four levels of achievement, which are identified by specific qualifiers to help describe what constitutes student performance at each of the four levels of achievement.

The relative emphasis/weightings of the categories in the Achievement Chart will apply to all credit granting courses and be guided in accordance with the following listed in priority order:

- i. For all courses in all subject areas across the TCDSB the relative emphasis/weightings of any of the four categories must not exceed 40 out of the possible 70 marks (57.14%) nor fall below 10 out of the possible 70 marks (14.28%) for the student reported course evaluation;
- ii. Subject to section (i) above, Senior staff and/or principals, in collaboration with the respective subject department heads, may further refine the upper and lower limits or establish specific relative emphasis/weightings of any of the four categories for any course and such limits will apply to all;
- iii. Subject to (i) and (ii), at the school or department level further refining of the upper and lower limits may take place to establish more specific relative emphasis/weightings of any of the four categories; in such cases, the limits must apply to all sections of the particular course.
- iv. The relative emphasis/weightings of the categories in the Achievement Chart for all courses at a school once finalized will be published and

accessible to students and parents in September and stay in effect for the full school year until the annual review.

d) Cheating and Plagiarism

In considering the most appropriate response to address cheating and plagiarism, the following must be taken into consideration:

- i. the particular student and circumstances (e.g., mitigating factors like student age and/or maturity etc.); and,
- ii. the nature and severity of the cheating and plagiarism.

In the event that a student chooses to cheat or submit a plagiarized assignment for evaluation, the teacher, using professional judgement, will determine which, if any, of the following consequences may be an appropriate response to the specific incident of cheating and/or plagiarism:

Grades 1 to 8

- reprimand;
- assignment of reflection activity/think paper;
- provision for alternative assignments or tests where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
- parent notification;
- conference with the parent and student; or,
- referral to a school administrator.

Grades 9 to 12

It is recognized that students in Grades 9-12, depending on any mitigating circumstances, should be increasingly more aware of the serious nature of cheating and/or plagiarism. While in some instances of cheating/plagiarism a reprimand, assignment of reflection activity or provision of alternative assignments might be an appropriate response, there will likely be a need for greater consequences for older and more mature students. If, in the professional judgement of the teacher, and in consultation with the appropriate Department Head and/or school administrator, there is evidence of cheating and/or plagiarism of a more serious nature teachers may:

- deduct marks, up to and including the full value of the assignment;

- request a meeting with the student and parent, if appropriate;
- request documentation to be kept by school administration.

Repeated or particularly grievous incidents of cheating and plagiarism, as determined by school administration, may result in the suspension of the student.

Recognizing the unique nature of all our school communities schools will develop and publish, either in a student agenda, course information sheet or principal letter to students and parents the procedure and process that they will follow in dealing with cheating and plagiarism in the evaluation process. This locally developed procedure and process will be in effect in all classes of the school.

e) Late and Missed Assignments

Late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.

- i. While absences and lates significantly impact on student achievement, attendance and punctuality are learning skills and will not be used to determine the student's grade.
- ii. If a student is absent at the time of an evaluation, it will be considered as incomplete and will be treated as a missed or late evaluation.
- iii. In the case of late or missing evaluations, an "incomplete" will be reported until such time as the teacher determines that the final due date has passed and the expectation cannot be met. At that point, generally at the end of the course, the mark becomes a zero.
- iv. It is the responsibility of the student to explain to the teacher the reasons for late and missed demonstrations of achievement and undertake actions prescribed by the teacher to provide alternative demonstrations of achievement.

- v. It is the responsibility of the teacher to assist students with poor Learning Skills such as poor time management and organizational skills in the prevention of late and missed assignments, including communication with students and parents on appropriate strategies.
- vi. For mid-course evaluation, calculations will be based on the student's term evaluations. The teacher will judge the extent to which the student has demonstrated achievement of the course expectations in each of the four categories and will assign a percentage to represent the student's most consistent overall achievement.
- vii. If a student has missed one or more evaluations and an "incomplete" has been recorded to indicate that evaluation is incomplete, the teacher will review the student's progress and consider: whether the student demonstrated achievement of the expectations on the missed evaluations through other evaluations deemed appropriate by the teacher; the student's most consistent level of achievement on the completed evaluations with particular emphasis on those which are more recent; the student's motive or reason for the missed evaluations.
- viii. If, in the teacher's professional judgment, the student has demonstrated achievement of the missed expectations through other assessments; the teacher will determine that sufficient evidence has been provided to make a valid evaluation of student achievement. The teacher will determine the student's level of achievement based on this evidence.
- ix. If, in the teacher's professional judgment, the student has not demonstrated achievement of the missed expectations through other evaluations and/or the student's motive or reason for the missed evaluations is unsatisfactory, the teacher will determine that insufficient evidence of achievement has been provided to make a valid evaluation of student performance. The teacher will consider the student's most consistent overall level of achievement on completed evaluations and will use professional judgment to adjust the level and corresponding percentage to reflect the lack of demonstrable evidence of achievement.

- Missing assignments and assessments should be recorded as “I” for “incomplete”.
 - If these affect the student’s percentage grade, use the comment “This mark reflects incomplete assignments” on the report card.
- x. At mid-term reporting, or at any other reporting period prior to the final grade, a teacher will be provided with two grades to present to the student and/or parents.
- The true running average - This will calculate the mark translating all of the incompletes into zeros.
 - The running average - This will omit the incompletes. It will indicate the potential mark if the incompletes are completed at a level equivalent to the completed assignments.
- xi. For the final grade, barring extenuating circumstances and the teacher’s professional judgment, all incompletes will be translated to zero. The mark appearing on the report card will reflect the true running average.

~~Recognizing the unique nature of all our school communities schools will develop and publish, either in a student agenda, course information sheet or principal letter to students and parents the procedure and process that they will follow in dealing with late and missed assignments in the evaluation process. This locally developed procedure and process will be in effect in all classes of the school.~~

All schools will communicate to students and parents procedures dealing with late and missed assignments as reflected in *Growing Success*. This may be done through the use of any of the following: student agenda, course information sheet, principal letter, or school website.

f) Determining Lower Limits of Marks

For Grades 7 and 8, teachers will use the codes “I” (Insufficient evidence) or “R” (Remediation required) to indicate when student achievement has fallen below 50%. See *Growing Success*, p.42 for detailed meaning and use of these codes. Through consultation with parents, strategies to address the student’s specific learning needs will be developed in order to support the student in achieving success

in his or her learning.

For students in Grades 9 to 12 the final report percentage mark (0 to 100%) assigned on the final report card will reflect the student's actual achievement in the course as determined by the classroom teacher. Note that the mark on any students first report (or second report in non-semester schools) does not reflect the complete achievement to be calculated on the overall student expectations for any course the report mark may not be lower than 35%. In the case of Grade 9 or 10 courses a Ministry of Education approved code of "I" or "R" may also be used.

50% is the passing grade for a course. For students whose achievement has fallen below 50%, it is expected that clear and ongoing communication with the student and his/her parents (where appropriate) regarding ways to support success in learning has occurred. It is further expected that, when appropriate, collaboration with Guidance Counsellors, Student Success teachers and school administration has also taken place as a means of supporting the student.

g) Course Failure

- i. A course is deemed to be unsuccessfully completed if achievement is below 50%.
- ii. The school should establish a consistent and publicized minimum attendance percentage. Unexcused absence from or absence of that percentage of summative evaluation may result in failure or removal from the course by the Principal if the expectations cannot be met in an acceptable alternative way.
- iii. Students with persistent lates, absence or non-submissions are to be referred to the administration, guidance.

MASTER PENDING LIST AND ROLLING CALENDAR TO OCTOBER 17, 2019

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Jan-19 Regular Board	Dec-19	Corporate Services	Report regarding Website Protocols (Delegation: Teresa de Stefano regarding TCDSB Website Protocols)	
2	Apr-19 Corporate Services	TBC	Corporate Services	Report on meeting with staff, Trustee (s) and key members of the O'Connor Heritage House Committee to determine what kind of partnership would be feasible going forward (Senator O'Connor College School Estate Building (Ward 11))	Associate Director of Facilities, Business & Comm. Dev & CFO
3	May-19 Corporate Services	Nov-19	Corporate Services	Report regarding Playground Forms (Inquiry from Trustee Rizzo)	Associate Director of Facilities, Business & Comm. Dev & CFO
4	May-19 Regular Board	Nov-19	Corporate Services	Report regarding 2019-2020 Budget – Support for Playgrounds/Outdoor Revitalization Investment (Delegations: Jo-Ann Davis, Chair of the CSPC for St. Vincent de Paul Catholic School; Francesco Martire, spokesperson for the Catholic School Parent Council Outdoor Sub-Committee for St. Vincent de Paul Catholic School)	
5	Aug-18 Regular Board	Oct-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 (Consultation Survey Results: Proposed Sharing of School Fundraising Revenue)	Director of Education

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
6	May-19 Regular Board	Oct-19	Regular Board	Report following the October 8, 2019 Governance and Policy Committee meeting, (Delegation: Lisa Valent regarding Board Policy regarding French Immersion Admissions Criteria)	Superintendent of Education, Area 4
7	Sep-19 Student Achievement	Dec-19	Corporate Services	Report on the re-establishment of the Budget Committee that would report to Corporate Services, Strategic Planning and Property Committee (2019-2020 Operating Budget Impacts from Delayed Implementation of Employee Paid Parking)	Director of Education/ Associate Director of Facilities, Business & Comm. Dev & CFO
8	Sep-19 Student Achievement	TBC	Student Achievement	Report regarding how a case log of legal opinions given to the TCDSB, with respect to our Catholic denominational rights, can be put together and report back to Student Achievement Committee by October 2019 at the earliest (Recommendation from Catholic Education and Living our Catholic Values Sub-Committee: Build a Repository of Cases, Research and Rulings for Precedents and References on Issues relating to our Catholic Faith and Morals Teaching, Doctrines and Pastoral Care (Approved March 1, 2018))	
9	Oct-19 Student Achievement	TBC	Student Achievement	Report regarding the Board's HR strategy (Delegation: Kathryn Jaitley regarding Shortage of French Immersion Teachers)	Associate Director Academic Affairs

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (P)	Corporate Services	<u>B.R.01 Rental of Surplus School Space & Properties</u> Policy Metric	A.D. Facilities, Business, Community Development
2	February (Q)	Corporate Services	Financial Status Update Report #1	A.D. Facilities, Business, Community Development
3	March (A)	Corporate Services	Budget Series Report: Financial Planning and Consultation Review	A.D. Facilities, Business, Community Development
4	March (A)	Corporate Services	Consensus Student Enrolment Projection	A.D. Facilities, Business, Community Development
5	March (A/P)	Corporate Services	Transportation Annual Report and <u>S.T.01 Transportation</u> Policy Metric	A.D. Facilities, Business, Community Development
6	April (A)	Corporate Services	Budget Series Report: Grants for Student Needs Update	A.D. Facilities, Business, Community Development
7	May (P)	Corporate Services	<u>A.18 Development Proposals, Amendments and Official Plans and Bylaws</u> Policy Metric	A.D. Facilities, Business, Community Development
8	May (Q)	Corporate Services	Financial Status Update Report #2	A.D. Facilities, Business, Community Development
9	May (A)	Corporate Services	Budget Series Report: Preliminary Budget Estimates for the Following Fiscal Year	A.D. Facilities, Business, Community Development
10	June (A)	Corporate Services	Budget Series Report: Recommended Budget Estimates for the Following Fiscal Year	A.D. Facilities, Business, Community Development
11	June (A)	Corporate Services	Delegated Authority Report	A.D. Facilities, Business, Community Development
12	September (Q)	Corporate Services	Financial Status Update Report #3	A.D. Facilities, Business, Community Development

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

13	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
14	September (A)	Corporate Services	Capital Program Update	A.D. Facilities, Business, Community Development
15	September (A)	Corporate Services	Delegated Authority Update Report	A.D. Facilities, Business, Community Development
16	October (A)	Corporate Services	Trustee Honorarium Report	A.D. Facilities, Business, Community Development
17	November (A)	Corporate Services	Legal Fees Report	A.D. Facilities, Business, Community Development
18	November (A/Q)	Corporate Services	Audited Financial Statement and Financial Status Update #4	A.D. Facilities, Business, Community Development
19	December (A)	Corporate Services	Budget Series Report: Revised Budget Estimates for the Current Fiscal Year	A.D. Facilities, Business, Community Development
20	December (A)	Corporate Services	Annual Investment Report	A.D. Facilities, Business, Community Development
21	February (A)	Regular Board	School Year Calendar	Associate Director Academic Services
22	March (A)	Regular Board	Staffing Projections Report	Associate Director Academic Services
23	April (A)	Regular Board	Education Development Charges Policy Review	A.D. Facilities, Business, Community Development
24	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
25	August (P)	Regular Board	<u>H.M. 19</u> Conflict Resolution Department	Associate Director Academic Services

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

26	October (P)	Regular Board	<u>H.M.33 Acceptance of Hospitality or Gifts</u> Policy Metric	Director of Education
27	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
28	November (A)	Regular Board	Annual Report on the Multi Year Strategic Plan	Director of Education
29	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
30	December (A)	Regular Board	Director's Annual Report	Director of Education
31	October (A)	Special Board	Director's Performance Appraisal (over 3 consecutive Special Board Meetings)	Director of Education
32	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
33	January (P)	Student Achievement	<u>A.35 Accessibility Standards</u> Policy Metric	Associate Director Academic Services
34	February (P)	Student Achievement	<u>S. 19 External Research Policy Metric</u>	Associate Director Academic Services
35	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
36	May (A)	Student Achievement	Staffing Status Report for Next School Year	A.D. Facilities, Business, Community Development
37	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
38	June (P)	Student Achievement	<u>B.B.04 Smoke & Vapour Free</u> Policy Metric	Associate Director Academic Services
39	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start</u> Policy Metric	Associate Director Academic Services
40	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services

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41	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion</u> Policy Metric	Associate Director Academic Services
42	September (P)	Student Achievement	<u>T.07 Community Engagement</u> Policy Report and <u>A.37 Communications</u> Policy Metric	Director of Education
43	October (A)	Student Achievement	Board Learning Improvement Plan Report	Associate Director Academic Services
44	October (A)	Student Achievement	Student Trustees: Voices that Challenge- CSLIT	Associate Director Academic Services
45	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
46	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
47	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
48	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
49	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report	Associate Director Academic Services
50	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools</u> Policy Report	Associate Director Academic Services

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51	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
52	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services
53	December (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services