

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

AGENDA November 21, 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

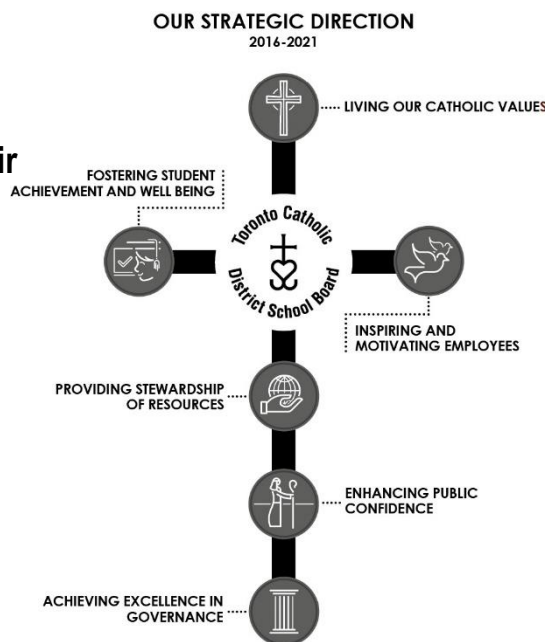
Ida Li Preti
Trustee Ward 3

Teresa Lubinski
Trustee Ward 4

Joseph Martino
Trustee Ward 1

Garry Tanuan
Trustee Ward 8

Kathy Nguyen
Student Trustee



MISSION

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VISION

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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, November 21, 2019

7:00 P.M.

Pages

1. Call to Order

2. Memorials and Opening Prayer

Francis Libermann Catholic Secondary School

3. Singing of O Canada

4. Roll Call & Apologies

5. Approval of the Agenda

6. Reports from Private Session

7. Notices of Motions

8. Declarations of Interest

9. Approval and Signing of Minutes of the Previous Meetings

9.a Special Board (Student Achievement) Held October 2, 2019

1 - 6

9.b Special Board (Teleconference) Meeting Held October 4, 2019

7 - 13

9.c	Special Board (Corporate Services) Held October 10, 2019	14 - 16
9.d	Regular Board Held October 17, 2019	17 - 42
9.e	Special Board Held October 28, 2019	43 - 46
10.	Presentations	
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	<u>From the November 7, 2019 Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting</u>	
12.d	Consideration of Motion from Trustee Del Grande regarding Redirected Students and Busing	59
12.e	Consideration of Motion from Trustee Li Preti regarding Urgent Action Needed to Address Dangers of Youth Vaping	60 - 61
13.	Unfinished Business from Previous Meetings	
14.	Matters Recommended by Standing Committees of the Board	

- 14.a **Approved Minutes of the October 8, 2019 Governance and Policy Committee** 62 - 78
15. **Matters recommended by Statutory Committees of the Board**
- 15.a **Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held October 16, 2019 (To Be Distributed)**
- 15.b **Approved Minutes of the Audit Committee Meeting Held September 17, 2019** 79 - 83
- 15.c **Approved Minutes of the Catholic Parent Involvement Committee (CPIC) Meeting (Nil)**
16. **Matters Recommended by Ad Hoc Committees of the Board**
- 16.a **Update from the By-Law Review Ad Hoc Committee: Changes to the Toronto Catholic District School Board Operating By-Law Number 175** 84 - 138
- 16.b **By-Law Review Ad Hoc Committee Meeting of September 9, 2019**
That the Delegation Policy be referred to the Governance and Policy Committee for review
17. **Matters referred/deferred from Committees/Board**
- From the November 7, 2019 Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting
- 17.a **Approved Minutes and Recommendation of the Catholic Education and Living Our Catholic Values Sub-Committee held September 25, 2019** 139 - 152
- Recommendation to Board:**
- That the Trustee Code of Conduct Policy T.04 and the Equity Action Plan be added to the list of policies dealing with the Code of Conduct**

17.b	Approved Minutes and Recommendation of the Catholic Education and Living Our Catholic Values Sub-Committee held August 29, 2019	153 - 162
	Recommendations to Board:	
	1. Whistleblower Procedures and Guidelines for Students, Parents, Staff, Stakeholders on Issues Concerning our Catholic Faith, Values, and Morals that the Board receive a trial demonstration of the software from staff or third party contractor at an established workshop;	
	2. Delegation: Paolo De Buono regarding the Impact of Not Including All Groups in the Code of Conduct referred to staff to review the video of the May 28, 2019 Student Achievement and Well Being, and Human Resources Committee meeting;	
	3. Movie Unplanned – For Discussion referred to staff for an opportunity for that movie to be shown in our secondary schools;	
	4. Forging Potential External Partnerships with Strong Faith-based Organizations to enhance Catholic Faith and Morals in our Board and School Communities that staff make contact electronically with strong faith-based organizations to advise them that we will forward them our Agendas and that they can bring feedback and comments to this sub-committee; and	
	5. Delegation: Mary Laframboise regarding Inclusion of Persons referred to staff that all inputs received to date be considered in regard to the Code of Conduct and related policies, including the Archdiocese language provided as follows:	
	a) Value and respect the teachings of Catholic Church; and	
	b) Respect and treat others fairly, as children of God, created in the image and likeness of God, of infinite dignity and worth.	
17.c	TCDSB K-12 Professional Learning Plan to Support Student achievement & Well Being 2019-2020 (Information)	163 - 210
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	<u>Unfinished Business from the October 10, 2019 Corporate Services, Strategic Planning and Property Committee Meeting</u>	
17.f	Revised Ontario Catholic School Trustees Association (OCSTA) Annual Fees (Recommendation)	224 - 233
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18.	Reports of Officials for the Information of the Board of Trustees	
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20.	Reports from External Committees / Organizations	

21.	Listing of Communications	
21.a	Development and Peace - Caritas Canada Boiling Over After-Launch Event, November 27, 2019	359 - 360
21.b	Ontario Catholic School Trustees' Association (OCSTA) 2019 Ratification of Memorandum of Settlement of Central Terms - CUPE	361
22.	Inquiries and Miscellaneous	
23.	Updating of Pending Lists	
23.a	Master Pending List and Rolling Calendar	362 - 363
23.b	Annual Report	364 - 368
24.	Closing Prayer	
25.	Adjournment	

OUR MISSION

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OUR VISION

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through witness, faith, innovation and action.*



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

HELD WEDNESDAY, OCTOBER 2, 2019

STUDENT ACHIEVEMENT

PRESENT:

Trustees:

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

Student Trustees:

T. Dallin
K. Nguyen

Staff:

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

C. Fernandes
 K. Malcolm
 G. Iuliano Marrello
 L. Maselli-Jackman
 M. Meehan
 J. Shanahan
 E. Szkeres Milne
 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 de Domenico.

7. Declarations of Interest

Trustee Kennedy declared an Interest in Item 10a) Delegation: Joan Broto regarding Teacher Stability as she has family members who are employees of the Board. Trustee Kennedy indicated that she would neither 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 and PRIVATE Sessions were deemed presented.

MOVED by Trustee Tanuan, seconded by Trustee Di Giorgio, that all Items, discussed in PUBLIC and PRIVATE Sessions be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
 D'Amico
 Del Grande
 Di Giorgio

Di Pasquale
 Kennedy
 Li Preti
 Lubinski
 Martino
 Rizzo
 Tanuan

The Motion was declared

CARRIED

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

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

PRESENT: (Following DOUBLE PRIVATE Session)

Trustees: N. Di Pasquale Acting Chair
N. Crawford
F. D’Amico
M. de Domenico – via Teleconference
M. Del Grande
D. Di Giorgio
A. Kennedy
T. Lubinski
J. Martino - via Teleconference
M. Rizzo
G. Tanuan

Staff: R. McGuckin

S. Harris, Recording Secretary

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

MOVED by Trustee Tanuan, seconded by Trustee Di Giorgio, that all Items, discussed in DOUBLE PRIVATE Session be approved.

Results of the Vote taken, as follows:

<u>In Favour</u>	<u>Opposed</u>
Trustees D'Amico de Domenico Di Giorgio Di Pasquale Martino Rizzo	Kennedy

The Motion was declared

CARRIED

Trustees Crawford, Del Grande, Lubinski and Tanuan were not allowed to vote due to their alleged involvement in the matter.

Trustee Li Preti returned to the horseshoe at 12:50 am.

MOVED by Trustee D'Amico, seconded by Trustee Di Giorgio, that the meeting resolve back into Student Achievement and Wellbeing, Catholic Education and Human Resources Committee.

Results of the Vote taken, as follows:

<u>In Favour</u>	<u>Opposed</u>
Trustees Crawford D'Amico De Domenico Del Grande Di Giorgio Di Pasquale Kennedy	

Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR

OUR MISSION

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MINUTES OF THE SPECIAL TELECONFERENCE MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION HELD FRIDAY, OCTOBER 4, 2019

PRESENT:

Trustees:

M. Rizzo, Chair – In Person
M. Del Grande, Vice-Chair – In Person
N. Crawford - In Person
F. D’Amico
M. de Domenico – In Person
D. Di Giorgio
N. Di Pasquale
A. Kennedy
I. Li Preti – In Person
J. Martino
G. Tanuan

Staff:

R. McGuckin
L. Noronha
P. Matthews
A. Della Morra
S. Campbell
M. Eldridge
M. Szekeres Milne

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

4. Roll Call and Apologies

Trustee Lubinski as well as Student Trustees Dallin and Nguyen were absent.

5. Approval of the Agenda

MOVED by Trustee de Domenico, seconded by Trustee Del Grande, that the Agenda be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

8. Declarations of Interest

There were none.

Trustee Di Giorgio joined the meeting via Teleconference at 12:43 pm.

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

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

15a) Labour Disruption (Verbal) received.

Trustee D'Amico joined via Teleconference at 1:10 pm.

Trustee Li Preti left the table at 1:12 pm.

MOVED by Trustee Crawford, seconded by Trustee de Domenico, that Item 15a) Labour Disruption (Verbal) be tabled.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee de Domenico, that the meeting resolve into PRIVATE Session, then resolve back into PUBLIC Session.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Li Preti returned to the table at 1:15 pm.

PRESENT: (Following PRIVATE Session)

Trustees: M. Rizzo, Chair – In Person
M. Del Grande, Chair – In Person
N. Crawford - In Person
F. D'Amico
M. de Domenico – In Person
D. Di Giorgio
I. Li Preti – In Person

J. Martino
G. Tanuan

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

MOVED by Trustee Crawford, seconded by Trustee Del Grande, that Item 15a) Labour Disruption (Verbal) be lifted from the table.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

15a) Labour Disruption (Verbal) that the following motions from PRIVATE Session be adopted:

That in the event of a strike:

1. The following Ad Hoc and Committee meetings be cancelled:
 - October 7, 2019 By-Laws Review;
 - October 8, 2019 Governance and Policy; and
 - October 10, 2019 Corporate Services, Strategic Planning and Property; and
2. That monthly procurements and real estate contracts be reviewed and signed by the Chair and Vice-Chair; and
3. That in the event there is no strike, all meetings will take place as scheduled.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

22. Adjournment

MOVED by Trustee Li Preti, seconded by Trustee Del Grande, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

SECRETARY

CHAIR

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

HELD THURSDAY, OCTOBER 10, 2019

Corporate Services

PRESENT:

Trustees:

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

Student Trustee:

T. Dallin

Staff:

R. McGuckin
D. Koenig
L. Noronha
A. Della Mora
S. Camacho
M. Farrell
D. Friesen
G. Iuliano Marrello
M. Loberto
S. Vlahos
S. Harris, Recording Secretary
S. Hinds-Barnett, Assistant Recording Secretary

4. Roll Call and Apologies

An apology was extended on behalf of Trustee Martino and Student Trustee Nguyen.

7. Declarations of Interest

There were none.

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

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that the Items discussed in PRIVATE, DOUBLE PRIVATE and PUBLIC Sessions be approved.

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

**(PRIVATE, DOUBLE PRIVATE AND PUBLIC Sessions Minutes Distributed
at the November 14, 2019 Meeting)**

MOVED by Trustee de Domenico, seconded by Trustee Di Giorgio, 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
Rizzo
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, OCTOBER 17, 2019

Trustees:

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

Staff:

R. McGuckin
D. Koenig
L. Noronha
P. Matthews
A. Della Mora
M. Caccamo
S. Camacho
S. Campbell
N. D'Avella
P. De Cock
L. DiMarco
C. Fernandes

G. Iuliano Marrello
K. Malcolm
M. Meehan
J. Shanahan
S. Vlahos
J. Wujek

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

4. Roll Call and Apologies

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

5. Approval of the Agenda

MOVED by Trustee Del Grande, seconded by Trustee de Domenico, that the Agenda, as amended to include the Addendum, and the removal of Item 7b) Notice of Motion from Trustee Del Grande regarding Redirected Students and Bussing, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Rizzo
Tanuan

The Motion was declared

CARRIED

6. Reports from Private Session

MOVED by Trustee Del Grande, seconded by Trustee D'Amico, that all matters dealt with in PRIVATE Session be approved.

Trustee Rizzo relinquished the Chair to Trustee D'Amico.

Trustees Del Grande, Kennedy and Rizzo left the horseshoe at 7:30 pm. due to conflict of interest in a labour relations matter in PRIVATE Session.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustees Del Grande, Kennedy and Rizzo returned to the horseshoe at 7:32 pm.

Trustee Rizzo reassumed the Chair.

7. Notices of Motions

- 7a) From Trustee Del Grande regarding Review of Trustee Code of Conduct** will be considered at the November 21, 2019 Board Meeting.
- 7b) From Trustee Del Grande regarding Redirected Students and Bussing** will be considered at the November 7, 2019 Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting.
- 7c) From Trustee de Domenico regarding making all Public Meetings Accessible to the Deaf and Hard of Hearing Community** will be considered at the November 21, 2019 Board Meeting.
- 7d) From Trustee Lubinski regarding the Creation of a new Catholic Education and Living Our Catholic Values Standing Committee** will be considered at the November 21, 2019 Board Meeting.

8. Declarations of Interest

Trustees Del Grande, Kennedy and Rizzo declared an interest in PRIVATE Session.

Trustee Del Grande declared an interest in DOUBLE PRIVATE Session.

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 Items 9a), 9b) and 9c) be adopted as follows:

- 9a) Special Board (Student Achievement) Held September 5, 2019** approved;
- 9b) Special Board (Corporate Services) Held September 12, 2019** approved;
and
- 9c) Regular Board Held September 19, 2019** 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

10. Presentations

MOVED by Trustee Del Grande, seconded by Trustee D'Amico, that Items 10a), 10b) and 10c) be adopted as follows:

- 10a) Monthly Report from the Chair** received;.
- 10b) Monthly Report from the Director** received; and
- 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
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee D’Amico, seconded by Trustee de Domenico, that Item 10d) be adopted as follows:

- 10d) Ontario Association of Parents in Catholic Education (OAPCE) Year-End Report 2018-2019** received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Li Preti, that Item 10e) be adopted as follows:

- 10e) Ontario Catholic School Trustees' Association (OCSTA) - Toronto Catholic District School Board (TCDSB) Annual Membership Fees** received.

Time for business expired.

MOVED by Trustee Lubinski, seconded by Trustee Del Grande, that time be extended by 10 minutes, as per Article 12.6, to complete the debate on the Item.

Results of the Vote taken, as follows:

In Favour

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

Opposed

Di Pasquale
Li Preti
Martino
Rizzo

The Motion was declared

CARRIED

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

In Favour

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

Opposed

Martino
Rizzo
Tanuan

The Motion of Receipt was declared

CARRIED

11. Delegations

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

11a) Gillian Vivona regarding Code of Conduct 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
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

11b) Mark Sherlock regarding Revision of Board's Code of Conduct received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

The Chair declared a 10-minute recess.

The meeting resumed with Trustee Rizzo in the Chair.

The attendance list remained unchanged.

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

MOVED by Trustee Di Pasquale, seconded by Trustee D'Amico, that Item 12a) be adopted as follows:

12a) From Trustee Di Pasquale regarding Trustee Services and Expenditure Policy T.17:

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

WHEREAS: 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*.

Results of the Vote taken, as follows:

In Favour

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

Opposed

Di Giorgio
Li Preti

The Motion was declared

CARRIED

14. Matters recommended by Statutory Committees of the Board

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

14a) Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held September 18, 2019 received and that the following recommendations from SEAC be approved:

- 1) That the Safe Schools report be presented every school year, in September or October, to SEAC (**SEAC Monthly Calendar Review**);
- 2) That staff provide SEAC with a written outline of what supports/accommodations are available to help provide an inclusive landscape for Special Education Needs (SEN) students in joining Science, Technology, Engineering, Mathematics/Science, Technology, Engineering, Arts, Mathematics (STEM/STEAM) extracurricular activities, and what role and responsibilities befall on both Principal and teaching staff in this process (**Staff Responses to various SEAC Recommendations Pertaining to Programming and Supports for Students with Special Education Needs**); and
- 3) That staff respond regarding extending the qualifications in Special Education to include the Director, Associate Directors and any senior Administrators who deal with students (**Inquiry from Tyler Munro regarding Qualifications of Principals and Vice Principals**).

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

15. Matters Recommended by Standing Committees of the Board

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

15a) Approved Minutes of the Governance and Policy Committee Meeting held September 10, 2019 received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

CONSENT AND REVIEW

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

- 16b) Trustee Lubinski;
- 16c) Trustee Kennedy;
- 18a) Trustee Lubinski;
- 18b) Trustee Del Grande; and
- 18d) Trustee Kennedy

MOVED by Trustee Del Grande, seconded by Trustee Martino, that the Items not held be received, that the staff recommendations be approved, and that Item 18h) be referred to the November 7, 2019 Student Achievement and Well Being, Catholic Education and Human Resources 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

ITEMS NOT HELD AND REFERRED AS CAPTURED IN ABOVE MOTION

- 16a) Admissions Inquiry Related to South Etobicoke Secondary Schools;**
- 17a) H.M.33 Acceptance of Hospitality or Gifts Policy Metric;**
- 18c) From the Governance and Policy Committee: Update to Effective Financial Management and Control Operations Policy F.M.08** that the Board approve the revised Effective Financial Management and Control of Operations Policy F.M.08 as written in Appendix A of the report and the corresponding revised Operating Procedures as written in Appendix B of the report;

- 18e) From the Governance and Policy Committee: Update to Community Planning and Partnership Policy B.R.07** that the Board approve the amendments to the Community Planning and Facility Partnerships Policy as outlined in Appendix ‘A’ of the report;
- 18f) From the Governance and Policy Committee: Cursive Writing Policy and Kindergarten Pilot Project** that:
1. The Cursive Writing Policy be adopted immediately;
 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 Macdonell and Holy Child Catholic Schools; and
 3. Resources used be shared via the Early Years portal page
- 18g) From the Governance and Policy Committee: Update to Student and Program Assessment Policy S.P.13** 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; and
- 18h) Annual Renewal of Long-Term Disability Plan** referred to the November 7, 2019 Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting.

20. Listing of Communications

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

- 20a) CBC's Coverage at Michael Power regarding the Federal Election** received.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
D'Amico
de Domenico

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Lubinski, that the Minutes and Recommendations from the August 29, 2019 Catholic Education and Living Our Catholic Values Sub-Committee Meeting be lifted from the table of the October 2, 2019 Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting, and be referred to the November 7, 2019 Student Achievement and Well Being, Catholic Education and Human Resources 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

16. Matters Referred/Deferred from Committees/Board

MOVED by Trustee Lubinski, seconded by Trustee Kennedy, that Item 16b) be adopted as follows:

- 16b) Verbal Communication from Trustee Lubinski regarding Live Election Debate by Roman Catholic Archdiocese of Toronto on October 3, 2019 received.**

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee D'Amico, that Item 16c) be adopted as follows:

16c) Inquiry from Trustee Kennedy regarding Bullying in the Toronto Catholic District Board Schools received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

MOVED by Trustee Lubinski, seconded by Trustee Martino, that Item 18a) be adopted as follows:

18a) Terms of Reference for the Ukrainian-Canadian Community

Advisory Committee that the Board approve the Terms of Reference for the Ukrainian-Canadian Advisory Committee (Appendix A) of the report; and

That an Eastern Right clergy representative who is actively involved in the home, school and parish faith be a part of the Ukrainian-Canadian Advisory Committee.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

18b) Recruitment of Superintendent of Capital Development and Asset Renewal

Trustees Di Giorgio and Di Pasquale volunteered to sit on the Recruitment panel for the Superintendent of Capital Development and Asset Renewal.

MOVED by Trustee D'Amico, seconded by Trustee Del Grande, that the Board appoint Trustees Di Giorgio and Di Pasquale as representatives on the Recruitment panel for the Superintendent of Capital Development and Asset Renewal.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

18d) From the Governance and Policy Committee: Update to Elementary French Programming Policy S.P.02 received.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Lubinski, that the revised policy on Elementary French Programming S.P.02 provided in Report Appendix A be approved.

Results of the Vote taken on the AMENDMENT, 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 AMENDMENT was declared

CARRIED

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

In Favour

Opposed

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

The Motion, as amended, was declared

CARRIED

19. Reports from External Committees/Organizations

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

- 19a) Verbal Update from Trustee Li Preti regarding the Toronto Public Health** received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

22. Updating of Pending Lists

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that Item 22a) be adopted as follows:

22a) Master Pending List and Rolling Calendar received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande

Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Lubinski, that Item 22b) be adopted as follows:

22b) 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
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that the meeting resolve into DOUBLE PRIVATE Session.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Li Preti

The Motion was declared

CARRIED

SECRETARY

CHAIR

OUR MISSION

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

OUR VISION

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



MINUTES OF THE SPECIAL MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION HELD MONDAY, OCTOBER 28, 2019

PRESENT:

Trustees:

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

Staff:

R. McGuckin
M. Eldridge

S. Harris, Recording Secretary

External Guests:

E. Roher, External Legal Counsel, Borden Ladner
Gervais (BLG)
S. Metzler, External Legal Counsel, Miller Thomson

MOVED by Trustee Del Grande, seconded by Trustee de Domenico, that the meeting resolve into DOUBLE PRIVATE Session.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

PRESENT: (Following DOUBLE PRIVATE Session)

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

Staff: R. McGuckin – Note-taker
M. Eldridge

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that all matters dealing with Policy issues in DOUBLE PRIVATE Session be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

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



Director's Monthly Report October to November 2019

Following are highlights for the period of October 18th to November 21st, 2019

October 19

- Attended and delivered remarks at the 50th Anniversary Celebration St. Dorothy Catholic School

October 21

- Had the pleasure of meeting students at Blessed Cardinal Newman Secondary School for *Take Me Outside Day* to deliver the message of spending time outdoors and being active in nature
- Along with Trustee Crawford attended the Canonization Ceremony for St. John Henry Newman at Blessed Cardinal Newman Secondary School

October 24

- Participated in and delivered opening remarks and learned about history, culture arts, contributions and innovation at the Latin Hispanic Heritage Month Mass and Expose at St. Basil the Great Secondary
- Attended and delivered greetings at the Toronto Catholic Principals and Vice Principals Annual Dinner for Retiring TCDSB members at Sala Caboto

October 25

- Along with TCDSB staff, hosted an Italian Delegation of students and staff visiting from the Istituto Tecnico Statale Economico Roberto Valturio

October 29

- Visited Our Lady of Lourdes Catholic School to be present for the Minister of Health's announcement regarding Community Food Bank Nutrition Programs

October 30

- Participated in the Leadership Retreat Keynote address for all Business Leaders, Principals and Vice Principals at Montecassino event centre
- Attended the elementary vice principals' association meeting

November 5

- Attended the Secondary Local School Staffing Advisory Committee (LSSAC) Day at St. Basil the Great College School Theater
- Along with the Chair, Trustees and Senior Staff had the pleasure of attending the Annual Cardinal's Dinner held at the Metro Convention Centre

November 6

- Along with Associate Director Lloyd Noronha had the pleasure of meeting with grade 9 students for *Take Our Kids to Work Day*
- Had the pleasure of attending and delivering remarks at the Celebration of the Eucharist in Honour of TCDSB 2018-2019 Retirees

November 8

- Attended the Vice Principals' Spiritual Retreat for Areas 3-6
- Attended a professional learning session of teams of teachers and administrators from the TCDSB Equity-Poverty Action Network (EPAN) schools
- Along with staff, attended an evening book launch of *A Fly in a Pail of Milk: The Herb Carnegie Story*

November 9

- Along with Trustee Kennedy and Superintendent Nick D'Avella had the pleasure of attending the annual ALPHA Education Event where Jody Huang was presented with the Catalyst for Change Educator Award

November 11

- Along with TCDSB students, participated in the annual sunrise Remembrance Day ceremony at the Prospect Cemetery
- Along with Trustee Crawford and Vice Chair Del Grande and staff of the CEC had the honour of paying tribute to the men and women who fought for the freedom we enjoy today at the CEC

November 13

- Attended the Pastoral Plan In-service Year 2 for Areas 3 and 4 elementary staff at the Sisters of Good Shepherd Centre

November 15

- Celebrated along with Trustees and Staff at The Angel Foundation for Learning's annual fundraising gala which was held at The Riviera Event Space

November 19

- Participated in the Principal/Vice Principal Work Intensification meeting with the Ministry of Education at the Ontario Principals' Council Office in Toronto

November 20

- Attended the Anti-Racism Conference at the CEC

November 21

- Attended the Spiritual Retreat for Business Leaders

November Student Trustee Board Report

Update from the Student Trustees:



- On October 16, the Student Trustees acted as the emcees of the Newcomer Student Leadership Conference at the CEC. This event welcomed newcomers, including recent immigrants, refugees, and international students, to the TCDSB and shared with them a message of inclusion and belonging. The Student Trustees also led a workshop for attendees which sought to make them aware of the leadership opportunities available within the TCDSB.
- From October 17 to 20, the Student Trustees attended the OSTA-AECO Fall General Meeting at the Marriott Downtown at CF Toronto Eaton Centre hotel. They participated in professional development activities, listened to guest speakers, worked on advocacy at the provincial level, and networked with Student Trustees from across Ontario. Trustee Taylor Dallin led breakout sessions as the OSTA-AECO Operations Coordinator which were related to the seven working groups she oversees.
- On October 25, Trustee Taylor Dallin attended the Ontario Principals' Council Awards Dinner to accept the Outstanding Contribution to Education Award on behalf of OSTA-AECO.
- On October 29, the Student Trustees led the October CSLIT General Assembly meeting where hundreds of students from across the TCDSB gathered to share their voices and gain tools for their leadership toolboxes. Guest speakers included world-renowned speaker Bob Kittell, Glen Reyes from H4 Community, and Natalie Rizzo of Development and Peace.
- On November 5, the Student Trustees hosted a dinner with Michael Consul for parents/guardians of the CSLIT Executive Council. This provided them an opportunity to meet Michael Consul and learn more about their children's work with CSLIT and the greater TCDSB Catholic student leadership movement.
- From November 9 to 12, Trustee Kathy Nguyen attended SMILE (Students and Staff Maximizing Inter-Community Leadership Experience) Camp as a mentor for other secondary students. Students gathered to build a sense of community and identify issues at their school that need addressing.
- On November 15, the Student Trustees attended the Angel Foundation for Learning Gala with other student leaders.
- On November 18, the Student Trustees led a CSLIT Executive Council meeting.

CSLIT:

Administrative Affairs

This past month, The Director of Administrative Affairs has assisted in various tasks for the CSLIT. Tasks include recruiting volunteers for the 21C TCDSB Teacher Technology Event, organizing attendance from the Executive Team for the AFL Gala, and helping plan the CSLIT Executive's first parent dinner. For the monthly CSLIT General Assembly, the Director of Administrative Affairs will prepare all necessary documents needed, including the PowerPoint presentation, agenda, and minutes.

Social Affairs

The Director of Social Affairs commends their subcommittee and everyone who helped to organize the first board wide event of the 2019-2020 school year, Spooky Fiesta. The event, which took place on October 29th, was successful in bringing a group of amazing Catholic Leaders together to make unforgettable memories. Spooky Fiesta also prospered in the collection of both canned food and donations in support of the Angel Foundation for Learning. The Director of Social Affairs has also begun planning the Christmas Social, which will require extensive coordination from their subcommittee. Ultimately, the Director of Social Affairs will continue to work alongside their subcommittee and the rest of CSLIT's Executive team to ensure an astounding outcome at all other social events throughout the year, much like the result of Spooky Fiesta.

Angel Foundation for Learning

The Angel Foundation for Learning subcommittee has met with some of its members and recently hosted their very first bake sale at CSLIT's annual "Spooky Fiesta." With plenty of students contributing, the bake sale raised a little over \$180 for AFL. The next steps for AFL will be to meet up at least two more times before the month of December in order to discuss what the plan is for the month. There are high hopes of running "CSLIT on Ice", or of partaking in some sort of Christmas event with the Social Affairs subcommittee. That will all be discussed within the next few meetings. Moving forward, AFL's goal is to build on what has already been started. Starting with a much more pressing social media presence, AFL plans to advertise and to continue to receive new members as the year goes on. Hopefully this means more independent events and fundraisers for the coming months, and collaboration with other subcommittees.

Elementary Affairs

The Elementary Catholic Student Leadership Impact Team held their second meeting of the year on November 7, 2019. Quigley hall was filled wall to wall with elementary student leaders. This month's guest speaker was Matthew Jones, A.K.A Testament, who spoke about leading through faith. It was engaging, interactive, and inspiring. The student leaders were also asked to group with their schools to compile a list of issues they believe are pressing and must be focused on. These lists will be analyzed and from them the pillars of focus for ECSLIT will be created.

Equity

The equity subcommittee has been working towards planning the Inclusion and Belonging retreat this past month. Alongside Inclusion and Belonging, the main focus of this year is incorporating the pastoral plan's "we belong" into CSLIT. Equity will help install these values into schools through CSLIT's general assemblies. Some other exciting news is the partnership between Social Justice and Equity's subcommittees. For the remainder of the year, both groups will be working closely together and trying to tackle many equity and social justice issues within our board.

Faith

The CSLIT Executive Team's Faith Ambassador has reached all the goals for the month of October 2018. This includes creating and leading prayers for both CSLIT and ECSLIT meetings for the month and hosting the first Faith sub-committee meeting. In addition to this, volunteering during the weekend for St. Vincent De Paul's "Bundle Up" campaign with the Faith sub-committee members. So far in November the Faith Ambassador has created and lead the prayers for the month. The Faith Ambassador wishes to continue putting the community's faith into action by organizing this year's Faith Camp, volunteering in the city with others and continuing to arrange sub-committee meetings.

Public Relations

Since the month of September Public Relations has attended, promoted, and live-tweeted the Newcomer Conference, Catholic Student Leadership General Assembly, and CSLIT's Halloween event "Spooky Fiesta." Public Relations has

also written the Elementary Catholic Student Leadership Impact Team's October and November blog posts. The Public Relations team will continue to fulfil their goal of raising awareness of Catholic Student Leadership events within the TCDSB through Instagram, Twitter, and the Catholic Student Leadership website.



*Mike Del Grande
Trustee Ward 7*

E-mail: Mike.DelGrande@tcdsb.org

Voicemail: 416-512-3407

To: Regular Board Meeting , November 21, 2019

From: Mike Del Grande, Trustee Ward 7

Subject: Consideration of Motion – Review of Delegation Policy

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**



*Markus de Domenico
Trustee Ward 2*

E-mail: Markus.deDomenico@tcdsb.org

Voicemail: 416-512-3402

To: Regular Board Meeting , November 21, 2019

From: Markus de Domenico, Trustee Ward 2

Subject: Consideration 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



*Mike Del Grande
Trustee Ward 7*

E-mail: Mike.DelGrande@tcdsb.org

Voicemail: 416-512-3407

To: Regular Board Meeting, November 21, 2019

From: Mike Del Grande, Trustee Ward 7

Subject: Consideration 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**



Ida Li Preti
Trustee Ward 3

E-mail: Ida.LiPreti@tcdsb.org

Voicemail: 416-512-3403

To: Regular Board Meeting , November 21, 2019

From: Ida Li Preti, Trustee Ward 3

Subject: Consideration of Motion – Urgent Action Needed to Address Dangers of Youth Vaping

MOVED BY: Ida Li Preti, Toronto Catholic District School Board

WHEREAS: the use of e-cigarettes, commonly referred to as vapes, mods, and Juuls, has dramatically increased in Canadian youth ages 16 to 19 by 74% between 2017 and 2018; and

WHEREAS: a recent study from the University of Waterloo on Canadian youth vape use indicates that high schools across Canada are struggling to respond to the rapid increase in youth vaping; and

WHEREAS: on September 13, 2019 the US Centre for Disease Control reported that there are currently 380 confirmed and probable cases of vape-related illnesses and six deaths and the CDC has also declared youth vaping an “epidemic”; and

WHEREAS: the US Food and Drug Administration will soon unveil plans to remove flavored e-cigarette products from the US market, including menthol and mint products; and

WHEREAS: e-cigarettes contain aerosol that users breathe from the device which can contain harmful and potentially harmful substances, including high concentrations of nicotine, ultrafine particles that can be inhaled deep into the lungs, flavoring such as diacetyl, a chemical linked to a serious lung disease, volatile organic compounds, cancer-causing chemicals, and heavy metals such as nickel, tin, and lead; and

WHEREAS: Whereas, school boards have an important role to play in addressing this youth public health epidemic;

BE IT RESOLVED THAT:

(a) That the Chair write to Health Canada, the Ontario Ministry of Health, and the Toronto Board of Health to plead for urgent action to address the youth public health epidemic of vaping, including:

- (i) a full ban on e-cigarettes in Canada until the science about the adverse health impacts is known, to ensure that these devices can be properly regulated to protect youth from severe pulmonary disease that has resulted in death in some cases,
- (ii) a removal of flavoured e-cigarette products from the Canadian market;
- (iii) additional regulations on the sale of e-cigarettes and nicotine-containing vape products, similar to the regulations in effect for the sale of alcohol and increased funding for enforcement;
- (iv) advertising restrictions that are identical to those in effect for tobacco products to ensure that children and youth are protected;
- (v) the provision of funding for schools to install vape detectors as a deterrent for youth vaping in schools

Ida Li Preti
Trustee, Ward 3

OUR MISSION

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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, OCTOBER 8, 2019

PRESENT:

Trustees:

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

T. Lubinski - via Teleconference
M. Rizzo

Staff:

R. McGuckin
C. Fernandes
M. Loberto
P. De Cock
C. Caldwell

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

4. Approval of the Agenda

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that Item 13a) Board Vehicles Policy B.G.04 be deferred to the November 12, 2019 Governance and Policy (GAP) Committee Meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that the Agenda, as amended, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski
Rizzo

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 September 10, 2019 for PUBLIC Session be approved with the following amendment:

Page 2 – Item 4 - insert the name of Item 13b) so that it reads *Update to Community Planning and Facility Partnerships Policy B.R.07*.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

13. Staff Reports

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that Item 13b) be adopted as follows:

- 13b) Update to Community Planning and Facility Partnerships Policy B.R.07** received.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Di Pasquale, that the Board approve the amendments to the Community Planning and Facility Partnerships Policy as outlined in Appendix ‘A’ of the report; and

That staff consider revising the policy to include language that requires fiscal neutrality to the Board in new facility partnerships.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Rizzo

Lubinski

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
Rizzo

Lubinski

The Motion, as amended, was declared

CARRIED

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

13c) Update to Food and Beverage Policy SM.08 received.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale that on Page 54:

Purpose: *Catholic Graduate Expectations* be replaced with *Ontario Catholic School Graduate Expectations*;

Alignment with MYSP: *Well-Being* be replaced with *Well Being*;

Alignment with MYSP: *Living our Values* be replaced with *Living Our Catholic Values*; and

Financial Impact and *Legal Impact* be deleted.

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Crawford, that *should* be replaced with *shall*, Regulation 5, page 56.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Crawford, that Regulation 4h), page 56, be revised to read *to purchase fair trade products where possible, subject to contractual agreement*.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Di Pasquale, that new Regulations be added as follows:

That Toronto Catholic District School Board (TCDSB) secondary schools cafeteria service providers ensure that no meat is served on Fridays, subject to existing service provider contracts, and that upon the expiry of those

contracts, the TCDSB will include that requirement in future contracts with food and beverage service providers;

That all TCDSB schools request that service providers provide only fair trade coffee, and that upon the expiry of the existing service provider contracts, the TCDSB will include that requirement in future contracts with food and beverage service providers;

That staff review the rest of the Food and Beverage Sold in Schools Policy to ensure consistency with the abovementioned Regulations; and

That staff propose language to address the use of single use plastics.

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that the policy be referred to staff to bring back a revised policy with the abovementioned amendments to the November 12, 2019 GAP meeting.

Results of the Vote taken regarding Referral, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski
Rizzo

The Motion to Refer was declared

CARRIED

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

- 13d) Student and Program Assessment Policy S.P.13 and Appendix A S.P.13 Operational Procedures** received and 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.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

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

- 13e) Update to Governance Policy T.20** received and that *Financial and Legal Impact*, page 85, be deleted.

MOVED by Trustee Lubinski, seconded by Trustee Crawford, that the policy be referred to the Catholic Education and Living Our Catholic Values Sub-Committee.

Results of the Vote taken regarding Referral , as follows:

In Favour

Opposed

Trustees Crawford	Di Pasquale
Del Grande	Li Preti
Lubinski	Rizzo

The Motion to Refer was declared

LOST ON A TIE

MOVED by Trustee Crawford, seconded by Trustee Rizzo that:

The spirit and importance of Catholic education be included and that *implement* be replaced with *ensure implementation*, Regulation 1, page 86;

should be replaced with *shall*, Regulation 2, page 85;

Regulation 5, page 85, be deleted;

Multi-Year Plan be replaced with *Multi-Year Strategic Plan* consistently throughout the policy;

Direct quotes be inserted for the citing of Section 218.1 (e) *The Education Act*, Regulation 9, page 87;

afer be replaced with *after*, Regulation 9, page 87;

Regulation 10, page 87, be reworded to read *The Board of Trustees will engage with constituents when developing policy, as appropriate*;

Regulation 11(j) be deleted;

board be replaced with *Board* consistently throughout the policy;

director be replaced with *Director* consistently throughout the policy;
trustees be replaced with *Trustees* consistently throughout the policy;
Regulation 16d), page 90, be deleted;
the Ministry of the act of omission be replaced with *Education*, Regulation 12g), page 90;
Regulation 17, page 90, be revised to read: *The Governance and Policy Standing Committee or designated Standing Committee is responsible for:*
and
Staff improve the language for definition, Policy, page 91.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Rizzo, that staff add language for a new Regulation to the effect that *confidentiality is important for the proper working of the Board and if breached, the violation of the Code of Conduct policy would be enforced.*

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski
Rizzo

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Rizzo, that:

and the Board's Mission and Vision be added to Regulation 12g), page 88;

Regulation 12h), page 88, be deleted;

Regulation 17a) v be renumbered to iv, page 90;

made under the Education Act be inserted after *guideline*, Regulation 13, page 89;

All TCDSB's policies must be recommended by the GAP Committee to the Board be included under Policy, pages 85-86.

Wording to the effect that *breaches are subject to the Code of Conduct* be included, Regulation 8, page 87; and

procedure be replaced with *By-law*, Regulation 12b), page 88.

Results of the Vote taken on the AMENDMENT as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Li Preti
Lubinski
Rizzo

The AMENDMENT was declared

CARRIED

Trustee Kennedy joined the meeting at 8:50 pm.

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

In Favour

Trustees Di Pasquale
Li Preti
Rizzo

Opposed

Crawford
Del Grande
Kennedy
Lubinski

The Motion, as amended, was declared

LOST

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

- 13f) Update to Effective Financial Management and Control of Operations Policy F.M.08** that the Board approve the revised Effective Financial Management and Control of Operations Policy F.M. 08 as written in Appendix A of the report and the corresponding revised Operating Procedures as written in Appendix B of the report, and that the existing date on page 103 be deleted and updated whenever the policy is approved.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

Opposed

Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

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

- 13g) Cursive Writing Policy and Kindergarten Pilot Project** that the Cursive Writing Policy be adopted immediately and that the cursive writing pilot project as outlined in the report be carried out in the 2019-2020 academic year at St. Antoine Daniel, Bishop Macdonell and Holy Child Catholic Schools and resources used be shared via the Early Years portal page.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

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

- 13h) Elementary French Programming Policy S.P.02** that the revised Policy on Elementary French Programming S.P.02 provided in Report Appendix A be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

14, Listing of Communications

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

- 14a) From the Toronto Catholic Parent Involvement Committee regarding Catholic Parent Involvement Committee Policy P.04** received and referred to staff.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski
Rizzo

The Motion was declared

CARRIED

16. Updating of Pending List

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that Items 16a) and 16b) be adopted as follows:

16a) Monthly Pending List; and

16b) Annual Policy Priority Schedule received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Li Preti

Lubinski
Rizzo

The Motion was declared

CARRIED

17. Adjournment

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, 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
Rizzo

The Motion was declared

CARRIED

SECRETARY

CHAIR

OUR MISSION

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

OUR VISION

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



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

HELD TUESDAY, SEPTEMBER 17, 2019

Trustees: M. Del Grande, Acting Chair
D. Di Giorgio

External Members: N. Borges
R. Singh

Staff: R. McGuckin
L. Noronha
P. Matthews
D. Friesen
M. Eldridge
S. Camacho
P. De Cock
D. Bilenduke
C. Giambattista

S. Harris, Recording Secretary

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

3. Roll Call and Apologies

An apology was extended on behalf of Trustee Kennedy.

4. Approval of the Agenda

MOVED by Ryan Singh, seconded by Trustee Di Giorgio, that the Agenda be approved.

The Motion was declared

CARRIED

5. Declarations of Interest

There were none.

6. Approval & Signing of the Minutes of the Previous Meeting

MOVED by Ryan Singh, seconded by Nancy Borges, that the Minutes of the Meeting held May 14, 2019 be approved.

The Motion was declared

CARRIED

MOVED by Ryan Singh, seconded by Nancy Borges, that Items 8a) and 13a) be adopted as follows:

8. Presentation

8a) Trevor Ferguson & Scott Finkel, representing Deloitte LLP; and

13. Staff Reports

13a) Trevor Ferguson & Scott Finkel, representing Deloitte LLP, regarding the 2019 Audit Plan received.

The Motion was declared

CARRIED

MOVED by Ryan Singh, seconded by Nancy Borges, that Items 8b) and 13b) be adopted as follows:

8. Presentation

- 8b) Paula Hatt, representing the Toronto & Area Regional Internal Audit (RIAT) Team; and**

13. Staff Reports

- 13b) Paula Hatt, representing the Toronto & Area RIAT, regarding the Regional Internal Audit Team Update received.**

The Motion was declared

CARRIED

MOVED by Trustee Di Giorgio, seconded by Ryan Singh, that Item 13c) be adopted as follows:

- 13c) Process for Approving Procurement Awards above \$50,000 received.**

The Motion was declared

CARRIED

MOVED by Nancy Borges, seconded by Ryan Singh, that Item 13d) be adopted as follows:

13d) 2018-19 Third Quarter Financial Status Update received.

The Motion was declared

CARRIED

MOVED by Ryan Singh, seconded by Nancy Borges, that Item 13e) be adopted as follows:

13e) Whistleblower Program Update received.

The Motion was declared

CARRIED

MOVED by Nancy Borges, seconded by Ryan Singh, that Item 13f) be adopted as follows:

13f) Audit Committee Annual Agenda/Checklist received.

The Motion was declared

CARRIED

15. Inquiries and Miscellaneous

MOVED by Trustee Di Giorgio, seconded by Ryan Singh, that Item 15a) be adopted as follows:

- 15a) Next Scheduled Audit Committee Meeting Date: Wednesday, November 13, 2019** received.

The Motion was declared

CARRIED

18. Adjournment

MOVED by Trustee Di Giorgio, seconded by Nancy Borges, that the meeting be adjourned.

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

REGULAR BOARD

UPDATE FROM THE BY-LAW REVIEW COMMITTEE CHANGES TO TCDSB OPERATING BY- LAW NUMBER 175

When you obey the Lord your God by observing his commandments and decrees that are written in this book of law, because you turn to the Lord your God with all your heart and with all your soul. Deuteronomy 30:10

Created, Draft	First Tabling	Review
November 5, 2019	November 21, 2019	Click here to enter a date.

Paul Matthews, General Legal Counsel

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 provides recommended changes to the Board arising out of various issues with respect to the Board's operating by-laws. These changes have been approved by the By-Law Review Ad-Hoc Committee.

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

B. PURPOSE

The purpose of this report is to propose revisions to the Board's Operating By-Law Number 175 (as amended at April 21, 2016).

C. BACKGROUND

1. The Ad-Hoc By-Law Committee met to discuss and review various articles of the Board's Operating By-Law and instructed staff to review matters discussed at the meeting and report back to the committee. The committee met on the following dates:
 - February 19, 2019,
 - April 10, 2019 and
 - May 13, 2019
2. **September 9, 2019** – at the By-Laws Review Ad-Hoc Committee, the committee discussed various articles of the Board's Operating By-Laws and considered input from the CPIC Chair regarding including language to the TCDSB's Operating By-Law Number 175 (as amended at April 21, 2016).
3. **October 7, 2019** - at the By-Laws Review Ad-Hoc Committee, the committee approved the final draft to update the TCDSB's Operating By-Law Number 175 (as amended at April 21, 2016) in **Appendix A**.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The following articles were revised or added by the By-Laws Review Ad Hoc Committee:

Article	Content
5.6	<u>Composition of Ad-Hoc Committees</u> <i>Added:</i> ...it is strongly recommended that...
5.6.1	<u>New Sub-Article</u> All Trustees may attend Ad-Hoc committee meetings. Trustees who are not members of the Ad-Hoc Committee may participate in discussion/debate at the meeting but may not move a motion or vote on any matter.
5.6.2	<u>New Sub-Article</u> Neither the Chair or the Vice-Chair of the Board have ex-officio status on an Ad-Hoc committee. Trustee membership on all Ad-Hoc committees will be listed on the Board's website.
5.10.1	<u>New Sub-Article</u> All Trustees may attend sub-committee meetings. Trustees who are not members of the sub-committee may participate in discussion/debate at the meeting but may not move a motion or vote on any matter.
5.10.2	<u>New Sub-Article</u> Neither the Chair or the Vice-Chair of the Board have ex-officio status on an sub-committee. Trustee membership on all sub-committees will be listed on the Board's website.
10.8.9	<u>New Sub-Article</u> Any recommended changes to policy, program or services from SEAC shall stand referred to staff for a report to the Board of Trustees.
10.8.10	<u>New Sub-Article</u> Any matter dealing with recommended changes to parent involvement/engagement policy of services shall, if adopted, stand referred to the Catholic Parent Involvement Committee (CPIC) where applicable, prior to submission to the Board of Trustees for consideration; and the staff report, along with any CPIC response, shall be submitted to the appropriate committee for review prior to submission to the Board of Trustees.
10.9.19.1	<u>Board Order Paper - New Sub-Article</u> Inquiries and Miscellaneous items must be submitted to staff and all Trustees at least 24 hours prior to the meeting

10.10.17.1	Committee Order Paper - <u>New Sub-Article</u> Inquiries and Miscellaneous items must be submitted to staff and all Trustees at least 24 hours prior to the meeting.
18.1	Reimbursement for Costs and Expenses Relating to Municipal Conflict of Interest Proceedings - Revisions On the advice of the Director as Chief Executive Officer and Secretary of the Board, and u Upon receipt of a formal documented request, in consultation with the Board of Trustees, the TCDSB shall pay on behalf of or reimburse, irrespective of any awarded costs, all reasonable costs and expenses, as agreed or taxed, based on the individual merits of each case, and not to be arbitrarily withheld, incurred by a Trustee who has been found not to have contravened Article 5 of the Municipal Conflict of Interest Act.

E. STAFF RECOMMENDATION

Staff recommends that the Board consider the amendments made by the By-Law Review Ad-Hoc Committee and approve the proposed changes as outlined in the Revised Draft TCDSB Operating By-Law Number 174 (as amended at April 21, 2016) in Appendix A.

**TORONTO CATHOLIC
DISTRICT SCHOOL BOARD
THE BOARD'S OPERATING
BY-LAW NUMBER 175 (as
amended at April 21, 2016)**



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ARTICLE 1. INTERPRETATION

1.1 Meaning of Terms

For this By-law and all other By-laws of the Board unless the context otherwise requires:

1.1.1 the singular includes the plural and vice versa;

1.1.2 words importing gender shall include all genders;

1.1.3 a reference to a statute, refers to that statute, and any regulations or rules issued thereunder, as amended, supplemented or replaced from time to time;

1.1.4 “Board of Trustees” means the Board of Trustees of the Toronto Catholic District School Board;

1.1.5 "Committee" includes any committee or subcommittee of the Board of Trustees established under this By-law;

1.1.6 “Deputy Minister” means the Ontario Deputy Minister of Education;

1.1.7 “Director” means the Director of Education;

1.1.8 "Education Act" and “Act” means the *Education Act*, R.S.O. 1990, c.E.2, and includes, where the context requires, the Regulations enacted thereunder;

1.1.9 “Inaugural Meeting” means the regular meeting at which the Chair of the Board of Trustees and the Vice-Chair of the Board of Trustees are elected and members of Committees are appointed in each year;

1.1.10 "Meeting" includes a meeting of the Board of Trustees and a meeting of a Committee;

1.1.11 “Member” when used in Article 10.8, Article 12, and Article 13, means a person who is a member of the Board of Trustees or a committee, as the case requires, who is entitled to vote at the relevant Meeting;

1.1.12 “Minister” means the Ontario Minister of Education;

1.1.13 “Multi-Year Plan” means the plan developed by the Board of Trustees in accordance with Article 2.1.6;

1.1.14 “Municipal Elections Act” means the *Municipal Elections Act*, 1996, S.O. 1996, c.32 and includes, where the context requires, the Regulations enacted thereunder;

- 1.1.15 “Presiding Officer means the person determined to be the presiding officer in accordance with Article 3.5;
- 1.1.16 "Private Session" means a meeting from which the public has been excluded in accordance with Article 4.16;
- 1.1.17 "Public Session" means a meeting which is open to the public in accordance with Article 4.14;
- 1.1.18 “Roll Call” means taking attendance by the Chair of the meeting by way of calling out the names of the Trustees;
- 1.1.19 "Senior Staff" means an employee of the Board of Trustees at or above the level of Superintendent;
- 1.1.20 "Statutory Committee" means any committee that, by law, the TCDSB is required to establish;
- 1.1.21 “Student Trustee” means a Roman Catholic secondary school student, elected by a student body, to represent the interest of students in the last two years of the intermediate division and students in the senior division of the Toronto Catholic District School Board;
- 1.1.22 “TCDSB” means the Toronto Catholic District School Board;
- 1.1.23 "Trustee" means a person elected, acclaimed, or appointed to the office of trustee of the Board of Trustees according to the provisions of the *Education Act* or the *Municipal Elections Act*;
- 1.1.24 “Urgent Matter” means any matter of a time-sensitive nature which may result in financial loss or other harm to the TCDSB and to the Board of Trustees of the TCDSB, an employee, or student, if the matter is not dealt with before the next scheduled meeting; and
- 1.1.25 "Year" means, unless qualified by the word “calendar”, the period commencing on the first day of December, and ending on the last day of the next November.

1.2 Committee of the Whole Board

For the purposes of this By-Law references in the Act to a committee of the whole board shall be deemed to be references to the Board of Trustees.

1.3 Inadvertent Omission

If and whenever there is an inadvertent error or omission to give or deliver any notice, report or agenda, such inadvertent error or omission shall not affect the validity of any action or thing thereafter undertaken by the Board of Trustees or its Committees.

ARTICLE 2. DUTIES OF THE BOARD OF TRUSTEES AND OFFICERS

2.1 The Board of Trustees

In addition to any other duties under the Act or this By-law or otherwise, the Board of Trustees shall:

- 2.1.1 promote student achievement and well-being;
- 2.1.2 effectively use and ensure effective stewardship of the resources entrusted to it for the purposes of delivering effective and appropriate education;
- 2.1.3 ensure the delivery of effective and appropriate education programs to TCDSB's students;
- 2.1.4 develop and maintain policies and organizational structures that,
 - 2.1.4.1 promote the goals referred to in Articles 2.1.1 to 2.1.3, and
 - 2.1.4.2 encourage students to pursue their educational goals;
- 2.1.5 monitor and evaluate the effectiveness of policies developed by the Board of Trustees under Article 2.1.4 in achieving the Board of Trustees' goals and the efficiency of the implementation of those policies;
- 2.1.6 develop a multi-year plan (the "Multi-Year Plan") for three or more school years aimed at achieving the goals referred to in Articles 2.1.1 to 2.1.3;
- 2.1.7 ensure that the Multi-Year Plan includes measures respecting the allocation of resources to improve student outcomes that fall below outcomes specified in regulations under the Education Act;
- 2.1.8 annually review the Multi-Year Plan with the Director;
- 2.1.9 have responsibility for hiring of the Director and shall ensure that the employment contract with the Director includes a conflict resolution

mechanism for dealing with any potential conflict between the Director and the Board of Trustees;

2.1.10 monitor and evaluate the performance of the Director, or the supervisory officer acting as the Director, in meeting,

2.1.10.1 his or her duties under the Act or any policy, guideline, or regulation made under this Act, including duties under the Multi-Year Plan referred to in Article 2.1.6, and

2.1.10.2 any other duties assigned by the Board of Trustees;

2.1.11 respond to any request by the Director regarding the criteria and process for the appointment of any associate or deputy Directors or supervisory officers; and

2.1.12 manage the resources entrusted to it in a manner that upholds public confidence.

2.2 Trustees

In addition to any other duties under the Act or this By-law or otherwise, each Trustee shall:

2.2.1 carry out his or her responsibilities in a manner that assists the Board of Trustees in fulfilling its duties under the Act, the regulations, and the guidelines issued under the Act;

2.2.2 attend and participate in meetings of the Board of Trustees, including meetings of Committees of which he or she is a member;

2.2.3 consult with parents, students, and supporters of the TCDSB on the Multi-Year Plan;

2.2.4 bring concerns of parents, students, and supporters of the TCDSB to the attention of the Board of Trustees;

2.2.5 uphold the implementation of any resolution of the Board of Trustees after it is passed by the Board of Trustees;

2.2.6 entrust the day to day management of the TCDSB to its staff through the Director;

2.2.7 maintain focus on student achievement and well-being; and

2.2.8 comply with the Board of Trustees' code of conduct.

2.3 Duties of the Director

In addition to any other duties under the Act or the By-laws or otherwise, the Director shall;

- 2.3.1 annually review with the Board of Trustees the Multi-Year Plan;
- 2.3.2 ensure that the Multi-Year Plan establishes the TCDSB's priorities and identifies specific measures and resources that will be applied in achieving those priorities and in carrying out its duties under the Act, in particular, its responsibility for student achievement;
- 2.3.3 implement and monitor the implementation of the Multi-Year Plan;
- 2.3.4 report quarterly to the Board of Trustees on the implementation of the MultiYear Plan;
- 2.3.5 act as Secretary;
- 2.3.6 oversee the day to day management of the TCDSB;
- 2.3.7 have sole responsibility, either directly or indirectly through a designate or designates, for all hiring, monitoring, evaluation, and termination, other than the hiring, monitoring, evaluation, and termination of the Director including the responsibility to determine what positions are required;
- 2.3.8 establish a process for the hiring of any associate or deputy Director, which process shall include participation of the Chair of the Board of Trustees and up to two other Trustees chosen by the Board of Trustees;
- 2.3.9 collaborate with the Board of Trustees in setting the criteria and process for the appointment of supervisory officers, which criteria shall ensure that the TCDSB's values and vision are reflected;
- 2.3.10 immediately upon discovery bring to the attention of the Board of Trustees any act or omission by the Board of Trustees that in the opinion of the Director may result in, or has resulted in, a contravention of the Act or any policy, guideline, or regulation made under the Act; and
- 2.3.11 if the Board of Trustees does not respond in a timely and satisfactory manner to an act or omission brought to its attention under Article 2.3.10 advise the Deputy Minister or Minister of the act or omission.

2.4 Duties of other Senior Staff and other TCDSB Employees

Senior Staff and other persons employed or retained by the TCDSB shall have such duties as may be assigned to them by law, contract, the By-laws of the Board of Trustees, or the Director.

2.5 Officers Named

The officers of the TCDSB shall be:

- 2.5.1 the Chair of the Board of Trustees, who shall be a Trustee;
- 2.5.2 the Vice-Chair of the Board of Trustees, who shall be a Trustee;
- 2.5.3 the Secretary, who shall be the Director;
- 2.5.4 the Treasurer, who shall be the Associate Director, Business Services; and
- 2.5.5 the Honorary Director of Education, who shall be the Archbishop of Toronto.

2.6 Duties of the Chair of the Board of Trustees

In addition to any other duties under the Act or the By-laws or otherwise, the Chair of the Board of Trustees shall:

- 2.6.1 preside over meetings of the Board of Trustees;
- 2.6.2 conduct the meetings in accordance with the Board of Trustees' procedures and practices for the conduct of Board of Trustees meetings;
- 2.6.3 establish agendas for Board of Trustees meetings, in consultation with the Director or his or her designate acting as the Director;
- 2.6.4 ensure that members of the Board of Trustees have the information needed for informed discussion of the agenda items;
- 2.6.5 act as spokesperson to the public on behalf of the Board of Trustees, in consultation with the Director, unless otherwise determined by the Board of Trustees, provided, however, that when there is doubt as to the interpretation of policy, or there is no established policy, the Chair of the Board of Trustees shall seek direction from the Board of Trustees regarding the substance and manner in which the matter is to be expressed;
- 2.6.6 convey the decisions of the Board of Trustees to the Director or the supervisory officer acting as the Director;

- 2.6.7 provide leadership to the Board of Trustees in maintaining the Board of Trustees' focus on its Multi-Year Plan;
- 2.6.8 provide leadership to the Board of Trustees in maintaining the Board of Trustees' focus on the Board of Trustees' mission and vision;
- 2.6.9 provide leadership to the Board of Trustees in adhering to the Board of Trustees' Code of Conduct; and
- 2.6.10 assume such other responsibilities as may be specified by the Board of Trustees.

2.7 Duties of the Vice-Chair of the Board of Trustees

In addition to any other duties assigned under the Act, or the By-laws, or otherwise, the Vice-Chair of the Board of Trustees shall:

- 2.7.1 in the absence of the Chair of the Board of Trustees, or in the event of the inability of the Chair of the Board of Trustees to act, assume any or all of the duties of the Chair of the Board of Trustees, except those which are precluded by law, By-law, or regulation;
- 2.7.2 perform such other duties as may be prescribed by the Board of Trustees from time to time.

2.8 Duties of the Secretary

In addition to any other duties assigned under the Act or the By-laws or otherwise, the Secretary, who shall be the Director, shall:

- 2.8.1 attend in person all Meetings of the Board of Trustees and, in person or by delegated representative, Meetings of all Committees;
- 2.8.2 prepare or arrange to have prepared by a delegated representative minutes of all Meetings;
- 2.8.3 keep records or arrange to have kept records as required by law and subject to the directions of the Board of Trustees;
- 2.8.4 conduct the official correspondence on behalf of the Board of Trustees;
- 2.8.5 receive and pass on to the Board of Trustees or the relevant Committee all correspondence, petitions, and reports of other officials;

- 2.8.6 prepare, in consultation with the appropriate Chair, the draft agenda of all Board of Trustees and Committee Meetings;
- 2.8.7 maintain an up-to-date policy register;
- 2.8.8 have charge of all correspondence, reports, and other documents;
- 2.8.9 promulgate all orders, policies and other directions of the Board of Trustees and other matters in accordance with requirements of the law;
- 2.8.10 bring to the attention of the Board of Trustees any matter in respect of which, in the opinion of the Secretary, it may be necessary or useful for the Board of Trustees to be aware; and
- 2.8.11 perform such other duties as may be prescribed by the Board of Trustees from time to time.

2.9 Duties of the Treasurer

In addition to any other duties assigned under the Act or the By-laws or otherwise, the Treasurer shall:

- 2.9.1 submit to the Board of Trustees annually, and quarterly, a statement of estimated revenue and expenditures;
- 2.9.2 have prepared for submission to the Board of Trustees the annual financial statements and the auditor's report;
- 2.9.3 report annually to the Board of Trustees particulars of existing insurance and fidelity bonds expiring during such year with recommendations for renewal;
- 2.9.4 report to the Board of Trustees from time to time and as requested by the Board of Trustees on all financial matters; and
- 2.9.5 perform such other duties as may be prescribed by the Board of Trustees from time to time.

2.10 Code of Conduct

- 2.10.1 The Board of Trustees shall adopt a code of conduct.
- 2.10.2 A member of the Board of Trustees who has reasonable grounds to believe that

a member of the Board of Trustees has breached the Board of Trustees' code of conduct may bring the alleged breach to the attention of the Board of Trustees.

- 2.10.3 If an alleged breach is brought to the attention of the Board of Trustees under Article 2.10.2, the Board of Trustees shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether the member has breached the Board of Trustees' code of conduct.
- 2.10.4 If the Board of Trustees determines under Article 2.10.3 that the member has breached the Board of Trustees' code of conduct, the Board of Trustees may impose one or more of the following sanctions:
 - 2.10.4.1 censure of the member;
 - 2.10.4.2 barring the member from attending all or part of a meeting of the Board of Trustees or a meeting of a Committee of the Board of Trustees, which, for the sake of certainty, shall be deemed to be an authorized absence by the member; or
 - 2.10.4.3 barring the member from sitting on one or more Committees of the Board of Trustees, for the period of time specified by the Board of Trustees.
- 2.10.5 A member of a Board of Trustees who is barred from attending all or part of a meeting of the Board of Trustees or a meeting of a Committee of the Board of Trustees under Article 2.10.4 is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.
- 2.10.6 If a Board of Trustees determines that a member has breached the Board of Trustees' code of conduct under Article 2.10.3,
 - 2.10.6.1 the Board of Trustees shall give the member written notice of the determination and of any sanction imposed by the Board of Trustees;
 - 2.10.6.2 the notice shall inform the member that he or she may make written submissions to the Board of Trustees in respect of the determination or sanction by a date specified in the notice that is at least 14 days after the notice is received by the member; and
 - 2.10.6.3 the Board of Trustees shall consider any submissions made by the member in accordance with Article 2.10.6.2 and shall confirm or revoke the determination within 14 days after the submissions are received.
- 2.10.7 If the Board of Trustees revokes a determination under Article 2.10.6.3, any sanction imposed by the Board of Trustees is revoked.

- 2.10.8 If the Board of Trustees confirms a determination under Article 2.10.6.3, the Board of Trustees shall, within the time referred to in that Article, confirm, vary, or revoke the sanction.
- 2.10.9 Despite Article 2.10.2 but subject to Article 2.10.10, the part of a meeting of the Board of Trustees during which a breach or alleged breach of the Board of Trustees' code of conduct is considered may be closed to the public when the breach or alleged breach involves any of the following matters:
- 2.10.9.1 the security of the property of the TCDSB;
 - 2.10.9.2 the disclosure of intimate, personal or financial information in respect of a member of the Board of Trustees or Committee, an employee or prospective employee of the TCDSB, or a student or his or her parent or guardian;
 - 2.10.9.3 the acquisition or disposal of a school site;
 - 2.10.9.4 decisions in respect of negotiations with employees of the TCDSB; or
 - 2.10.9.5 litigation affecting the TCDSB.
- 2.10.10 A Board of Trustees shall do the following things by resolution at a meeting of the Board of Trustees, and the vote on the resolution shall be open to the public:
- 2.10.10.1 make determination under Article 2.10.3 that a member has breached the Board of Trustees code of conduct;
 - 2.10.10.2 impose a sanction under Article 2.10.4;
 - 2.10.10.3 confirm or revoke a determination under Article 2.10.6.3;
 - 2.10.10.4 confirm, vary, or revoke a sanction under Article 2.10.8.
- 2.10.11 A member who is alleged to have breached the Board of Trustees' code of conduct shall not vote on a resolution to do any of the things described in paragraphs 1 to 4 of Article 2.10.10.
- 2.10.12 The passage of a resolution to do any of the things described in paragraphs 1 to 4 of Article 2.10.10 shall be recorded in the minutes of the meeting.
- 2.10.13 *The Statutory Powers Procedure Act*, R.S.O. 1990, C.S. 22, does not apply to anything done under this Article.

ARTICLE 3. INAUGURAL MEETING

3.1 Date of Inaugural Meeting

Subject to any statutory requirement, the Board of Trustees shall, at or before the last regular meeting in November in each calendar year that is not an election year and in October in an election year, fix a day and time for an Inaugural Meeting of the Board of Trustees for the following Year, provided however that the Inaugural Meeting to be held in the calendar year in which all Trustees are elected at the regular election or acclaimed under the Municipal Elections Act shall be held not later than the 8th day of December. The Director will plan the Inaugural Meeting in consultation with the Chair of the Board of Trustees. The Inaugural Meeting is a regular Meeting of the Board of Trustees.

3.2 Orientation

Each Trustee is expected to participate in an orientation program which generally will commence after the final results of the election and prior to the Inaugural Meeting.

3.3 Service of Dedication of the Roman Catholic Trustee

At or immediately before the commencement of each Inaugural Meeting of the Board of Trustees, all Trustees shall participate in the Service of Dedication of the Roman Catholic Trustee:

- 3.3.1 in the calendar year in which all Trustees are elected, the Service of Dedication shall take place at the Inaugural Meeting, and shall be, unless and until otherwise provided by resolution, the "Commissioning of Catholic Trustees"; and
- 3.3.2 in the calendar year other than that in which all Trustees are elected, the Service of Dedication shall take place at the Inaugural Meeting and shall be, unless and until otherwise provided by resolution, the "Rite of Renewal of Trustees".

3.4 Procedure at Inaugural Meeting

The procedure at the Inaugural Meeting of the Board of Trustees in each year, subject to other By-laws, shall be as set out in Article 3.5 through Article 3.12.

3.5 Presiding Officer at Inaugural Meeting

The Presiding Officer at the Inaugural Meeting shall be:

- 3.5.1 the Director until the first of the persons below who is present is elected;
- 3.5.2 the Chair of the Board of Trustees upon election to office, if present;
- 3.5.3 in the absence of the Chair of the Board of Trustees, the Vice-Chair of the Board of Trustees upon election to office, if present; and
- 3.5.4 in the absence of the Chair of the Board of Trustees and the Vice-Chair of the Board of Trustees, the Trustee present who shall have been elected by the Trustees present to be chair of the Inaugural Meeting.

3.6 Preliminary Proceedings

The Presiding Officer shall,

- 3.6.1 open the meeting with a prayer and read memorials;
- 3.6.2 in a year in which Trustees are elected, read the returns of any elections, following which the newly elected Trustees shall take their places.
- 3.6.3 ensure each Trustee takes the Declaration of Office and Oath of Allegiance, as required by the Education Act;
- 3.6.4 read apologies and call the Roll; and
- 3.6.5 in a year in which Trustees are elected, declare the Board of Trustees legally constituted.

3.7 Election of Chair of the Board of Trustees

The Presiding Officer shall then proceed with the election of the Chair of the Board of Trustees, which shall be conducted in accordance with the provisions of Article 3.12.

3.8 Election of Other Officials

The Presiding Officer shall proceed with the election of the Vice-Chair of the Board of Trustees and any other officers being elected, which shall be conducted in accordance with the provisions of Article 3.12.

3.9 Election of Chair and Vice-Chair of Committees

The Presiding Officer shall then proceed with the election of the Chair and Vice-Chair of each Committee, as necessary. The election shall be conducted in the manner set out in Article 3.12.

- 3.9.1 The Director shall convene the initial meeting of the Committee within seven days of the adoption of the resolution establishing the Committee. The first matter considered by the Committee shall be the Election of the Chair at the first scheduled meeting of the Committee.

3.10 Other Appointments

The Presiding Officer shall then proceed with the election of persons who are to be appointed to local boards and other organizations, which elections shall be conducted in accordance with the provisions of Article 3.12.

- 3.10.1 The Presiding Officer shall then proceed with the election of Trustees who will be appointed to the Board's Internal Standing, Statutory, *Ad-hoc*, or other Committees.

3.11 Further Business

The Presiding Officer shall then deal with any other urgent business of the Board of Trustees.

3.12 Elections

The election of Trustees and others to positions required to be filled by the Board of Trustees shall be conducted by the Presiding Officer as follows:

- 3.12.1 Nominations shall be sought, each of which shall be moved and seconded;
- 3.12.2 After the nominations for the position have been closed and before the vote is taken, each candidate who has not already so declared, and in the sequence nominated, shall declare whether or not he or she will accept the nomination;
- 3.12.3 If there are two or more nominations for any position, the vote shall be conducted by secret ballot, provided that, with the agreement of a majority of Trustees, a recorded vote may be used pursuant to which the identity of both the Trustee voting and the name of the candidate are recorded and announced;
- 3.12.4 With the approval of the Board of Trustees, two returning officers shall be

appointed, the duties of whom shall include the distribution and counting of the ballots; and

- 3.12.5 After each ballot has been counted in any round of balloting, the name of every candidate receiving no votes, and the name of the candidate otherwise receiving the lowest number of votes shall be dropped, and the balloting shall so continue until a candidate has received a majority of the votes of the Trustees present;
- 3.12.6 At any time that there are three or more names remaining on a ballot and two or more nominees are tied with the least number of votes, a vote shall be taken to decide which of such tied nominees shall remain on the list of names to be voted upon in the next round of voting; and
- 3.12.7 In the case of an equality of votes between two, or among three or more, candidates for any office or position, during three consecutive ballots, the candidates shall draw lots to fill the office or position.

ARTICLE 4. MEETINGS

4.1 Seating

As for as practicable, for all meetings the Chair of the Board or Committee shall be seated at the mid-point of the Boardroom table with the Vice-Chair of the Board or Committee to the immediate right.

- 4.1.1 The remaining Trustees shall be seated in sequence of Ward numbers.
- 4.1.2 The Director and other support staff shall sit in close proximity and visible to the Trustees and Public.
- 4.1.3 The Student Trustees shall be seated in the Ward seats vacated by the Chair and Vice-Chair of the Board or Committee.

4.2 Regular Meetings of the Board of Trustees

Unless otherwise ordered by special motion, the regular Meeting of the Board of Trustees shall be held at the business office of the TCDSB commencing at 6:00 p.m. (with respect to matters to be considered in private) and 7:00 p.m. (with respect to all other matters) on the third Thursday in each month and if any such Thursday falls on a statutory or civic holiday, such meeting shall

be held commencing at the same hour within eight (8) days on a date to be determined by the Director and Chair.

The Board will resolve into Private Session no later than 10:00 p.m. to address all private matters.

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

- 4.2.1 A Trustee vacates his or her seat if he or she absents himself or herself without being authorized by resolution entered in the minutes, from three consecutive regular meetings of the Board of Trustees.

A Trustee must be physically present in the meeting room of the Board of Trustees for at least three regular meetings of the Board of Trustees in each 12month period beginning December 1.

4.3 Special Meetings of the Board of Trustees

Special Meetings of the Board of Trustees shall be held only to consider matters of urgency:

- 4.3.1 at the call of the Director;
- 4.3.2 at the call of the Chair of the Board of Trustees;
- 4.3.3 at the written request to the Director from five Trustees on a date fixed by the director that is within seven days of receipt of the request; and
- 4.3.4 where the Chair of the Board of Trustees and the Director are in agreement such meeting may be held with twenty-four (24) hours' prior notice delivered to each Trustee.

4.4 Meetings of Committees

Unless otherwise ordered by special motion of the Board of Trustees, Meetings of Standing or Statutory Committees:

- 4.4.1 shall be held at the business office of the Board of Trustees;

- 4.4.2 the Private session shall be held at 6:00 p.m.; and
- 4.4.3 the Public session shall be held commencing at 7:00 p.m.; or such other time as approved by a majority of members of the committee assuming required staff is available.

4.5 Notice of Other Than Required Regular Monthly Meetings

Subject to the provisions of Article 4.3 and Article 10, written or electronic notice of every special Meeting of the Board of Trustees and of every Meeting of every Committee shall:

- 4.5.1 be communicated to each Trustee at least one-hundred-and-twenty (120) hours prior to the time of the Meeting;
- 4.5.2 state all business to be considered; and
- 4.5.3 for Special meetings a matter that is not included on the agenda may be considered at a Special Meeting of the Board only if all members of the Board are present at the meeting and if all members of the Board unanimously agree to consider the matter.

4.6 Cancellation of Meetings

A Meeting for which a notice is required may be cancelled:

- 4.6.1 in the case of a Special Meeting of the Board of Trustees called by the Director under Article 4.3.1 or 4.3.3, or by the Chair of the Board of Trustees under Article 4.3.2., if the Director or Chair of the Board of Trustees, respectively, deems that the need for such Special Meeting no longer exists;
- 4.6.2 in the case of a Meeting called under Article 4.3.3, if not less than half of the Trustees at whose request the Special Meeting was called, give a further written request that such Special Meeting be cancelled; or
- 4.6.3 in the case of any other regular or Special Meeting of the Board or Committee, where a polling of Trustees indicates that quorum will not be reached at the scheduled time or in extraordinary circumstances, such as inclement weather, the Director in consultation with the Chair of the Board of Trustees or Chair of the Committee.

4.7 Automatic Cancellation by Inaugural Meeting

Unless otherwise ordered by special motion of the Board of Trustees, the holding of the Inaugural Meeting of the Board of Trustees as prescribed in Article 3 shall automatically cancel any Meeting that is not fixed in the By-laws of the Board of Trustees.

4.8 Quorum for Meetings of All Trustees

Subject to the *Municipal Conflict of Interest Act* (R.S.O. 1990 c. M.50) (hereinafter, the “Municipal Conflict of Interest Act”), a majority of the Trustees of the Board of Trustees eligible to vote shall constitute a quorum for Meetings of the Board of Trustees and of a Committee where a Committee is composed of all Trustees.

4.9 How Quorum Is To Be Counted

Whenever the quorum is or must be counted at a Meeting of the Board of Trustees, and of a Committee where a Committee is composed of all Trustees, the presence of only those Trustees who are in the room where the Meeting is being held shall be included provided, however, that where a Trustee is participating electronically, their attendance will be included for as long as they remain electronically connected to the meeting.

- 4.9.1 Where quorum as defined in Article 4.8 or Article 4.10 is not possible due to Trustees declaring a conflict under the Municipal Conflict of Interest Act, the remaining Trustees who have not declared a conflict, will constitute quorum where that number is at least two Trustees

4.10 Quorum for Meetings of Committees

Subject to the provisions of Article 4.8, a majority of Trustees who are members of the Committee eligible to vote shall constitute a quorum for Meetings of that Committee.

4.11 Call to Order

Every Meeting shall be called to order at the scheduled start time or as soon thereafter as a quorum is present.

4.12 Lack of Quorum

If a quorum is not present within thirty minutes after the time appointed for any Meeting, the Recording Secretary shall record the names of the Trustees and officials of the Board of Trustees who are present and the Meeting shall stand adjourned.

4.13 Quorum Lost

Subsequent to a meeting being called to order as provided in Article 4.11, whenever a motion is to be discussed or a vote called, the Chair shall ensure there is quorum, and to the extent quorum is no longer present the Chair shall note that fact and the Recording Secretary shall record in the Minutes of the Meeting the names of the Trustees who are present and the Meeting shall stand adjourned.

4.14 Meetings Open to the Public (Public Session)

Subject to the provisions of Article 4.16 and subject to legislation governing Statutory Committees each Meeting of the Board of Trustees and of a Committee of the Board shall be open to the public, and no person shall be excluded except for improper conduct.

4.15 Conduct at Meetings

No person shall at any Meeting, refer to any other person, by name, title, position or other means of personal identification in a negative, critical, or derogatory manner. In the event any person engages in behaviour contrary to this Article, it shall be the duty of the Chair of the Board of Trustees to advise such person to cease such behaviour, failing which the person shall be evicted from such Meeting.

4.16 Meetings Closed to the Public (Private Session)

A Meeting of the Board of Trustees and of a Committee of the Board of Trustees may be closed to the public, as may be determined from time to time by the Committee or the Board of Trustees, when the subject matter under consideration involves:

- 4.16.1 the security of the property of the TCDSB;
- 4.16.2 the disclosure of intimate, personal or financial information in respect of a member of the Board of Trustees or Committee, an employee or prospective employee of the TCDSB, or a student, or the parent or guardian of the student;
- 4.16.3 the acquisition or disposal of a school site;

4.16.4 decisions in respect of negotiations with employees of the TCDSB; or

4.16.5 litigation affecting the TCDSB.

Meetings closed to the public may have individuals in attendance other than Trustees.

4.17 Recess of Meeting by the Chair

At any time, except during a vote, the Chair may recess a Meeting for any purpose, including for the purpose of solidifying quorum, for a period of not more than twenty (20) minutes, and for this purpose, may interrupt a speaker. No meeting shall continue in Session for more than 3 hours without a recess.

4.17.1 The Chair shall call the roll call following a recess;

4.18 Maximum Length of Meeting

No Meeting shall continue in session for more than four hours provided that in the case of a regular Meeting of the Board of Trustees, the beginning of the Meeting for the purposes of this Article shall be the beginning of the public session of the Meeting.

4.19 Extension of Length

Notwithstanding Article 4.18 and subject to maintaining a quorum, upon the consent of a majority of members eligible to vote, a meeting may be extended without limit beyond the maximum length otherwise provided in order to complete an item currently on the floor or to deal with a matter on the agenda deemed to be urgent.

Notwithstanding Article 4.18 upon the unanimous consent of all members eligible to vote who are present, a meeting may be extended without limit to deal with any item or items on the agenda.

4.20 Agenda Review

4.20.1 Every meeting shall at 9: 00 p.m. or as soon thereafter as practical, review the outstanding items remaining on the Meeting agenda to determine urgent business requiring action in the current monthly cycle.

- 4.20.2 At a Meeting of a Committee, the Committee will determine, without debate, which outstanding items should be deferred, or referred to the next Regular Board of Trustees Meeting, or dealt with that evening.
- 4.20.3 At a Meeting of the Board of Trustees, the Board of Trustees will determine which outstanding items should be deferred or dealt with at that meeting.

4.21 Minutes of Meetings To Be Kept

A full and correct account of the proceedings of every Meeting shall be kept. Minutes of Meetings shall contain the following information:

- 4.21.1 the date of the Meeting;
- 4.21.2 whether the Meeting was a regular or special Meeting;
- 4.21.3 the names of attendees:
 - 4.21.3.1 the Trustees/members and their arrival and departure time,
 - 4.21.3.2 Senior Staff (or delegate, if applicable),
 - 4.21.3.3 external consultants,
 - 4.21.3.4 the TCDSB auditors and TCDSB solicitors,
 - 4.21.3.5 the Recording Secretary, and
 - 4.21.3.6 any other individuals invited to attend who were present;
- 4.21.4 a list of those Trustees who were absent; and
- 4.21.5 under the heading "Disclosure of Interest",
 - 4.21.5.1 the name of each Trustee who disclosed an interest in any matter on the Agenda of such Meeting,
 - 4.21.5.2 an identification of the matter in which the Trustee disclosed the interest,
 - 4.21.5.3 if the public was not excluded from the Meeting, the general nature of the interest so disclosed,

and to the extent an interest is declared later in the Meeting, the matters set out in Articles 4.21.5.1, 4.21.5.2 and 4.21.5.3 shall be recorded as well at the point in the minutes when the declaration was made;

4.21.6 all motions, and

4.21.7 the particulars of all matters that were placed upon the Agenda, and the disposition thereof.

4.22 Monthly Special Meetings of the Board

A Special Meeting of the Board shall be held immediately following the conclusion of the regular meetings of all standing committees solely for the purpose of permitting the standing committee to rise and report to the Board on matters considered at such meeting of the standing committee provided that:

4.22.1 all matters, for which a clear majority of the full Board was not received, questioned by a minimum of at least three (3) Trustees at such Special Meeting of the Board shall, without debate, stand referred to the next regular meeting of the Board provided in 4.2.

4.22.2 at any time during a standing committee meeting, any matter may be identified for questioning and such will be noted without debate.

ARTICLE 5. COMMITTEES

5.1 Statutory Committees

The following Statutory Committees shall be established as prescribed by the *Education Act* and its Regulations:

5.1.1 Audit Committee;

5.1.2 Special Education Advisory Committee (SEAC);

5.1.3 Catholic Parent Involvement Committee (CPIC);

5.1.4 Suspension and Expulsion Committee; and

5.1.5 Supervised Learning Committee.

The composition and terms of reference for Statutory Committees shall be as prescribed by the Education Act and its Regulations.

5.2 Standing Committees

Standing Committees of the Board of Trustees may, by resolution of the Board of Trustees, be established consistent with the Board of Trustees' obligations under the Education Act and these By-Laws to consider policy issues for the Board of Trustees; such resolution shall define in detail the terms of reference of such Committee, which terms of reference shall not include dealing with the day to day management of the TCDSB.

5.3 Composition of Standing Committees

Membership of two (2) of the Standing Committees: Corporate Services and Student Achievement, shall include all members of the Board of Trustees. Membership of the Governance and Policy Committee shall include five (5) members of the Board of Trustees.

5.4 Terms of Reference of Committees

To the extent prescribed by the Education Act or its Regulations, the terms of reference of each Standing Committee shall be as prescribed and otherwise shall be as determined by the Board of Trustees from time to time. Terms of reference for Committees shall be published on the TCDSB website in conjunction with the By-laws and shall appear on the agenda of Committees.

5.5 Establishment of *Ad-Hoc* Committees

Ad-Hoc Committees of the Board of Trustees may be established consistent with the Board of Trustees' obligations under the Education Act and these By-laws by resolution of the Board of Trustees; such resolution shall define in detail the terms of reference of such Committee, which terms of reference shall not include dealing with the day to day management of the TCDSB.

5.6 Composition of *Ad-Hoc* Committees

Membership of *Ad-Hoc* Committees shall be a fixed number of Trustees, being no more than onethird of the Board of Trustees. To the extent possible the Board of Trustees shall ensure equitable distribution of Trustees on Committees and **it is strongly recommended that** each Trustee shall sit on a maximum of three *Ad-Hoc* Committees. Committee membership shall include TCDSB staff as determined by the Director and other appropriate individuals as determined by the Board of Trustees from time to time. Trustees will be appointed by the Board when the *Ad-Hoc* Committee is established or may be appointed at a later time.

5.6.1 All Trustees may attend Ad-Hoc committee meetings. Trustees who are not members of the Ad-Hoc Committee may participate in discussion/debate at the meeting but may not move a motion or vote on any matter.

5.6.2 Neither the Chair or the Vice-Chair of the Board have ex-officio status on an Ad-Hoc committee. Trustee membership on all Ad-Hoc committees will be listed on the Board's website.

5.7 Functions of *Ad-Hoc* Committees

Unless otherwise provided by resolution, where an *Ad-Hoc* Committee has been established:

5.7.1 if relevant and permitted by law, matters within its terms of reference are removed from the terms of reference of the appropriate Standing Committee until the *Ad-Hoc* Committee is dissolved; and

5.7.2 it shall report, as required, directly to the Board of Trustees.

5.8 Dissolution of *Ad-Hoc* Committees

An *Ad-Hoc* Committee shall be dissolved:

5.8.1 upon the delivery of its final report to the Board of Trustees;

5.8.2 at any time upon a resolution of the Board of Trustees; or

5.8.3 at the end of the Year,

whichever first occurs;

provided however that any such *Ad-Hoc* Committee may be reconstituted in a subsequent year.

5.9 Establishment of Sub-Committees

Sub-committees may be established by any Committee to consider any matter within the terms of reference of that Committee.

5.10 Composition of Sub-Committees

Membership of a Sub-committee shall be determined by the appointing Committee and may include persons who are not members of the Committee.

5.10.1 All Trustees may attend sub-committee meetings. Trustees who are not members of the sub-committee may participate in discussion/debate at the meeting but may not move a motion or vote on any matter.

5.10.2 Neither the Chair or the Vice-Chair of the Board have ex-officio status on an sub-committee. Trustee membership on all sub-committees will be listed on the Board's website.

5.11 Dissolution of Sub-Committees

A Sub-committee shall be dissolved:

- 5.11.1 upon the delivery of its final report to the Committee; or
- 5.11.2 at any time upon a resolution of the Board or of the appointing Committee;
- 5.11.3 at the end of the year,

whichever occurs first.

5.12 Right of the Chair of the Board of Trustees

If eligible by law to vote on a matter, the Chair of the Board of Trustees, when present, shall:

- 5.12.1 be counted in determining quorum; and
- 5.12.2 have the right to vote,

at all Committee Meetings;

- 5.12.3 provided, however, that in the case of a Statutory Committee, the provisions of this Article shall only apply when the Chair of the Board of Trustees is a member of such Committee.

5.13 Right of the Vice-Chair of the Board of Trustees

If eligible by law to vote on a matter, the Vice-Chair of the Board of Trustees, when present, shall:

5.13.1 be counted in determining quorum; and

5.13.2 have the right to vote,

at all Committee Meetings.

5.13.3 provided, however, that in the case of a Statutory Committee, the provisions of this Article shall only apply when the Vice-Chair of the Board of Trustees is a member of such Committee.

5.14 Chairs of Committees

Chairs and Vice-Chairs of Committees shall be determined in accordance with Article 3.9.

5.15 Voting at Meetings of Committees

Members who are eligible to vote, including Trustees, may vote at Meetings at which they are present, as follows:

5.15.1 in the case of the Chair of the Board of Trustees and Vice-Chair of the Board of Trustees, in accordance with what is provided in Article 5.12 and Article 5.13; and

5.15.2 in the case of a Trustee appointed or elected to a Committee, at all Meetings of such Committee.

5.16 Resignation from Committees

A member may resign from any Committee at any time by notice in writing to the Chair of the Committee.

5.17 Vacancies on Committees

A vacancy, however caused, on a Committee, or in the office of the Chair or Vice-Chair of any Committee, shall be filled by election by the Board of Trustees at the earliest practicable time but in any event not later than the second Meeting after the vacancy occurs.

5.18 Referral Power of the Board of Trustees

Notwithstanding anything contained in the By-laws, the Board of Trustees, upon the majority vote of all Trustees eligible to vote on the matter, shall have the power to refer any matter to any Committee, regardless of the terms of reference of any Committee.

5.19 Committee Procedures

Each Committee may:

- 5.19.1 subject to the approval of the Board of Trustees, and subject to the other relevant provisions of the by-laws, establish procedures for the efficient operation of the Committee;
- 5.19.2 request from the Director reports concerning matters within its terms of reference; provided that, in the case of Statutory Committees, advance approval of the Board of Trustees shall be required before the Director acts upon the request;
- 5.19.3 receive reports from any officer of the Toronto Catholic District School Board concerning matters within its terms of reference;
- 5.19.4 hear delegations concerning matters within its terms of reference; and
- 5.19.5 receive and consider communications and petitions addressed to the Board of Trustees on any subject within the terms of reference of such Committee, without first being referred to the Board of Trustees.

ARTICLE 6. COMMITTEE REPORTS TO THE BOARD

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

6.2 Information to be Included

A full and correct account of the proceedings of every Meeting shall be kept. Minutes of Meetings shall contain the following information:

- 6.2.1 the name of the Committee;

- 6.2.2 the date of the Meeting;
 - 6.2.3 whether the Meeting was a regular or special Meeting;
 - 6.2.4 the names of:
 - 6.2.4.1 the Trustees and, where applicable, other members and their arrival and departure time;
 - 6.2.4.2 Senior Staff (or delegate, if applicable);
 - 6.2.4.3 external consultants;
 - 6.2.4.4 the TCDSB auditors and TCDSB solicitors;
 - 6.2.4.5 the Recording Secretary; and
 - 6.2.4.6 any other individuals invited to attend who were present:
 - 6.2.5 under the heading “Disclosure of Interest”,
 - 6.2.5.1 the name of each Trustee who disclosed an interest in any matter on the Agenda of such Meeting;
 - 6.2.5.2 an identification of the matter in which the Trustee disclosed the interest; and
 - 6.2.5.3 if the public was not excluded from the Meeting, the general nature of the interest so disclosed,
- and to the extent an interest is declared later in the Meeting, the matters set out in Articles 6.2.5.1, 6.2.5.2 and 6.2.5.3 shall be recorded as well at the point in the minutes when the declaration was made;
- 6.2.6 all motions; and
 - 6.2.7 the particulars of all matters that were placed upon the Agenda of the Committee and the disposition thereof.

6.3 Committee Reports and Minutes

- 6.3.1 The Committee shall transmit its recommendations to the Board in a written report in the format to be established by a procedure adopted by the Board from time to time.

ARTICLE 7. FINANCE

7.1 Expenditures Limited to Approved Budget

Subject to the provisions of Article 7.5, all expenditures and orders issued committing expenditures shall be made within current budget estimates in accordance with: current purchasing policies, prevailing contracts, agreements, schedules, and employment policies with teaching and non-teaching staff.

7.2 Source of Funding to be Specified

No By-law or Resolution of the Board of Trustees that authorizes the expenditure of funds that have not been included in the approved estimates of the TCDSB shall be enacted or passed unless there is contained therein the specific identification of the source (or sources, as the case requires) of funding from:

- 7.2.1 Provincial grants;
- 7.2.2 Other grants and revenue sources;
- 7.2.3 TCDSB reserves; or
- 7.2.4 borrowed funds

in any combination, for both the current and subsequent years.

7.3 When Debt Incurred

Whenever it shall be necessary to borrow funds in order to finance any expenditure:

- 7.3.1 the Board of Trustees shall have previously considered a report from the Treasurer as to the then total annual debt charges for principal and interest and sinking fund charges in respect of all outstanding borrowings of the TCDSB, set out for each year, including the last year in which debt is projected to be outstanding;
- 7.3.2 the affirmative vote of a majority of all Trustees entitled to vote shall be required; and
- 7.3.3 the vote on the By-law or resolution shall be conducted by means of a Recorded Vote as described in Section 13.6.4.

7.4 Maximum Debt Charges

The Board of Trustees may by resolution authorize the Treasurer and the Chair or Vice-Chair of the Board of Trustees to borrow from time to time the sums that the Board considers necessary to meet the current expenditures of the Board, until the current revenue has been received.

7.4.1 The Board may borrow the sums that the Board considers necessary to meet the debt charges payable in any fiscal year until the cash has been received; and

7.4.2 The amounts that the Board may borrow at any one time for the purposes referred to in Articles 7.4 and 7.4.1, together with the total of any similar borrowings that have not been repaid and any accrued interest on those borrowings, shall not exceed the un-received balance of the estimated current revenues of the Board.

7.5 Emergency Expenditures

Notwithstanding Article 7.1, in the event of emergencies which require the immediate expenditure of funds for the continued operation of any part of the school system, the Director of Education may authorize the expenditure in accordance with the policy of the TCDSB current at the time;

7.5.1 provided, however, that such expenditure shall be reported at the next regular Meeting of the Board of Trustees.

7.6 Bonding

The TCDSB shall provide for the bonding of officers and employees, as necessary.

ARTICLE 8. RULES OF ORDER

8.1 Rules at Meetings of the Board of Trustees

The rules of order to be observed at Meetings of the Board of Trustees shall be in accordance with the provisions of these By-laws.

8.2 Rules at Meetings of Committees

The rules of the Board of Trustees shall be observed at Meetings of all Committees.

8.3 Robert's Rules of Order

In all cases for which no specific provision is made in these By-laws, the rules and practice of the most recent version of *Robert's Rules of Order, Newly Revised* ("RONR") shall govern so far as applicable. The edition of Robert's Rules to be used may be changed from time to time by a resolution of the Board of Trustees.

ARTICLE 9. PRESIDING OFFICER AT BOARD AND COMMITTEE MEETINGS

9.1 Presiding Officer at Inaugural Meeting

Notwithstanding anything set out in this Article 9, the Presiding Officer at the Inaugural Meeting shall be determined in accordance with what is set out in Article 3.

9.2 Chair to Preside

The Chair (of the Board of Trustees, or a Committee, as the case may be) shall preside at all meetings at which the Chair is present.

9.3 When Vice-Chair to Preside

The Vice-Chair (of the Board of Trustees, or a Committee, as the case may be) shall preside in the absence of the Chair. The Vice-Chair will vacate the Chair upon arrival of the Chair after the disposition of the main motion then being debated.

9.4 When Other Trustee to Preside

If at any Meeting the Chair and Vice-Chair (of the Board of Trustees, or a Committee, as the case may be) are absent, the Trustees present may elect one of themselves to be Chair for that meeting. The Trustee will vacate the chair upon the arrival of the Chair or Vice-Chair and the disposition of the main motion then being debated.

9.5 Chair Permitted to Speak

In the interest of facilitating the discussion of a motion before the Board of Trustees, the Chair may frame the context or background of the motion and the parameters of the discussion around the motion. In the event the Chair wishes to express a personal opinion on any main or subsidiary motion on the floor, the Chair shall leave the chair in order to participate in the discussion.

9.6 Chair Pro Tem

If the Chair of a Meeting elects to vacate the chair for any reason, the Chair shall call upon a member who is not the mover or seconder of any motion, or subsidiary motion, on the floor (and preferably though not necessarily a member who has not spoken) to fill the place of the Chair until the main motion is disposed of, in the following sequence:

- 9.6.1 Vice-Chair if that person has not spoken;
- 9.6.2 another member present if that person has not spoken;
- 9.6.3 Vice-Chair even if that person has spoken; and
- 9.6.4 another member present even if that person has spoken.

ARTICLE 10. **AGENDA AND ORDER PAPER**

10.1 Delivery of Draft Meeting Agenda to Trustees

The Chair of the Board of Trustees, or a Committee, as the case may be, in consultation with the Director, shall establish the agenda for every Meeting. The draft Agenda and related materials for Standing Committees and Regular Board shall, subject to Article 4.3.4, be delivered to each Trustee one-hundred-and-twenty (120) hours (5 days) prior to the Meeting.

- 10.1.1 The Agenda and supporting materials may be delivered electronically.

10.2 Delivery of Draft Meeting Agenda to non-Trustees

Where a Committee includes persons who are not Trustees, the draft Agenda for every Meeting that is not closed to the public, and every Meeting of the Committee of which the person is a member, together with notice or reminder of such Meeting (as the case may be), shall be delivered to each such person one-hundred-and-twenty (120) hours (5 days) in advance of such Meeting.

10.3 Posting of Agendas

The Draft agendas of any regular meeting will be posted electronically on the Board website one hundred-and-twenty (120) hours (5 days) before the meeting.

10.4 Items on Agenda or Order Paper of a Meeting of a Board of Trustees

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

- 10.4.1 unless it is a matter that is referred to the Board of Trustees by a Committee;
- 10.4.2 unless the Committee having cognizance of the matter has delivered its written reports containing recommendations for action as prescribed by Article 6.1, and the reports have been sent electronically to each Trustee not less than one hundred-and-twenty (120) hours (5 days) before the meeting, with hard copies to be sent to each Trustee not less than 72 hours (3 days) before the meeting;
- 10.4.3 unless it is a recommendation or report from a statutory committee established under the *Education Act* and OCSTA;
- 10.4.4 unless it is a Notice of Motion as prescribed in Article 10.7;
- 10.4.5 unless the matter is one for which Notice of Motion has been given at a prior Meeting of the Board of Trustees;
- 10.4.6 unless it is a presentation given with the approval of the Board of Trustees, which approval shall be determined without debate;
- 10.4.7 unless it is a communication for receipt, referral, or both receipt and referral, and a written copy thereof has been delivered to each Trustee not less than one hundred-and-twenty (120) hours before the Meeting;
- 10.4.8 unless it is an inquiry or miscellaneous item as prescribed in Article 10.9.19;
- 10.4.9 unless with the majority affirmative vote of all Trustees eligible to vote on the matter; or
- 10.4.10 unless it is a matter that, in the opinion of the Director, requires action by the Board of Trustees as a matter of urgency.

10.5 Placement Where Considered by Two or More Committees

Whenever the same matter has been considered by two or more Committees, or has been included in two or more Categories, the motions relating thereto shall be placed on the Draft Agenda and Order Paper so that the disposition of all Committees on the matter may be considered at the same time.

10.6 Items on Agenda or Order Paper of a Committee

No matter shall be placed on the draft Agenda or Order Paper of a Meeting of a Committee unless the matter is within the terms of reference of the Committee, and unless:

- 10.6.1 it is contained in the approved or unapproved minutes of its Sub-Committee, or is a report of Board of Trustees officials or the Director or Board of Trustees representatives;
- 10.6.2 or it is a Trustee Matter (submitted by a Trustee)/Notice of Matter (submitted by a member of a Committee other than a Trustee) as prescribed in Article 10.8; and
- 10.6.3 the person giving the notice, if not a Trustee, is a member of the Committee; or
- 10.6.4 the person giving the notice, being a Trustee, has the right to vote at a Meeting of the Board of Trustees with respect to such matter;
- 10.6.5 or it is a presentation or delegation, for receipt, referral, or both receipt and referral, made with the approval of the Committee, which approval shall be determined without debate;
- 10.6.6 or it is a communication for receipt, referral, or both receipt and referral;
- 10.6.7 unless it is an inquiry or miscellaneous item as prescribed in Article 10.9.19; or
- 10.6.8 or it is placed on the Order Paper upon the affirmative vote of a majority of all members of the Committee eligible to vote on the matter.

10.7 Notice of Motion for a Board of Trustees Meeting

A Trustee may place a Notice of Motion, regarding any matter with respect to which the Trustee has a right to vote, upon the Draft Agenda and Order Paper of a Meeting of the Board of Trustees; such Notice of Motion:

- 10.7.1 shall be wholly in writing in the form of a motion to be presented and debated;
- 10.7.2 shall have a seconder;
- 10.7.3 may be accompanied by an explanatory notice;
- 10.7.4 shall be delivered to the Secretary of the Board of Trustees before the Board of Trustees Meeting;
- 10.7.5 shall, if it does not appear in writing on the Order Paper, be read in full;
- 10.7.6 may be referred by resolution of the Board of Trustees to the appropriate Committee; and
- 10.7.7 shall not be the subject of any debate or comment at the Meeting at which it is introduced.

10.8 Member of a Committee Placing Matter/Notice of Motion on Agenda of Meeting

A Trustee, or member of a Committee who is not a Trustee, may place on the Draft Agenda of a Meeting of a Committee any matter within the terms of reference of such Committee, and with respect to which the Trustee, or member of a Committee who is not a Trustee, has a right to vote at a Meeting of the Committee; such Notice of Motion:

- 10.8.1 shall be wholly in writing, in the form of a motion to be presented and debated;
- 10.8.2 shall have a seconder;
- 10.8.3 may be accompanied by an explanatory notice;
- 10.8.4 shall be delivered to the Secretary of the Board of Trustees one-hundred-and-twenty (120) hours before the Committee Meeting.
- 10.8.5 shall, if it does not appear in writing on the Order Paper, be read in full; and
- 10.8.6 shall not be the subject of any debate or comment at the Meeting at which it is introduced.

Provided that:

- 10.8.7 any matter dealing with recommended changes to policy, program, or services shall, if adopted, stand referred to staff for a report and to SEAC, where it relates to special education services or delivery, prior to submission to the Board of Trustees for consideration; and

- 10.8.8 the staff report, along with any SEAC response, shall be submitted to the appropriate Committee within sixty days for review prior to submission to the Board of Trustees.
- 10.8.9 **any recommended changes to policy, program or services from SEAC shall stand referred to staff for a report to the Board of Trustees.**
- 10.8.10 **any matter dealing with recommended changes to parent involvement/engagement policy of services shall, if adopted, stand referred to the Catholic Parent Involvement Committee (CPIC) where applicable, prior to submission to the Board of Trustees for consideration; and the staff report, along with any CPIC response, shall be submitted to the appropriate committee for review prior to submission to the Board of Trustees.**

10.9 Order Paper for Regular Meetings of the Board of Trustees

Subject to the provisions of Article 10.4, the order of business for regular Meetings of the Board of Trustees that are open to the public shall be as follows:

- 10.9.1 Call to Order;
- 10.9.2 Memorials and Prayer;
- 10.9.3 Singing of O Canada *A Capella*;
- 10.9.4 Roll Call and Apologies;
- 10.9.5 Approval of the Agenda;
- 10.9.6 Reports from Private Session;
- 10.9.7 Notices of Motions;
- 10.9.8 Declarations of Interest;
- 10.9.9 Approval and signing of the Minutes of the Previous Meetings;
- 10.9.10 Presentations, not to exceed 15 minutes, given with the approval of the Chair of the Board of Trustees and the Director, which may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff;
- 10.9.11 Delegations, which may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff;

- 10.9.12 Consideration of Motions for which previous notice has been given;
- 10.9.13 Unfinished Business from Previous Meetings;
- 10.9.14 Matters referred/deferred from Committees /Board;
- 10.9.15 Reports of Officials for the information of the Board of Trustees;
- 10.9.16 Reports of Officials Requiring Action of the Board of Trustees which have not been Reviewed by Committee;
- 10.9.17 A recommendation or report from a statutory committee established under the *Education Act* and OCSTA;
- 10.9.18 Listing of communications, which may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff;
- 10.9.19 Inquiries and Miscellaneous, which may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff;

10.9.19.1 Inquiries and Miscellaneous items must be submitted to staff and all Trustees at least 24 hours prior to the meeting.

- 10.9.20 Updating of Pending Items List;
- 10.9.21 Closing Prayer; and
- 10.9.22 Adjournment.

10.10 Items on Order Paper of Committee Meetings of Board of Trustees

A matter shall be placed on the draft Agenda and Order Paper of a Meeting of a Committee of the Board of Trustees as follows:

- 10.10.1 Call to Order;
- 10.10.2 Opening Prayer (Chair or designate);
- 10.10.3 Singing of O Canada *A Capella*;
- 10.10.4 Roll Call and Apologies;
- 10.10.5 Approval of the Agenda;

- 10.10.6 Report from Private Session;
- 10.10.7 Declarations of Interest;
- 10.10.8 Approval and Signing of Minutes;
- 10.10.9 Delegations;
- 10.10.10 Presentations, not to exceed 15 minutes, given with the approval of the Chair of the Committee of Trustees and the Director, which may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff;
- 10.10.11 Notices of Motion;
- 10.10.12 Consent and Review;
- 10.10.13 Unfinished Business;
- 10.10.14 Matters referred or deferred;
- 10.10.15 Staff reports;
- 10.10.16 Listing of communications, which may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff:
 - 10.10.16.1 A communication shall be delivered to each Trustee electronically at least 24 hours prior to the meeting and included on the addendum prior to the meeting;
- 10.10.17 Inquiries and Miscellaneous ~~only of an urgent nature~~, which may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff;
 - 10.10.17.1 Inquiries and Miscellaneous items must be submitted to staff and all Trustees at least 24 hours prior to the meeting.**
- 10.10.18 Updating of the Pending List;
- 10.10.19 Closing Prayer; and
- 10.10.20 Adjournment.

10.11 Reconsideration by the Board of Trustees

Any matter which has been decided upon by the Board of Trustees, for a period of three months thereafter, may be reconsidered by the Board of Trustees only on an affirmative vote of two-thirds of all Trustees of the Board of Trustees entitled to vote, thereafter only on an affirmative vote of a majority of all Trustees of the Board of Trustees entitled to vote thereon. Thereafter a matter may be reconsidered only on a vote of a majority of all Trustees of the Board of Trustees entitled to vote thereon.

ARTICLE 11. MOTIONS

11.1 All Motions at Meetings must be moved, seconded, and stated by the Chair prior to any debate.

11.2 Debatable Motions to be in Writing

All debatable motions subject to debate must be in writing or sent in electronic form to the Recording Secretary or at the Committee except:

- 11.2.1 where a date, time, single figure or single word is to be added;
- 11.2.2 where one or more words are to be deleted without substitution;
- 11.2.3 motions to;
 - 11.2.3.1 adjourn;
 - 11.2.3.2 fix the time of adjournment;
 - 11.2.3.3 take a recess;
 - 11.2.3.4 limit or extend limits of debate;
 - 11.2.3.5 call the question;
 - 11.2.3.6 receipt and/or referral;
 - 11.2.3.7 hear delegations;
 - 11.2.3.8 adoption of the minutes of previous meeting; and
 - 11.2.3.9 hear inquiries and miscellaneous.

11.3 Subsidiary Motions re: Notice of Motion

Except in the case of a Notice of Motion intended to be an Amendment to the By-laws as contemplated in Article 16, an amending motion, or motion to defer consideration to a subsequent Meeting, or a motion to lay on the table, may not be applied to a motion in respect of which Notice of Motion has been previously given, except with the consent of the Trustee who gave such Notice of Motion.

11.4 Motion of Receipt Not Approval

- 11.4.1 A motion to receive or hear a delegation or presentation, or a motion to receive a communication or other matter shall not be construed as constituting the approval of the Board of Trustees.

11.5 Motions to Call the Question

No motion to Call the Question shall be in order on a main motion until all members wishing to speak have spoken once.

11.6 Motions to Refer

All motions to refer require appropriate and succinct instructions for the receiving body.

ARTICLE 12. **PROTOCOL FOR DEBATE**

12.1 Address of the Chair

The Chair of any Meeting shall be addressed in accordance with the preferences of the person occupying the position.

12.2 Member to Await Recognition

A member shall seek and await recognition by the Chair before speaking.

12.3 Conduct of Member in Debate

After recognition by the Chair, a Member shall at all times during debate:

- 12.3.1 maintain a courteous tone;
- 12.3.2 avoid personalities;
- 12.3.3 act in respectful manner to other members, staff, and the public;
- 12.3.4 avoid allusions to the motives of other members, staff, and the public;
- 12.3.5 refer to other Members by their last name or their ward;
- 12.3.6 address all debate, remarks, questions, and the like to the Chair; and
- 12.3.7 confine all remarks, questions, and the like to the motion which is the subject of debate.

12.4 Order of Discussion

On any motion, the mover of the motion may speak first and the seconder may speak second. The mover may request to be the last speaker to the motion.

- 12.4.1 Each person wishing to speak, will have the opportunity to speak once before any member shall speak for the 2nd time.

12.5 Time Limit on Speakers

No member shall speak more than once, or for longer than three (3) minutes, on the same motion without the leave of the Meeting, except that the mover of the main motion may, subject to the provisions of Article 12.4 and 12.6, have an additional two (2) minutes to reply.

- 12.5.1 A member's time limit shall not include time expended in staff responses and/or procedural discussions.

12.6 Time Limit on Debate

No matter, including any subsidiary motions, and points of information and answers related to it shall be debated longer than 30 minutes after it has been stated by the Chair. At the expiration of time for debate, and notwithstanding Article 12.8, the Chair shall put the question, "Is it the will of the meeting to extend debate for 15 minutes?" The vote shall be taken immediately without debate.

12.6.1 No more than two extensions of debate will be permitted.

12.7 Procedure When Time Limit Expires

In the event that a matter has not been disposed of at a meeting within the time limits set out in Article 12.6, then, notwithstanding anything in the by-laws, the Chair shall call for a motion to call the question; and if such a motion:

12.7.1 is not moved; or

12.7.2 if moved, is not seconded; or

12.7.3 if moved and seconded, is not passed;

the matter shall stand referred to the appropriate Committee or Board meeting.

12.8 Interruption of Speaker by Another Member

No Member who does not have the floor shall interrupt a Member who does have the floor except:

12.8.1 on a point of order;

12.8.2 on a question of privilege;

12.8.3 to request permission to withdraw a motion; or

12.8.4 to appeal a ruling of the chair;

and in the event that a Member interrupts a speaker in accordance with the authority provided in this Article, he or she shall first gain the recognition of the Chair and shall confine all remarks to the particular point.

12.9 Point of Information

A Member may rise on a point of information, that is, to make a request for information relevant to the matter under discussion but not related to procedural questions, only if the Member then speaking consents to the interruption, in which case the time consumed in responding to the point of information will be included as part of the speaker's allotted time. Should the member who is then speaking declines to be interrupted by the point of information, it will be heard next.

12.10 Motion May Be Read

Any member may require a motion under discussion to be read at any time in the debate, but not so as to interrupt any Member while speaking

12.11 Rulings of the Chair

Whenever the Chair is called upon to decide a point of order or procedure, the Chair shall, before deciding, state the rule applicable to the case, without comment, and the ruling of the Chair shall, subject to the right of appeal provided in Article 12.12, be final and binding.

12.12 Challenges to Rulings of the Chair

Any person entitled to vote on the main motion on the floor may appeal to the meeting from the ruling of the Chair on a point of order or procedure. Such an appeal must be seconded and may not be amended. The vote shall be determined by a majority vote and the results shall be final and binding. Such motion appealing the ruling of the Chair shall explain the basis for the challenge. The Chair shall put the question: “The ruling of the Chair has been appealed, is it the will of the meeting that the ruling of the Chair shall stand as the judgement of the meeting?” All those in favour of supporting or upholding the ruling of the Chair shall vote yes and those who do not support the ruling of the Chair vote no.

ARTICLE 13. VOTING

13.1 Voting

At the Board and Standing Committee meetings, every vote shall be recorded with the exception of: Approval of the Agenda, Approval of Minutes, Motions of Receipt of Presentations.

13.2 Voting

Each member, including the Chair, present at the meeting, seated at the Board table, and/or participating through electronic means, who has not declared a conflict of interest under the Municipal Conflict of Interest Act shall vote on all questions on which the Member is entitled to vote. Those who have declared a conflict of interest shall remove themselves from the area in which the vote is being taken. Where the meeting is not open to the public, the Member shall

leave the meeting room. Where the meeting is open to the public, the Member may leave the meeting room or may sit in the public gallery, but shall leave the area in which the vote is being taken.

13.3 Member Must be Present

Only Members present at the Meeting, seated at the Board table or participating by electronic means when a vote is taken shall have the right to vote.

13.4 Majority Vote Required

Except as otherwise provided in the Education Act or in these By-laws, an affirmative vote shall require a majority of the votes of the Members present either in person or electronically and entitled to vote.

13.5 Minimum Number

Any matter, on which there are fewer than two Members eligible to vote at a Committee Meeting shall automatically stand referred to the Board of Trustees

13.6 Methods of Voting

Every matter considered by the Board of Trustees or a Committee shall be disposed of by a recorded vote of all Members in one of the following ways (preference being given in the following sequence):

- 13.6.1 by general (or unanimous) consent, in which the Chair, exercising discretion, states that the motion will be adopted in the absence of objection;
- 13.6.2 by show of hands, in which each Member raises the Member's own hand in response to the request of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted;
- 13.6.3 by rising, in which each Member, as able, stands in response to the requests of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted and reported;
- 13.6.4 by recorded vote, in which each Member stands (as able) in place in response to the requests of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the Chair has called the name of each Member as voting, respectively, in the affirmative, or in the negative, or in the case of selection

from three or more alternatives, as voting in succession for one of the alternatives;

13.6.5 by ballot, in which each Member shall mark on a paper provided by the Secretary, the Member's choice from among the available alternatives, the papers being collected and counted immediately thereafter; and

13.6.6 by electronic voting machine, in which each Member shall indicate the Member's choice from among the available alternatives.

13.7 Declaration of Result

The Chair shall declare the result of all votes.

13.8 Division of the Question

At the request of any Trustee made before a vote is called by the Chair, any multiple-part question, each individual part of which is capable of independent implementation, shall be divided and voted upon as if each part were a separate motion. Such division shall not be permitted if doing so will alter the original intent of the motion.

ARTICLE 14. EXECUTION OF DOCUMENTS

14.1 Corporate Seal

The Seal in the form affixed in the margin hereof shall be the Corporate Seal of the Toronto Catholic District School Board.

14.2 Affixing the Corporate Seal

The Corporate Seal of the Toronto Catholic District School Board shall be in custody of the Secretary who shall be responsible for affixing it to such documents as may be required.

14.3 Corporate Seal Register

The Secretary shall keep a record of each use of the Corporate seal in a designated register.

14.4 Signing Authorities

All deeds, conveyances, mortgages, bonds, debentures, approved by the Board of Trustees shall be signed by the Director or any one of the associate Directors and either the Chair or Vice-Chair of the Board of Trustees.

14.5 Minutes

The Chair of the Board of Trustees or other presiding members and the Secretary shall sign the approved minutes of all Board and Committee Meetings.

14.6 By-laws

Every By-law, upon adoption, shall be signed by the Chair of the Board of Trustees, or the Chair of the Meeting at which it is adopted, and by the Secretary.

14.7 Certification of Documents

All certificates authenticating By-laws, resolutions or extracts of minutes shall be signed by the Chair of the Board of Trustees and the Secretary, and the Corporate seal shall be affixed thereto.

ARTICLE 15. BANKING

15.1 Bank Signing Officers

The signatures of two of:

- 15.1.1 the Chair of the Board of Trustees; or
- 15.1.2 the Vice-Chair of the Board of Trustees;
- 15.1.3 the Secretary;
- 15.1.4 the Treasurer;

(provided that one of the signatures must be that of the Secretary or Treasurer)

are required when:

15.1.5 making, drawing, accepting, endorsing, negotiating, lodging, depositing, or transferring all or any cheques, promissory notes, drafts, acceptances, bills of exchange, order for payment of money, contracts for letters of credit and forward exchange; and

15.1.6 issuing cheques, drafts or orders for payment drawn on the bank accounts of the TCDSB.

15.2 Endorsement for Deposit

The Treasurer, by signature or by rubber stamp endorsement, may negotiate or deposit with, or transfer to, the bankers for the TCDSB, but for the credit only of the account of the TCDSB, all or any cheques, promissory notes, drafts, acceptances, bills of exchange, and orders for the payment of money.

15.3 Signatures by Reproduction

Signatures of persons authorized to sign may be printed, lithographed, or otherwise mechanically or electronically reproduced as provided by the Education Act.

ARTICLE 16. AMENDMENTS TO BY-LAWS

16.1 Amendment after Notice

By-laws of the Board of Trustees may be amended from time to time at a Meeting of the Board of Trustees (such Meeting hereinafter referred to as the "later meeting") upon the affirmative vote of two-thirds of all Trustees provided:

16.1.1 written notice of motion proposing the amendment shall have been given at a regular meeting held prior to the later meeting;

16.1.2 the text and a brief statement of intended purpose of the amendment shall have been included in the notice of motion; and

16.1.3 the text of the amendment as so enacted is substantially the same as either the text set out in the notice of motion or the text as recommended by the appropriate Committee.

ARTICLE 17. REPEAL OF PRIOR BY-LAWS

17.1 Repeal of Prior By-laws

Subject to the provisions of Article 17.2 hereof, all prior By-laws, resolutions, and other enactments of the Board of Trustees heretofore enacted or made are repealed.

17.2 Exception

The provisions of Article 17.1 shall not extend to any By-law or resolution heretofore enacted for the purpose of providing to the Board of Trustees the power or authority to borrow.

17.3 Proviso

The repeal of prior By-laws, resolutions, and other enactments shall not impair in any way the validity of any act or thing done pursuant to any such repealed By-law, resolution, or other enactment.

ARTICLE 18. INDEMNIFICATION

18.1 Reimbursement for Costs and Expenses Relating to Municipal Conflict of Interest Proceedings

~~On the advice of the Director as Chief Executive Officer and Secretary of the Board, and u~~Upon receipt of a formal documented request, ~~in consultation with the Board of Trustees,~~ the TCDSB shall pay on behalf of or reimburse, irrespective of any awarded costs, all reasonable costs and expenses, as agreed or taxed, ~~based on the individual merits of each case, and not to be arbitrarily withheld,~~ incurred by a Trustee who has been found not to have contravened Article 5 of the Municipal Conflict of Interest Act.

OUR MISSION

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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 CATHOLIC EDUCATION AND LIVING OUR CATHOLIC VALUES SUB-COMMITTEE MEETING PUBLIC SESSION

WEDNESDAY, SEPTEMBER 25, 2019

Trustees: T. Lubinski, Chair
G. Tanuan, Vice Chair
N. Crawford
M. Del Grande
M. Rizzo

Non-Voting Trustees: N. Di Pasquale
I. Li Preti

Student Trustees: T. Dallin
K. Nguyen

Staff: R. McGuckin
M. Caccamo
L. Di Marco
C. Fernandes
J. Wujek
N. Adragna
E. Szekeres Milne
F. Obinna

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

External Members: Fr. P. Turrone, Newman Centre, University of Toronto
N. Milanetti, Ontario Catholic School Trustees'
Association (OCSTA)

4. Approval of the Agenda

MOVED by Trustee Crawford, seconded by Trustee Del Grande, that the Agenda, as amended to include the Addendum, Item 15a) Communication from the Ontario Catholic Schools Trustees Association (OCSTA), be approved, and that the meeting resolve into PRIVATE Session at 6:30 pm.

MOVED in AMENDMENT by Trustee Tanuan, seconded by Trustee Del Grande, that Item 11l) be reordered to 12b), the existing 12b), 12c) and 12d) be renumbered accordingly, 11c), 11e), 11f), 11g), 11h), 11i) and 11j) be grouped for discussion, followed by Items 15a), 15b), 15c) and 15d).

Results of the Vote taken on the AMENDMENT as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Rizzo
Tanuan

The AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford	Rizzo
Del Grande	
Lubinski	
Tanuan	

The Motion, as amended, was declared

CARRIED

6. Declarations of Interest

There were none.

7. Approval and Signing of Minutes of the Previous Meeting

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that the Minutes of the Meeting held August 29, 2019 be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford	Rizzo
Del Grande	
Lubinski	
Tanuan	

The Motion was declared

CARRIED

9. Delegations

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

9a) Cristina Tartaglia regarding Code of Conduct received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour of the Motion.

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

9b) Dr. Joseph McKenna regarding Code of Conduct received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

11. Unfinished Business from Previous Meetings

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

11a) Emily Price and Shania Nigili on behalf of Campaign Life Coalition Youth (on behalf of Bob Shirley) regarding Unplanned Movie – Verbal Discussions on Movie Review and Sharing with Secondary Schools received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

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

- 11b) Forging Potential External Partnerships with Strong Faith-Based Organizations to enhance Catholic Faith and Morals in our Board and School Communities – Verbal Update from Trustee Tanuan received.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

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

11c) Items 11e) to 11m) and 15a) to 15d) dealing with the Code of Conduct Policy S.S.09 as per the August 29, 2019 Agenda that the following Items be deferred to the October 30, 2019 meeting:

- 11e) Mary Laframboise regarding Inclusion of Persons;**
- 11f) Paolo De Buono regarding Improving Inclusiveness for the Toronto Catholic District School Board's (TCDSB's) Lesbian, Gay, Bisexual and Transgender (LGBT) Students;**
- 11g) Iola Fortino regarding adding Gender Identity, Gender Expression, Marital Status and Family Status to the list of Prohibited Grounds of Discrimination in Code of Conduct;**
- 11h) Emily De Decker regarding Code of Conduct wording on Respect;**
- 11i) Ina Rocha regarding Changes to the Code of Conduct Policy;**
- 11j) Elio Freitas regarding changes to the Code of Conduct Policy;**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Rizzo, that Items 15a), 15b), 15c) and 15d) be adopted as follows:

- 15a) Vatican Paper 2019: 'Male and Female He Created Them'. Towards a Path of Dialogue on the Issue of Gender Theory in Education;**
- 15b) Gender-Ideology: Select-Teaching-Resources;**
- 15c) Speaking the Truth in Love: Pastoral Guidelines for Educators Concerning Students Experiencing Gender Incongruence); and**
- 15d) The Human Person, Love and Sexuality: Education Commission of the Assembly of Catholic Bishops of Ontario deferred to the October 30, 2019 meeting.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

12. Matters Referred/Deferred from Committees/Board

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

12a) Code of Conduct Policy S.S.09 received.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Del Grande, that Item 12a) and the following Items be deferred to the October 30, 2019 meeting:

- 11l) TCDSB Policies Related to Code of Conduct;**
- 12b) From the Governance and Policy Committee: Update to Bullying Prevention and Intervention Policy S.S.11); and**
- 12c) From the September 18, 2019 Regular Board Meeting: Letter from Renu Mandhane, Ontario Human 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**

MOVED in AMENDMENT to the AMENDMENT by Trustee Tanuan, seconded by Trustee Del Grande, that the Trustee Code of Conduct Policy T.04 and the Equity Action Plan be added to the list of policies dealing with the Code of Conduct.

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

In Favour

Trustees Crawford
Del Grande
Lubinski
Tanuan

Opposed

Rizzo

The AMENDMENT to the AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Rizzo
Tanuan

The AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

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

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

13a) Verbal Update regarding the Delegation at Student Achievement Committee - May 28, 2019 received.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Tanuan, that until such time as a retraction and apology are made, the delegate, Paolo de Bruno, does not have an opportunity to speak before this or other Committees.

MOVED in AMENDMENT to the AMENDMENT by Trustee Crawford, seconded by Trustee Tanuan, that this item be moved to PRIVATE Session.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Rizzo
Tanuan

The AMENDMENT to the AMENDMENT was declared

CARRIED

MOVED in AMENDMENT to the AMENDMENT by Trustee Rizzo that the delegate be allowed to attend PRIVATE Session solely for the purpose of clarification.

There was no seconder.

MOVED by Trustee Crawford, seconded by Trustee Del Grande, that all Items not dealt with be deferred to the October 30, 2019 meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

ITEMS NOT DEALT WITH AS CAPTURED IN ABOVE MOTION

- 15a) Listing of Communication: From OCSTA;**
- 16) Inquiries and Miscellaneous:**
- 16a) Meaning of Inclusivity; and**
- 16b) CSPC Policy S.10 Requirement of the Chair to be Catholic**

MOVED by Trustee Crawford, seconded by Trustee Del Grande, that the meeting resolve into PRIVATE Session.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

Next Meeting

Wednesday, October 30, 2019, 5:00 pm.

SECRETARY

CHAIR

OUR MISSION

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

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through witness, faith, innovation and action.*



MINUTES OF THE CATHOLIC EDUCATION AND LIVING OUR CATHOLIC VALUES SUB-COMMITTEE MEETING

PUBLIC SESSION

THURSDAY, AUGUST 29, 2019

Trustees:

G. Tanuan, Acting Chair
M. Del Grande
T. Lubinski

Staff:

R. McGuckin
P. Matthews
M. Caccamo
N. D'Avella
P. De Cock
L. Di Marco
C. Fernandez
S. Vlahos
N. Adragna

S. Harris, Recording Secretary

A. Finniss, Acting Assistant Recording Secretary

External Members:

Fr. P. Turrone, Newman Centre, University of Toronto
N. Milanetti, Ontario Catholic School Trustees'
Association (OCSTA)

3. Roll Call and Apologies

Apologies were extended on behalf of Trustees Crawford and Rizzo.

4. Approval of the Agenda

MOVED by Trustee Lubinski, seconded by Del Grande, that the Agenda, as amended to include Item 9b) Delegation: Emily Price and Shania Nigli regarding Campaign Life Coalition Youth and Movie *Unplanned*, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande

Lubinski

Tanuan

The Motion was declared

CARRIED

6. Declarations of Interest

There were none.

7. Approval and Signing of Minutes of the Previous Meeting

MOVED by Trustee Lubinski, seconded by Trustee Del Grande, that the Minutes of the Meeting held June 11, 2019 be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

9. Delegations; and

15. Listing of Communications

The Chair declared a five-minute recess at 1:19 pm.

The meeting resumed at 1:25 pm. with Trustee Tanuan in the Chair.

Attendance list remained unchanged.

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

9a) Paolo De Buono regarding the Impact of Not Including All Groups in the Code of Conduct received and referred to staff to review the video of the May 28, 2019 Student Achievement and Well Being, and Human Resources Committee meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Lubinski, seconded by Trustee Del Grande, that Items 9b) and 15e) be adopted as follows:

9b) Emily Price and Shania Nigli regarding Campaign Life Coalition Youth and Movie *Unplanned*; and

15e) Movie *Unplanned – For Discussion* received and referred to staff for an opportunity for that movie to be shown in our secondary schools.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

11. Unfinished Business from Previous Meetings; and

15. Listing of Communications

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

- 11a) Forging Potential External Partnerships with Strong Faith-based Organizations to enhance Catholic Faith and Morals in our Board and School Communities** that staff make contact electronically with strong faith-based organizations to advise them that we will forward them our Agendas and that they can bring feedback and comments to this sub-committee.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

Trustee Tanuan relinquished the Chair to Trustee Lubinski.

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

- 11b) Procedure to Review Minutes and Motion Direction** received and referred to staff for action, as discussed.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

Trustee Tanuan reassumed the Chair.

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

- 11c) Whistleblower Policy A.39 and Operational Procedure 11c)** received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande
Lubinski

Tanuan

The Motion was declared

CARRIED

Trustee Tanuan relinquished the Chair to Trustee Lubinski.

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

11d) Whistleblower Procedures and Guidelines for Students, Parents, Staff, Stakeholders on Issues Concerning our Catholic Faith, Values, and Morals that the Sub-Committee recommend to the Student Achievement and Well Being, and Human Resources Committee that the Board receive a trial demonstration of the software from staff or third party contractor at an established workshop

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that Items 11e) to 11n) and 15a) to 15d) be adopted as follows:

- 11e) Mary Laframboise regarding Inclusion of Persons** received and referred to staff that all inputs received to date be considered in regard to the Code of Conduct and related policies, including the Archdiocese language provided as follows:
- 1) Value and respect the teachings of Catholic Church; and
 - 2) Respect and treat others fairly, as children of God, created in the image and likeness of God, of infinite dignity and worth;
- 11f) Paolo De Buono regarding Improving Inclusiveness for the Toronto Catholic District School Board's (TCDSB's) Lesbian, Gay, Bisexual and Transgender (LGBT) Students** refer 11e);
- 11g) Emily De Decker regarding Code of Conduct wording on Respect** refer 11e);
- 11h) Iola Fortino regarding adding Gender Identity, Gender Expression, Marital Status and Family Status to the list of Prohibited Grounds of Discrimination in Code of Conduct** refer 11e);
- 11i) Ina Rocha regarding Changes to the Code of Conduct Policy** refer 11e);
- 11j) Elio Freitas regarding changes to the Code of Conduct Policy** refer 11e);
- 11k) Code of Conduct Policy S.S.09** refer 11e);
- 11l) TCDSB Policies Related to Code of Conduct** refer 11e);
- 11m) From the Governance and Policy Committee: Update to Bullying Prevention and Intervention Policy (S.S.11)** refer 11e);

- 11n) **Mary Laframboise regarding Inclusion of Persons – Submission** refer 11e);
- 15a) **Vatican Paper 2019: 'Male and Female He Created Them'. Towards a Path of Dialogue on the Issue of Gender Theory in Education** refer 11e);
- 15b) **Gender-Ideology: Select-Teaching-Resources** refer 11e);
- 15c) **Speaking the Truth in Love: Pastoral Guidelines for Educators Concerning Students Experiencing Gender Incongruence** refer 11e); and
- 15d) **The Human Person, Love and Sexuality: Education Commission of the Assembly of Catholic Bishops of Ontario** refer 11e).

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

19. Adjournment

Trustee Tanuan reassumed the Chair.

MOVED by Trustee Lubinski, seconded by Trustee Del Grande, that the meeting be adjourned.-

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

Next Meeting

Wednesday, September 25, 2019, 5:00 pm.

SECRETARY

CHAIR



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

TCDSB K-12 PROFESSIONAL LEARNING PLAN TO SUPPORT STUDENT ACHIEVEMENT & WELL BEING 2019-2020

Let the wise also hear and gain in learning, and the discerning acquire skill. Proverbs 1:5

Created, Draft	First Tabling	Review
October 28, 2019	November 7, 2019	Click here to enter a date.
Lori DiMarco, Superintendent, Curriculum Leadership & Innovation; Academic ICT Gina Iuliano Marrello, Superintendent, Student Success Marina Vanayan, Sr Coordinator, Educational Research		
INFORMATION REPORT		

Vision:

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Mission:

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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 information report provides an overview of the central K-12 professional learning plan for teachers. The plan outlines the use of Ministry and Board financial resources to facilitate professional learning in the TCDSB in order to support student achievement and well-being. The initiatives outlined reflect and support the priorities identified in the Board Learning Improvement Plan (BLIP) and the Multi-Year Strategic Plan (MYSP). The professional Learning plans are found in **Appendices B to R**.

The cumulative staff time required to prepare this report was 120 hours

B. PURPOSE

This annual report outlines the central professional learning initiatives that support the Board Learning Improvement Plan.

C. BACKGROUND

1. **Spring 2019** – Professional development planning begins for the 2019-2020 school year.
2. **Fall 2019** – Plans are revised based on newly analysed data and Ministry funding announcements.
3. **Consultation** occurs with federations partners at joint professional development committees.
4. **Funding**, to support this professional learning, is provided by the Ministry of Education.
5. **Professional Learning plans for Literacy and Numeracy are informed by data from EQAO.** Literacy and Numeracy strategies are embedded throughout the professional learning plans where applicable.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The Board continues to receive some funds for professional learning through the following Ministry of Education budgets: *Focusing on the Fundamentals of Mathematics* and *Student Success*. Ministry funds have restrictions on use.

A. Due to the reduction of the Staff Development budget, the following initiatives may not be offered or may be reduced in scale this year:

- Heritage Month celebrations
- Elementary co-curricular activities:
 - Track & Field
 - Cross Country
 - Elementary Chess
 - W5H
- Professional Learning opportunities for elementary teachers in the areas of:
 - 5th Block
 - Dance
 - Drama
 - Early Learning
 - English Language Learning
 - French as a Second Language
 - Health/Physical Education
 - Elementary Literacy
 - Music
 - Science
 - Visual Arts
- International Languages Instructor in-services
- International Women's Day
- Religious Education Part I Additional Qualifications for teachers
- Exemplary Practice Awards
- Subsidy to support annual school Faith Day
- Subsidy to Health and Safety for First Aid Training to ensure 2 staff per school are qualified
- Designated Early Childhood Educator professional learning
- School requests for local professional learning needs

B. Due to reduced Ministry funding for *Focusing on the Fundamentals of Math*, Student Success funds have been allocated to supplement elementary mathematics professional learning opportunities for

teachers, reducing the availability of funds for previously funded initiatives for staff and students.

C. Due to the reduction of the Staff Development budget, the following initiatives will be funded through the Student Success budget, but will be scaled back in terms of offerings:

- Student Leadership activities for CSLIT, ECSLIT and student events
- Teacher professional learning in Religion (focused on new resources - Growing in Faith, Growing in Christ which for 2019-2020 is Grades 5 & 6)
- Conference Registration Fees and release time for teachers to attend:
 - *When Faith Meets Pedagogy* Conference
 - *Reading for the Love of It* Conference
- Elementary co-curricular activities:
 - Track & Field
 - Cross Country
 - Elementary Chess
 - W5H
- Professional Learning opportunities for elementary teachers in the following areas:
 - Science
 - Social Studies
- Annual Elementary Growing Success Report Card setup workshops for Teacher Report Card Administrators so that all teachers have access to the online report card application
- *Roots of Empathy* training

2. Each year, **central academic resource staff, together with Educational research staff, review board data** to determine the progress toward achievement of priorities identified through the goals and action plan outlined in the BLIP and MYSP. The TCDSB professional learning plan is informed by this analysis of data, incorporating key Ministry initiatives.

3. EQAO provides the following Literacy and Mathematics student assessment results:

Literacy

EQAO results for Literacy Assessments are reported based on **skills and achievement chart categories**

- **Grade 3 and 6**
Reading Target Skills: explicit, implicit, making connections
Writing Question Formats: multiple-choice, short writing, long writing
- **Grade 10**
Reading Target Skills: *explicit, implicit, making connections*
Writing Target Skills: *developing a main idea, organizing information and ideas, using conventions, topic development*
- **Question types:** multiple-choice, open response

Mathematics

EQAO results for Math Assessments are reported based on **strands** and **achievement chart categories**

- **Grade 3 and 6 Strands:** Number Sense & Numeration, Measurement, Geometry & Spatial Sense, Patterning & Algebra, Data Management & Probability
- **Grade 9 Applied Strands:** Number Sense & Algebra, Linear Relations, Measurement & Geometry
- **Grade 9 Academic Strands:** Number Sense & Algebra, Linear Relations, Analytic Geometry, Measurement & Geometry
- **Achievement chart categories:** Knowledge & Understanding, Thinking, Application (Communication is not reported on as an achievement chart category because it is embedded in the other categories)
- **Question types:** multiple-choice, open response

4. EQAO Item Information Report (IIR) analysis reveals the following:

Grade 3

Reading

- Students performed better on open response items than on multiple-choice questions
- Overall, there are no areas of relative strength or weakness answering questions in the Grade 3 Reading assessment

Writing

- Students, in general, performed well on the Grade 3 Writing assessment
- Significant strengths in Writing Conventions and Language Conventions
- Students performed the best on Open-response questions

Mathematics

- No strand stood out as particularly strong – performance was quite similar to that of the province

- Performance on measurement for both multiple-choice and open response questions were particularly weak

Grade 6

Reading

- Overall, Explicit Reading and Reading with Fluency presented the greatest challenge
- Multiple-choice questions presented greater challenge than Open-response questions

Writing

- Topic Development and Using Knowledge of Form and Style in Writing questions presented the greatest challenge
- Multiple-choice questions presented greater challenge than Open-response questions

Mathematics

- Patterning & Algebra, Data Management & Probability strands and Application skills presented the greatest challenge

Grade 9

Applied

- Overall, the greatest challenges are in the areas of Linear Relations and Measurement & Geometry;
- Strengths are noted in Number Sense and Algebra questions
- Students are equally strong on Knowledge & Understanding and Thinking questions

Academic

- Overall, the greatest challenges are in the areas of Linear Relations and Measurement & Geometry
- Students had similar achievement patterns for Knowledge & Understanding, Application, and Thinking questions

Grade 10

OSSLT

- Overall, the greatest challenges are in the area of answering Explicit Reading questions
- Significant strength answering questions in the Writing portion of the assessment

5. **All schools are required to complete a Professional Learning Form (Appendix A) that describes the school's urgent critical student learning need based on school data analysis.** The Professional Learning Form includes the school's plan to address the stated urgent critical student learning need. A key focus for the 2019-2020 school year will be numeracy across the curriculum, while embedding literacy skills.
6. **Together with central staff, the principal will lead the school improvement team to implement a school learning improvement plan that establishes ambitious but realistic student performance standards.** The current delivery model for professional learning hinges on the local identification of needs. This model supports the principal as the instructional leader in the school. The principal will include teachers in instructional improvement work and assist them in developing an understanding of powerful and precise assessment and instructional strategies to support student achievement.
7. **New 2019-2020**
September 8 and 10, K-12 Principals' Meeting: Principals took part in a half-day professional learning session on reviewing their students' data using EQAO test results, classroom assessments, and perceptual data.

September 24- 27, K-12 Principals' Meeting: Principals, supported by central staff and their Field Superintendent, engaged teachers from their school in a full day of data review in order to identify their Urgent Critical Student Learning Need and Smart Goal, and refined their School Professional Learning Plan.
8. All schools will take part in professional learning through a **Collaborative Inquiry** approach, with principals working in Principal Learning Teams and school staff working in School Professional Learning Teams together with staff from other schools. Based on student/school learning needs in the area of Literacy and Mathematics, schools were identified as either Intensive, Increased, or Other. The number of days of professional learning and level of support from central resource staff will be differentiated based on this classification. "Intensive Support" schools will receive the highest level of support and release days, "Increased Support" schools will receive some

support and some release days, and “Other” schools will receive the least amount of support and number of release days.

9. The K-12 PD plan for 2019-20 is multi-faceted and has the following components:
 - a) PD for Teachers K-8 Numeracy (**Appendix B**) and K-8 Literacy (**Appendix C**).
 - b) PD for Teacher 7-12 Numeracy (**Appendix D**) and 7-12 Literacy (**Appendix E**).
 - c) PD to support student and staff well-being (i.e. Stop the Stigma, Mental Health Strategy) through our Catholicity, Community, Culture and Caring (CCCC) program, (7-12) and Safe Schools (**Appendix F**).
 - d) PD for Teachers in the 5th Block Program (**Appendix G**).
 - e) PD for Teachers in the Early Years Program (**Appendix H**).
 - f) PD for Teachers in the English Language Learner Program (ELL) (**Appendix I**).
 - g) PD for Teachers in French as a Second Language (**Appendix J**).
 - h) PD for Teachers in Science, Social Studies and EcoSchools (**Appendix K**).
 - i) PD for Teachers Outdoor/Health/Physical Education (**Appendix L**).
 - j) PD for Teachers in Indigenous Education (**Appendix M**).
 - k) PD for Teachers in Music (**Appendix N**).
 - l) PD for Teachers in Arts (**Appendix O**).
 - m) PD for Pathways Planning (**Appendix P**).
 - n) PD for 21st Century Learning (**Appendix Q**).

o) PD for Special Education (**Appendix R**)

E. METRICS AND ACCOUNTABILITY

With the use of a Common Professional Learning Feedback Form (introduced last year) at all professional learning sessions, we will collect data on teacher learning and student achievement. (**Appendix S**)

1. All schools will continue with the School Learning Improvement Plan process:

- May/June: review school progress and begin goal setting process for the following year
- September: continue to review school data, determine an urgent critical learning need, set a SMART goal related to their urgent critical learning need and develop a Professional Learning Form (PLF)
- September: workshop on data review for principals; working session for school learning improvement teams for PLF
- October – January: professional learning occurs related to the school's urgent critical learning need and the professional learning need
- January: Midpoint Check – all Principals will present to a team of reviewers information related to their school plans and progress to date. Reviewers will provide each Principal with feedback to inform next steps.
- February – June: professional learning occurs related to the school's urgent critical learning need and the professional learning need
- June: End of Year Check – all Principals will present to a team of reviewers information related to their school plans and progress to date. The reviewers will provide each Principal with feedback to inform next steps and begin goal setting for next year.

2. Senior staff will continue to monitor the School Improvement Learning Plan process:

- September: engage in data analysis, goal setting process, and the establishment of a professional learning plan with school staff
- October: review all school professional learning plans
- October 31: School plans posted to the school website.
- October – January: participate in professional learning with each staff to ensure that sessions are addressing student needs and school goals

- January: All academic senior staff, all principals, and Ministry Student Achievement Officers will participate in the Midpoint Check by providing feedback to each principal related to their School Learning Improvement Plan, progress to date in addressing student learning needs, and next steps
- January (end): Field Superintendents will present summary of progress to date for schools in their area at Education Council
- February: Principal Instructional Math Coach, Ministry Student Achievement Officers and Field Superintendents will meet with Principals to determine next steps
- February – June: participate in professional learning with school staff to ensure that sessions are addressing student needs and school goals
- June: All academic senior staff, all principals, and Ministry Student Achievement Officers will participate in the End of Year Check by providing feedback to each principal related to their School Learning Improvement Plan, progress to date in addressing student learning needs and next steps
- June (end): Field Superintendents will present summary of progress to date for schools in their area at Education Council.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.

School Name:

Principal Name:

Vice Principal(s):

Superintendent Name:

Next District Review Year:

DATA REVIEW**A. CONSIDER ALL DATA**

With your School Improvement Team review feedback from June IGNITE presentation and all achievement data.

NOTE: Field Superintendents will be notifying schools with whom they would like to be present when discussing these steps.

B. DATA RELEVANT TO NEEDS

After reviewing all of your school student achievement data, ONLY list the data (provide your actual school data) that points to areas of focus for learning needs for students in the boxes below:

Student Achievement Data: (EQAO, CAT4, pass rates, credit accumulation, attendance, etc.)	Perceptual Data: (Survey data, School Climate, etc.)	Demographic Data: (N tiles, etc)	Program Data: (Empower, 5 th Block, Taking Stock, etc.)	Other: (EDI, etc.)
Most relevant data from the BLIP SEF Survey: (list the two indicators that will become the focus)				

DIGGING DEEPER	Professional Learning Planning to support and help achieve the UCLN and Smart goal
C. EQUITY OF OUTCOMES - CHALLENGES What challenges do you face to ensure equity of outcomes for all students (refer to your demographic data, cultural makeup of school, languages spoken, wellness concerns, etc)	J. CULTURALLY RELEVANT AND RESPONSIVE TEACHING AND LEARNING What will you do in order to address the culturally relevant pedagogy needs of your community, outlined in C. and D. above? List strategies
D. EQUITY OF OUTCOMES - LEARNING NEEDS Consider your responses in A-C above; explain what this data tells you about your student's learning needs ie (Our students struggle with we know this because (be specific)...)	
E. EQUITY OF OUTCOMES - GAP ANALYSIS List any notable achievement gaps (ie students with IEP not performing as well as students with no IEP ... give examples that show the gap scores IEP 42%, non-IEP 75%). Other examples of gaps include ELL students compared to non-ELL, gender gaps, credit accumulation rates, etc.	
F. FOCUS GROUPS <ul style="list-style-type: none"> Identify groups of students you will monitor – “we will focus on moving students who....” Eg (scoring 2.5-2.9, scoring 2.0-2.9, ELL, IEP, boys, students in poverty, poor attendance....) Identify how many students are in this focus group. <p>Keep in mind: what's necessary for some is good for all Keep in mind: that focus groups should not be too narrow (eg. There are 20 students in grade 6 and only 1 student is between 2.5 and 2.9, thus Students achieving between 2.5 and 2.9 would be too narrow of a focus) Keep in mind: that focus groups do not name individuals NOTE: You will need to keep a record of student names of marker students who fall into this focus group - and show tracking data throughout the year for these students</p>	
G. URGENT CRITICAL LEARNING NEED Using no more than 140 characters – based on info in A-G above – list your school's <u>greatest</u> urgent critical student learning need. Please be as specific as possible.	K. NECESSARY CHANGES TO BE ADDRESSED THROUGH PL: Based on G. and H. above: What needs to change in order for you to meet your goal and address the UCLN? What needs to be done differently in the classroom? Eg. more emphasis on assessment for learning in the classroom
H. SMART GOAL Write a SMART goal to address your school's UCLN — we will move the focus group from 52% to 72%.... Keep in mind: goal should not be too narrow (eg. There are 20 students in grade 6 and your goal is to move 2% of the students, yet 1 student moving from 2.5 to above 3 would result in a 5% increase to the score. Not only is a 2% increase not representative of your community - it means you are effectively only working to move 1 student, not a group) Keep in mind: Specific, Measurable, Attainable, Relevant, Timely https://www.smartsheet.com/blog/essential-guide-writing-smart-goals	

REQUIRED PROFESSIONAL LEARNING

L. STAFF PL CRITICAL NEED

Using your responses to J. and K., Think of this as the Urgent Critical Learning Need for Staff in order to achieve the Urgent Critical Learning Need for Students.

What professional learning is required in order to support G. and H. above— be specific, list classroom, instructional and assessment strategies...

Eg. a day of PL focused on assessment strategies within a professional learning cycle for all teachers

References:

Learning for All, Ontario Ministry of Education <https://goo.gl/6rQmzl>

High Yield Strategies, Ontario Ministry of Education <https://goo.gl/cDHnB8>

Marzano's High Yield Strategies, Inflexion <https://goo.gl/26SsSb>

M. PROFESSIONAL LEARNING PLAN FOR USE OF YOUR ASSIGNED CODE DAYS

What is your PL plan? When will you do PL? What PL will you do? Who will support your PL What other professional learning is occurring outside of CODE days?

Eg. On Nov 4, staff will begin a professional learning cycle focused on assessment addressing UCLN, with support from central staff

Monitoring Professional Learning and Student Achievement

N. MONITORING STUDENT PROGRESS AND PROFESSIONAL LEARNING

How will you monitor student learning and achievement?

How will you track your Focus Groups and marker students?

What will you monitor in order to document the impact of your professional learning on student achievement?

When and how often will you monitor?

Professional Learning Cycles: <https://goo.gl/aJ57nz>

O. HOW WILL YOU KNOW? ARTEFACT COLLECTION:

Artefacts include product, observation and conversation

What evidence will you collect to show progress in Student Achievement?

What evidence will you collect to show that PL is effective / aligned with goals?

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
K - 8 Numeracy								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								OVERALL 2439
								TOTALS:
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	Math UP School	Supporting school based collaborative inquiry focused on MathUP principles	K-8	32	581	1.5	880
2	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Math UP School	Principal as the instructional leader is guided through the professional learning cycle - data gathering, data analysis, professional development, implementation and monitoring. 6 session throughout the school year	K-8	32	0	6	192
3	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	Intensive School Support	Supporting school based collaborative inquiry focused on UCLN	K-8	7	15	1.5	187
4	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	Increased School Support	Supporting school based collaborative inquiry focused on UCLN	K-8	18	15	1.5	505
5	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	Other School Support	Supporting school based collaborative inquiry focused on UCLN	K-8	111	8	0.44	621
6	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Mathology	Collaborative Inquiry/Implementation of the Grade 2 Mathology kits	K-2	27	27	2	54
7	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Zorbits (assessment for learning)	Option for schools who select Primary Math as their UCLN. Provides teachers an opportunity to address assessment for learning to monitor gaps in learning and target intervention strategies. Cost associated will be the # of teacher licenses to be purchased.	K-3				0
8	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	My Math Path K	Collaborate with Early Years to continue with the implementation of Math Path K and explore assessment practice in the context of the play base curriculum. 2 teachers and 2 deces per school	K	15			0
9	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	New to combined SK/1	In collaboration with Early Years, to use Alex Lawson book What to Look For to develop understanding of student thinking in early numeracy and gather data	K-1	28			0
10	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	New to Primary	- in collaboration with literacy	1-3				0
11	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	New to Junior	- in collaboration with literacy	4-6				0

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Literacy - K-8								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
OVERALL TOTALS:								120
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	Support for School Learning Teams	- data analysis - determine school Urgent Critical Learning Need - develop SMART Goals - ongoing support to implement strategies Timeline: Sept. to June	K - 8				0
2	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Collaborative Inquiry: School Professional Learning Teams	- support numeracy in intensive and increased support schools Timeline: Sept to June	1 - 8				0
3	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Collaborative Inquiry for Schools with a Literacy Focus	- support numeracy in intensive and increased support schools Timeline: Sept to June	1 - 8				0
4	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Early Literacy Skills: Collaboration with 5th Block Team	- improve and incorporate early literacy skills and reading strategies - use evidence based instructional strategies to support Timeline: 2 Fall sessions - September, November	1 - 8				0
5	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	New To K/Primary/Junior Literacy	- Professional Development Workshop for teachers (LTO and Perm who are new a division. - Introduction to curriculum expectations, the literacy framework, as and strategies for student success. - Familiarize teachers with essential literacy resources to inform pra Timeline: Fall 2019	1 - 6				120
6	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Virtual Learning Communities: Teacher Directed PD in Collaboration with 21Century Learning Team	- Create online professional communities for teachers who want to work on self-study around Evidence Based Instructional Strategies in their classrooms. Timeline: 4 sessions: December, Jan, March, May	1 - 8				0
7	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	D2L: Brightspace Portfolio in Collaboration with 21 Century Learning Team	- Introduce and support teachers with formative assessment tools (for, as learning) for pedagogical documentation using D2L Brightsp - in person workshop and continue online through virtual learning co Timeline: 5 sessions, October, December, Jan, March, May	1-8				0
8	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT	NTIP	- Introduce new teachers to Language curriculum expectations, the framework, assessment and strategies for student success. - Familiarize teachers with essential literacy resources to inform pra Timeline: Nov. 4, Nov 5 & 6, 2019	1-8				0
9	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	After School Sessions: Literacy Rep & Library Techs	- voluntary after school meetings with elementary literacy reps and library techs to share best practices in literacy education Timeline: November 2019, February 2020, April 2020	1-8				0
10	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	New to Kindergarten and Grade 1 Combined	- focus on the developmental continuum to build understanding of the early learner (i.e., cognition, physical communication, language and literacy, social and emotional domains and skills. - develop knowledge of the learning trajectory from Kindergarten to Grade 1. Use Alex Lawson's what to look for continuum to develop understanding of student thinking in early numeracy and to gather data.	SK/1				0

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Numeracy 7-12								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								OVERALL 1 2973
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Grade 9 Applied Math OSSLT;	Assist schools in developing and implementing School Professional Learning Plans Participants: All Elementary and Secondary Schools	Support School Professional Learning Teams to: Analyze data, identify student needs, and develop school professional learning plans; focus on assessment for learning, equity and inclusive education and monitoring student achievement and in-school follow up. Timeline: K-12 Principals Meetings, September 24-27th	K-12	198	3	2	1188
2	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Grade 9 Applied Math OSSLT;	Principal Meetings (K-12) Support	Support Principal Learning Teams: support the principal as Instructional Leader; foster collaboration among principals in order to share promising practices. Timeline: Monthly at Principal Meetings	K-12	32	0	0	0
3	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Collaborative Inquiry Strand specific focus for the Collaborative inquiry will be based on Professional Learning Plan of schools.	Formative Assessments: Guiding Teaching and Learning: Investigating assessment for and as learning practices and instructional strategies as they apply to an applied mathematics classroom. Timeline: Intensive and Increased Support Schools: 3 group sessions per semester; Other Support Schools: 3 group sessions for semester 1	9-10	32	4	6	768
4	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Grade 9 Applied Math OSSLT;	Student Achievement in Applied Level Courses Participants: Intensive Support Secondary Schools based on Ministry Identification	In-School Professional Learning in Applied Math Classes: Providing collaborative inquiry and classroom support (co-planning and co-teaching) by Math Facilitators and Math Lead for schools that have been ministry identified as intensive support . Timeline: 2 days per semester	9 Applied	8	4	4	128
5	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Cultivate and Develop Math Leadership to build capacity in schools. Participants: All Secondary Schools	Math Leadership Meetings: Mathematics Department Heads and Numeracy Leads will engage and collaborate in learning sessions. Timeline: 3 Sessions - November, March, May	9-12	32	2	3	192
6	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Math Facilitators and Math Leads	To support the implementation of the Numeracy Professional Learning Plan, Board Learning Improvement Plans and Ministry Initiatives through a co-planning/co-teaching model	9-12	3	1	3	9
7	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Grade 9 Applied Math OSSLT;	Student Achievement in Applied Level Courses Participants: All Secondary Schools	Additional Support for Applied Level Math Classes: Additional code days to provide in-class, small group support to Grade 9 Applied Math classes. Timeline: Up to 5 days per semester (up to 10 total per school year), as requested by schools throughout the year.	9 Applied	32	1	10	320

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Numeracy 7-12								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								OVERALL 1 2973
8	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Grade 9 Applied Math OSSLT;	Monitoring Student Achievement in Applied Level Courses Participants: All Secondary Schools	Monitoring Achievement in Applied Level Math Sessions (Improving Student Performance in Math): Providing schools with support as they monitor and track student progress to inform next steps to improve achievement utilizing pre and post assessment data. <i>Timeline: 3 sessions per semester</i>	9-10 Applied	32	3	3	288
9	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	In - School Support for Elementary School Participants: Intensive Support Elementary Schools	Supporting schools in the implementation of School Professional Learning Plan by providing schools with resources, co-planning, and co-teaching from Numeracy and Literacy Coaches. <i>Timeline: Up to 2 days per school, as requested throughout the year</i>	6-8	40	1	2	80
10	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	In - School Support for Secondary Schools Participants: All Secondary Schools	Supporting the development and implementation of School Professional Learning Plans <i>Timeline: As requested by Principals & Staff</i>	9-12	32	0	0	0
11	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Webcast Series Principals and teachers will utilize a technological approach to address student assessment and instructional practices.	Formative Assessments (Webinars): Guiding Teaching and Learning: Investigating assessment for and as learning practices as they apply to mathematics. <i>Timeline: All Elementary Other Support Schools, term 2</i>	7-10	111	0	0	0
12	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Leaders of Your Own Learning Supporting the Student Success Department Participants: All Secondary Schools	Supporting the implementation of a professional development day for all Secondary School Teachers	9-12	32	0	0	0

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN									
LITERACY 7-12									
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days	
OVERALL TOTALS:								1328	
1	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Assist schools in developing and implementing School Professional Learning Plans Participants: All Elementary and Secondary Schools	Support Schools Professional Learning Teams to: Analyze Data, identify student learning needs, and develop school professional learning plans. Focus on assessment for learning, equity and inclusive education and monitoring student achievement and in-school follow up. Timeline: K-12 Principal's Meetings, September 24-27th	K-12	198	4	2	0	
2	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Principal Meetings (K-12) Support	Support Principal Learning Teams: support the principal as Instructional Leader; foster collaboration among principals in order to share promising practices. Timeline: Monthly at Principal Meetings	K-12	198				
3	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES	Collaborative Inquiry Focus on learning need for the Collaborative Inquiry will be based on Professional Learning Plan of schools.	Literacy Skill Development & Formative Assessments: Guiding Teaching and Learning: Investigating assessment for and as learning practices and instructional strategies as they apply to literacy skill development. Timeline: Intensive and Increased Support Schools: 3 group sessions per semester; Other Support Schools: 3 Group sessions for 1 semester.	9-10	32	4	6	768	
4	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES	Student Achievement Participants: Intensive Support Secondary Schools based on Literacy Data	In-School Professional Learning: locally led sessions to support Collaborative Inquiry. Timeline: 2 days per semester	9-10	6	4	4	96	
5	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES	OSSLT SUPPORT - (Literacy) Based on OSSLT: Item Information Report (IIR)	Provide release days and support to teachers organizing OSSLT Timeline: Semester 1 (to January 31, 2020)	9-10	32	1	5	160	
6	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Reading for the Love of It Participants: All schools	Provide an opportunity for classroom teachers to attend Provincial Conference focused on Literacy based instructional strategies. Timeline: February 2020	7-12		200	1	200	

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN									
LITERACY 7-12									
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days	
OVERALL TOTALS:								1328	
7	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Literacy Leads PLC Participants: All schools	Work with Literacy Leads to create and implement a cross-curricular plan for Literacy Timeline: Ongoing Throughout the year (3-4 meetings)	9-10	32	1			
8	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	English Department Heads Meeting Participants: All Schools	English Department Heads collaborate on promising practices, curriculum resources, evidence based instructional strategies. Timeline: Ongoing Throughout the year (3-4 meetings)	9-10	32	1		0	
9	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	New to Intermediate Literacy	Workshop for Teachers New to the Intermediate Division: Introduction to curriculum expectations, the literacy framework, assessment and strategies for student success. Timeline: Fall 2019	9-12	32	1	2	64	
10	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Leaders of Your Own Learning Supporting the Student Success Department Participants: All Secondary Schools	Supporting the implementation of a professional development day for all Secondary School Teachers	9-12	32			0	
11	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Teacher Librarian Professional Learning	Professional Learning for Teacher-Librarians about new literature and board initiatives. Focus on inclusion of culturally responsive materials as school library resources. Timeline: one meeting, Date February 2020	9-12	32	1	1	40	

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
CCCC - Religion/Family Life and CTC, Student Success, Safe Schools and Catholic Leadership								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								OVERALL TOTALS: 1546
1	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	A Catholic Called to Serve	Unique event for secondary educators to hear from various keynote speakers on their Catholic Call to Serve and to gain information about the various charitable and social justice organizations. Timeline: October 2019	9-12	32	1	1	32
2	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Young Disciples Elementary	Teacher PD through guests speakers, workshops, collaboration with like-minded colleagues, and the opportunity to learn from multiple community agencies and departments. Teachers, guidance, social work, safe schools. Timeline: Nov. 4 - Pre Camp Training & need	5-8	48	1	0	0
3	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Young Disciples Secondary	This rally is designed to ignite faith and inspire acts of service amongst our school communities. Teachers are experiencing faith formation/mentoring in prayer life, deepening relationship with Christ. Timeline: Feb 2020	9-12	32	1	1	32
4	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Religion Dept. Head Retreat	Opportunity to gather as Dept Heads to celebrate the Eucharist and to enrich faith formation and understanding on a particular theme. Timeline: April 2020	9-12	32	1	1	32
5	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Chaplaincy Leaders Retreat	Opportunity to gather as Dept Heads to enrich faith formation and understanding on a particular theme. Timeline April 2020	9-12	32			40
6	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Pastoral Plan Inservices	A Focus on the Year of Believing and how educators can familiarize themselves, implement, and participate in Pastoral Plan and Faith initiatives. Timeline: November 12, 13, 27, 28	K-8	164	1	1	164
7	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Development & Peace Secondary Day	Educators gather to learn about the 2019/20 Development and Peace Campaign "Our Common Home." They will acquire resources and be given opportunities to get involved in Social Justice activities. Timeline: Nov 14	9-12	10	1	1	10
8	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Christian Meditation (Gr. 7/8 Teachers & Secondary Teachers)	Educators are given the opportunity to learn about different forms of meditation and contemplation within our Catholic tradition and how we can use it with our students and for themselves. Timeline: Throughout the year	K-12	150	1	1	150

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
CCCC - Religion/Family Life and CTC, Student Success, Safe Schools and Catholic Leadership								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
9	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY School-parish connections	Ordinandi Youth Event (Secondary)	Through personal accounts, this "Ordinandi Event" shines a spotlight on those who are shortly "to be ordained" as priests within the Archdiocese of Toronto. Timeline: March 2020	9-12	32	1	1	32
10	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	IYAM (Interfaith Youth Alliance Movement)	Educators will gather to learn more about diverse faith traditions through various guest representatives and panel discussions. Timeline: April 2020	9-12	32	1	1	32
11	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Catholic School Chaplains of Ontario (CSCO) Conference	"Abide with Me" - Chaplains are given the opportunity to pray, reflect, and listen to significant speakers. They will also share best practices. Timeline: April 2020					0
12	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Credit Recovery Teachers In-service (New and Experienced RCR teachers)	Review the role, responsibilities and duties of the Credit Recovery Teacher; working in collaboration with Science/Social Science Department on an instructional practices collaborative inquiry. Timeline: November 13 and April 8	9-12	32	1	2	64
13	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	New Credit Recovery Teachers In-Service	Review the role, responsibilities and duties of the Credit Recovery Teacher. Timeline: October 3 and March 5	9-12	20	1	1	20
14	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Student Success Teachers In-service (New and Experienced SSTs)	Review the role, responsibilities and duties of the Student Success Teacher; working in collaboration with the Literacy Department on a collaborative inquiry to address literacy gaps in learning. Timeline: November 20 and April 14	9-12	32	1	2	64
15	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	New Student Success Teachers' In-service	Review the roles, responsibility and duties of the Student Success Teacher. Timeline: October 15 and March 11	9-12	20	1	1	20
16	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Student Mental Health and Wellbeing initiative in Elementary	Stop the Stigma PD for NEW elementary teacher mentors	Review the role of the Stop the Stigma Team mentor including the responsibilities and duties of the mentor. Board and Ministry resources as well as promising practices will be shared. Timeline: November 5	K-8	20	2	1	40
17	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Secondary students' positive self image	Stop the Stigma PD for NEW secondary teacher mentors	Review the role of the Stop the Stigma Team mentor including the responsibilities and duties of the mentor. Board and Ministry resources as well as promising practices will be shared. Timeline: November 6	9-12	20	1	1	20

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
CCCC - Religion/Family Life and CTC, Student Success, Safe Schools and Catholic Leadership								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
18	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Student Mental Health and Wellbeing initiative in Elementary	Stop the Stigma Elementary School Teams Mental Health and Wellness Symposium	Working in collaboration with the Mental Health Department to provide PD to teacher mentors on Mental Health Literacy. Timeline: December 2 and 3	K-8	73	1	1	73
19	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Secondary students' positive self image	Stop the Stigma Secondary School Teams Mental Health and Wellness Symposium	Working in collaboration with the Mental Health Department to provide PD to teacher mentors on Mental Health Literacy. Timeline: December 4	9-12	32	1	1	32
20	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	The Safe School Department will provide professional learning on a variety of Safe Schools topics to teachers.	Certificates will be issued to participants after the completion of the modules, which include: Verbal De-escalation, Supporting Students with Autism Spectrum Disorder, Cyberbullying and Internet Safety, Effective Classroom Management, Strategies to Promote Healthy	K-12	25	1	18	450
21	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	SMILE Camp Secondary (Students, Mentors, Inter-community Leadership Experience)	Teacher PD through guests speakers, workshops, collaboration with like-mind colleagues, and the opportunity to learn from multiple community agencies and departments. 4 days, 3 nights (with students). Departments involved: Student leadership, guidance, social	9-12	15	25	2	50
22	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Voices That Challenge Conference PD through teacher specific workshop, participation in student workshop, opportunity to listen to guests speakers, collaborate with like-minded teachers	Catholic Leadership Conference. Teacher PD through keynote speakers and participating in workshops led by different departments and community agencies. Also an opportunity to collaborate with like-minded teachers. Timeline: March-September 2020	9-12	32	1	5	5
23	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Secondary students' positive self image	Inclusion and Belonging Retreat	Catholic leadership conference. PD through workshops, keynote/guests speakers, collaborate with like-minded teachers. Timeline: April 2020.	9-12	32	1	5	5
24	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Staff well-being	7 Habits Certification - 3 day PD to learn, and implement 7 Habits Leadership program in schools with a Catholic Focus	Staff PD on the 7 Habits of Highly Effective People. Staff certified to deliver leadership material to their classes and receive teaching manuals and resource kit. 3 days and 2 nights at Teen Ranch. No code days needed (Friday evening, Saturday, Sunday). Timeline: March 6-	K-12	30	50	No code days	No code days
25	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Faith Camp	Opportunity for teachers to deepen and ask questions about their faith. Friday evening, all day Saturday, Sunday morning service work, concluding with mass. Timeline. PD through guests speakers, workshops, activities, sharing of best practice. Timeline: March 27-29, 2020	9-12	30	12	No code days	No code days
26	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	International & Canadian Service Trips	Philippines in Dec/January. Manitoulin Island in May. Tanzania in Aug. Participants work with the poor to build houses or schools. Service learning and leadership development. PD through the experience of working with communities overseas and collaborating with	9-12	30	12	Differs per trip	29

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
CCCC - Religion/Family Life and CTC, Student Success, Safe Schools and Catholic Leadership								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
27	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Olympia Leadership Camp (elementary)	Teachers take part in PD consisting of: motivational speakers, workshops, outdoor education, mass, opportunity to network. collaboration with like-minded teachers. Timeline: Apr. - May 2020	6-8	36	90	Differs per camp	108
28	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Olympia Leadership Camp (secondary)	Teachers take part in PD consisting of: motivational speakers, workshops, outdoor education, mass, opportunity to network. collaboration with like-minded teachers. Timeline: Apr. - May 2020	9-12	32	90	6	1
29	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Elementary Catholic Student Leadership Impact Team (ECSLIT) Year End Retreat	Year end celebration for all schools that participated in ECSLIT on a monthly basis. Keynote speaker, workshops. PD through monthly ECSLIT meetings. 4 workshops during retreat. Timeline: June 6, 2020.	6-8	30	40	1	40
30	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	When Faith Meets Pedagogy Youth Forum Conference **Organized by Catholic Curriculum Corporation	1 day conference. PD through keynote speakers, workshops, opportunity to network with like-minded Catholic Teachers. Timeline: October 2019	9-12	30	1	1	1
31	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	When Faith Meets Pedagogy Youth (Adult Conference) **Organized by Catholic Curriculum Corporation	3 day conference. PD through keynote speakers, workshops, opportunity to network with like-minded Catholic Teachers. Timeline: Oct. 24-26, 2019	6-12	75	110	1	100

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
5th Block Literacy Intervention								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
							OVERALL TOTALS:	46
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	New 5th Block Teacher Training. Day 1: Student Assessment.	Wednesday, September 4, 2019	1&2	10	1	1	10
2	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	New 5th Block Teacher Training. Day 2: Programming and Instruction.	Wednesday, September 11, 2019	1&2	10	1	1	10
3	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	All 5th Block Teachers. P. L. Day 1: Supporting Print Work, Teaching Fluency.	Thursday, September 19, 2019	1&2	42	0.619	1	26

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN

Early Years

	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								OVERALL TOTALS: 187
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	Primary Math Support (in regional, increased and intensvie support schoo	-Engaging in inquiry-based professional learning	K-2				0
2	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	My Math Path Pilot in collaboration with the math department	-Continuing roll out of program - Understand the role of the My Math Path to support the delivery of the kindergarten math curriculum through a play based inquiry	K	10	2	2	40
3	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	New to combined Kindergarten and Grade 1 in collaboration with literacy and math department	-Focus on the developmental continuum to building understanding of the early learner(i.e. cognition, physical, communication, language and literacy,social and emotional domains and skills) -develop knowledge of the learning trajectory from kindergraten to Grade 1 -Use Alex Lawson's book "What to Look For" to develop understanding of student thinking in early numeracy and gather data.	K/1	29	1	1	29
4	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Mathology in collaboration with the math department	Collaborative Inquiry/Implementation of the Grade 2 Mathology kits	Gr. 2				0
5	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Cursive Writing Pilot	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.	K	3	14	2	28
6	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Outdoor Play and Learning Pilot	Pilot OPAL (Outdoor Play and Learning) Program at the TCDSB schools during recesses and other outdoor learning opportunities - Timeline: October to June 2020	K-8	6	3	5	90
7	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	NTIP Communication of Learning/ NTIP New Kindergarten	Servicing new permanent kindergarten teachers with an introduction to the Kindergarten Program and Growing Success the Kindergarten Addendum	K				0
8	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Staff well-being	Afterschool Professional Learning and School Day visits with Kindergarten Teams	Working with educators in rethinking the third teacher, looking at the four frames, the outdoor classroom environment.	K				0

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Supporting English Language Learners								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								OVERALL TOTALS: 0
1	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Support for Principal Learning Teams	<ul style="list-style-type: none"> - Data analysis to determine Urgent Critical Need - Development of Smart Goal - Completing Professional Learning Forms - Providing Professional Development on a variety of topics <p>Participants: Elementary/Secondary School Principals Timeline: Ongoing</p>	K-12	All Elementary / Secondary Schools			
2	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Cross-Departmental Collaboration with Teacher Collaborative Inquiries	<p>Provide professional learning with a focus on supporting English Language Learners during learning sessions in a variety of departments.</p> <p>Participants: Elementary and Secondary Teachers Timeline: Ongoing</p>	K-12	Upon Request and responsive to teacher need			
3	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Collaborative Inquiry (C.I.)	<p>Support School Learning Teams to address their Urgent Critical Learning Need, specifically those who have identified English Language Learners as a focus group.</p> <p>Participants: Elementary /Secondary School Professional Learning Teams Timeline: October 2019 - May 2020 - Inquiry Structures to be responsive to individual schools' needs</p>	K-12	Upon Request - dependant on access to release time at a local level			
5	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	C.I. - STEPS for Kindergarten	<p>3 day C.I., teachers will explore the K-STEP framework as a tool to support instruction and ongoing assessment of ELLs in their classroom.</p> <p>Collaboration with Early Years Department Participants: Kindergarten teachers in schools (10 selected) with high numbers of ELLs in Kindergarten Timeline: 3 group sessions - November 2019 - April 2020</p>	Selected Kindergarten Teams				

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Supporting English Language Learners								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								OVERALL TOTALS: 0
7	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	C.I.: Transitioning Students from ESL to Mainstream English Courses Participants: Intensive, Increase or Other	Promote common language and expectations between ESL and mainstream English teachers in regards to literacy expectations/skills Promote success in academic language development through assessment strategies, EBIS, differentiated instruction, and teaching of functional vocabulary Focus Group: ESL and ENG2P/2D teachers Timeline: 5 Group Sessions: Cycle 1: Semester 1 Cycle 2: Semester 2	9-12	ESL teachers from Intensive and Increased Support Schools			
8	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Supports for ESL Teachers	ESL Teacher Meetings Focus on unpacking documents/resources (ELL), reviewing Ministry documents, and new ESL initiatives. Participants: Elementary/Secondary ESL Teachers Timeline: Ongoing Meetings: 2 after-school meetings	K-12	Schools with full time ESL teacher(s)			

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
French K-12								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								OVERALL TOTALS 351
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Engaging students with special Education Needs FSL in Collaboration with Special Services	share pedagogical strategies to help support students 2 - 1 day Group Session -October 3rd and 24th, 2019	FSL	30	1	1.5	45
2	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	Support for uncertified French Teachers	Strengthen programming to improve achievement in FSL and increase student learning opportunities 4 Group Sessions (October, December,(2019) March, May, 2020)	K-8	25	1	4	100
3	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Mathologie In Collaboration with Pearson and Math Department	Explore teaching strategies in math through the FSL lens 1 group session: October 2019	K-3	30	1	1	30
4	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Supporting Struggling Readers In French Immersion	Exploring teaching reading and phonemic awareness, to build fluency in primary French Immersion. 2 Part group Session Jan/ March 2019	1-3	30	1	2	60
5	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Collaborative Inquiry (Extended French)	Collaborative Inquiry to explore 'grammaire en action' in Extended French classes. November 2019-May 2020	5-8	30	1	2	60
6	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	French/Modern Languages Full Day Meeting	Looking at promising practices, language profiles, literature	9-12	32	32	1	32
7	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	DELf Refresher (Diplôme d'études en langue française)	CEFR- and DELF-related professional learning opportunities. April 2020	7-12	24	1	1	24
8	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	New to Kindergarten Teacher (English/French Immersion) with their DECE partners	Professional learning opportunity for each DECE to work with their classroom teacher partner	K				0
9	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	New to Combined Kindergarten and Grade 1 Support	Focus on the developmental continuum in order to build understanding of the early learner	sk/1				0
10	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	NTIP New to Core French	Supporting teachers from an equity stance to make FSL action oriented, authentic and relevant to all learners. November 2019					0
11	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	NTIP New to Literacy	For French Immersion Teachers see Literacy November 2019	K-8				0

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Science, Social Studies and EcoSchools								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of school	# of teachers /school	# of Days /teacher	Total # of Days
OVERALL TOTALS:								742
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	SCIENCE COLLABORATIVE INQUIRY	This 3-day collaborative inquiry will explore the Science curriculum through an integrated approach to learning and will be responsive to teacher voice. T: April-May P: 50 teachers C: STEAM; 21C; Literacy; Math	7-12	50	1	3	150
2	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	DESIGN THINKING: LEARNING THROUGH INNOVATIVE PRACTICE	This collaborative inquiry will provide a 3 day professional learning opportunity to interested teachers in grades 7-12 on DESIGN THINKING. Teachers will create professional learning communities to share and support each other throughout the process. T: November-May P: 50 Teachers (7-12) C: STEAM; Literacy, 21C; Religion; Arts; French	7-12	50	1	3	150
3	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	SCIENCE DEPARTMENT HEAD SYMPOSIUM	Science Department Heads lead their own learning. This 1-day workshop will address teacher voice and focus on effective instructional strategies that support all learners. Teachers will explore best practices, assessment, lesson design and application of knowledge. T: November-February P: 40 teachers C: STEAM, 21C; Religion; Math	9-12	40	1	1	40
4	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	SOCIAL STUDIES DEPARTMENT HEAD SYMPOSIUM	Social Studies Department Heads lead their own learning. This 1-day workshop will address teacher voice and focus on effective instructional strategies that support all learners. Teachers will explore best practices, assessment, lesson design and application of knowledge. T: November-February P: 40 teachers C: FNMI; Literacy; ESL	9-12	40	1	1	40
5	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	SOCIAL STUDIES 2019 FIRST NATIONS, METIS, and INUIT STUDIES COLLABORATIVE INQUIRY	This 3-day collaborative inquiry will build educator capacity to implement the revised curriculum document and enhance and establish leadership in the schools. This collaborative inquiry will support teachers in courses in First Nations, Metis, and Inuit Studies, Grades 9-12 and focus on the deconstruction of Indigenous history through a Catholic lens. T: November - May P: 50 teachers C: FNMI; Religion; Arts; Literacy; 21C	9-12	50	1	3	150
6	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	SOCIAL STUDIES 2019 FIRST NATIONS, METIS, and INUIT STUDIES Leadership Team	This Leadership Team will develop Indigenous-focused content across the curriculum and support resource implementation. The Leadership Team will work with the Social Studies Resource Teacher to provide learning opportunities for educators. T: November - May P: 15 Teachers C: FNMI; Literacy; Religion; 21C; Elder; Indigenous Advisory Team	9-12	10	1	3	30

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Science, Social Studies and EcoSchools								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of school	# of teachers /school	# of Days /teacher	Total # of Days
7	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	SOCIAL STUDIES 2019 FIRST NATIONS, METIS, and INUIT STUDIES COLLABORATIVE INQUIRY THROUGH THE ARTS	This 3-day collaborative inquiry will enhance teacher capacity to implement the Revised Curriculum focusing on the rich diversity of First Nations, Metis, and Inuit histories, cultures, perspectives, and contributions through the Arts. T: November - May P: 50 Teachers C: FNMI; Literacy; Religion; 21C; Elder; Indigenous Advisory Team	9-12	50	1	3	150
8	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	SOCIAL STUDIES 2019 FIRST NATIONS, METIS, and INUIT STUDIES Leadership Team [Arts focus]	This Leadership Team will develop Indigenous-focused content across the curriculum and support resource implementation as well as work with the Social Studies Resource Teacher to provide learning opportunities for educators. T: November - May P: 4 Teachers C: FNMI; Arts, Literacy; Religion; 21C; Elder; Indigenous Advisory Team	912	10	1	3	30
9	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Secondary students' positive self image	ECO/STEAM RECYCLE MATERIAL JUNK BAND	This experiential initiative will examine real world environment issues in an effort to raise awareness about Pope Francis' Laudato Si encyclical - on care for our common home. Interested students in 1 secondary school will participate in a 10 day afterschool MakerSpace workshop that explores RECYCLING material to create a JUNK BAND. The students will design and create instruments using recycled material and create music. T: November - March P: 10 - 15 students C: Arts, STEAM; Experiential Learning	9-12	1	1	2	2
10	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	TEACHER SUPPORT IN/ACROSS SCHOOLS	Support professional learning teams to address their Urgent Critical Learning Need. This support will include: facilitating professional learning sessions; investigating and incorporating evidence based instructional strategies through an integrated framework; co-planning/teaching; and resource development. T: September-June P: ALL Schools (K-12) C: All TLC departments	K-12				

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
K - 12 Outdoor/Health/Physical Education								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								OVERALL TOTALS :
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	New Teacher Induction Program: Support for new Health & Physical Education Teachers	Review updated Health and Physical Education Curriculum (Active Living, Healthy Living, Movement Competence, Social Emotional Learning), OPASSE Safety Guidelines & TCDSB Concussion Protocol. Timeline: November	K-6	12	1	1	12
2	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	HPE Department Head In-Service	Review the 3 curriculum strands and provide support for assessment and evaluation practices. Review team building/student leadership initiatives focused on inclusion, developing self-confidence and acceptance of oneself and others. Timeline: December	9-12	31	1	1	31
3	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Student Mental Health and Wellbeing initiative in Elementary	Professional Learning for the creation of school Well-being Teams - Collaborate with Mental Health Services	Provide strategies and resources for schools to create Well-being Teams. Timeline: 2 sessions, December & February	K-8	20	2	2	80
4	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	HPE Specialist Teachers: Curriculum Update Inservice - Collaborate with Mental Health Services	Provide key changes, supports and resources for the updated Health and Physical Education Curriculum. Timeline: 2 sessions offered in January.	K-8	80	1	1	80
5	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Student Mental Health and Wellbeing initiative in Elementary	DPA: A cross-curricular approach to PPM 138. Using Daily Physical Activity to support numeracy and literacy school goals.	Provide tools to incorporate numeracy fitness activities and literacy games into their Daily Physical Activities. Timeline: 2 sessions, March	K-8	40	1	1	40

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Indigenous Education								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								OVERALL TOTALS: 100
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Teacher Symposium on April 9, 2020 Culturally ResponsivePedagogy.	2020-04-09 - The Native Canadian Centre of Toronto	K-12	All	100	1	100

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
MUSIC								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								OVERALL TOTALS: 10
1	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Department Head, Arts and Music Lead Forum for Secondary Teachers in collaboration with Arts Department	Meet with Heads and Leads at a culturally rich and inspiring venue (perhaps Recording Arts Center) to provide a forum for creativity and inquiry into topics of urgent critical need in the Music Departments. Sessions will be from 2:00 - 4:00 pm so no code days are required. Based on the needs determined in the inquiry session (above), provide a PD session that encourages the implementation of rich activities for students that meet with great efficiency the Curriculum Expectations in Music. Timeline: October/November	SS Music and Arts	31	2	0	0
2	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Ontario Music Educators Association Conference	10 teachers to attend the OMEA Conference	ES and SS Music Teachers	10	1	1	10
3	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Leaders of Your Own Learning	Using the information derived from online surveys, Music activities will be provided to enhance Secondary Teacher Professional Learning and Community. Timeline: February	SS Music	31	0	0	0
4	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	TCDSB Music Festival	Board wide adjudicated performances at a variety of locations in our schools. Timeline: April	ES SS Music	198			0

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Arts Department								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								OVERALL TOTALS: 60
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Secondary Arts Department Heads meeting in collaboration with M	Meet with Secondary Arts Heads to explore specific learning and instructional needs. Goals will include alignment of standards and assessment practices, inclusion of culturally relevant strategies and improvement of communication between Secondary Schools with regard to Arts Learning. Timeline - Oct	9-12	32	32	0	0
2	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Secondary Media Arts/Drama Session/Documentary writing and Videography	Secondary Media Arts and Drama Teachers will engage with a professional Documentary artist and Videographer to learn about screenwriting and production. One Session Nov 14	9-12	20	1	1	20
3	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Secondary Visual Arts/Indigenous Painting in collaboration with Indigenous Studies and Social Studies	Secondary Visual Arts Teachers will engage with Indigenous Artist Diane Montreuil to explore Indigenous Art imagery and best practice to avoid cultural appropriation. Nov 28	9-12	20	1	1	20
4	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Secondary Dance/Drama Professional Learning Session - Musical Theatre Day	Secondary Dance/Drama Teachers will engage with David Connolly, noted Choreographer and Director to explore all aspects of musical theatre. One Session Dec 5	9-12	20	1	1	20
5	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Staff well-being	Leaders of Your Own Learning	Using the information derived from online surveys, Arts activities will be provided to enhance Secondary Teacher Professional Learning and Community. Timeline - February	9-12	Secondary			0

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Pathways								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								OVERALL 976 TOTALS:
1	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Pathways Opener	A full day learning session to review pathways programming opportunities, and to promote capacity building, co-learning and team building within school pathways teams. This initiative will also include opportunities for teachers to meet various community partners. Timeline: October 1st	11-12	32	5	1	160
2	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Specialist High Skills Major (SHSM) Program Planning Session	A full day learning session to review SHSM logistics, such as budget and school year sector plans. This session will focus on recruitment strategies, as well as the exploration SHSM data to inform next steps for school programs. Timeline: October 16	11, 12	28	1 per program	1	74
3	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Support for potential new SHSM applications	Meet with school teams to increase capacity for preparing a school application for a new SHSM program. This initiative will include professional development and resource building. Timeline: October to December	11, 12	10	3	1	30
4	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	SHSM planning day for newly approved programs	School teams work through an implementation planning template to ensure that all elements of SHSM deliverables are put in place for the following year. Timeline: September and June	11, 12	12	3	1	36
5	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	SHSM ongoing school-based team meetings	School-embedded review and support meetings aimed at building capacity and sustainability. Timeline: September to June	11, 12	28	2	1	56
6	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	SHSM myBlueprint planner teacher in-service	SHSM school teams will be supported through professional learning sessions regarding tracking and monitoring SHSM students through to SHSM diploma completion using myBlueprint as a tool Timeline: November and December	11, 12	15	1	1	15
7	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	SHSM professional development by sector	SHSM sector-focused professional learning days to allow SHSM programs to collaborate across the system and share best practices. This initiative will also include opportunities to meet community partners related to their sector. Timeline: February to June	11, 12	28	1 per program	5	74
8	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	pre-SHSM learning opportunities	Information session and sample SHSM experiential learning opportunity that highlights the benefits of an SHSM diploma to promote student achievement. Timeline: November and February	10	28	2	1	56
9	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Secondary Guidance Learning/Trillium Training for teachers new to Guidance Departments	Joint effort with Pathways and Trillium Support Team to help build capacity in teachers new to the Guidance role at the start of each school year semester. Timeline: September and February	9-12	15	2	2	60
10	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Ongoing learning inservicing of Secondary School Guidance Department Heads	Areas of focus: issues of concern, Trillium compliance practices, MOE updates, implementation of Guidance initiatives. Joint in-service with: Dual Credit/SWAC, OYAP, SHSM, Student Success, Trillium, Co-op, Experiential Learning as necessary. Timeline: 2 per semester	9-12	35	1	5	175
11	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Creating Pathways to Success for Exceptional Students through Work Experience One day conference	Area of Focus: supporting teachers who work with students with special need in work experience programs. Board procedures & best practices, Ministry of Education requirements, transition planning, Health & Safety, and Risk Management. Timeline: Winter/Spring	11-12	20	3	1	60

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN									
Pathways									
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days	
								OVERALL TOTALS:	976
12	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	On-going Learning - building program capacity & supporting teacher leadership in the cooperative education program	Area of Focus: regular teacher inservicing re: curriculum, assessment, pedagogy, teaching strategies and resources (approx 3 inservices during the year) Focus on the New Co-op Curriculum and the new Co-op course Timeline: Fall, Winter, Spring	11-12	30	2	3	180	
13	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	OCEA (Ontario Cooperative Education Association) Annual Conference	Area of Focus: Cooperative Education & Work experience Programs - OCEA board affiliation and conference registration for one coop teacher per secondary school	10-12	30	1	1	0	
14	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Transitions/Career Exploration/myBlueprint Professional Development for Elementary Guidance Counsellors	Areas of focus, issues of concern, and implementation of Guidance Initiatives with a focus on Transitions, Career Exploration, and myBlueprint. Timeline: 3 sessions	K-8	14 serving all 166 schools	1	3	0	
15	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Student Mental Health and Wellbeing initiative in Elementary	Mental Health Professional Development for Elementary Guidance Counsellors	Areas of focus, issues of concern, and implementation of Guidance Initiatives with a focus on Mental Health. Timeline: 3 sessions	K-8	14 serving all 166 schools	1	3	0	
16	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Career Studies Teachers' Symposium	In Semester 2, a professional learning and sharing day for teachers of Career Studies (GLC20) will be offered. The professional learning will be an opportunity to review the changes in the new curriculum, share professional practices and resources. Collaboration with Math Dept to help support new Financial Literacy curriculum. Timeline: February/March 2020	10	35	2	1	70	
17	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Ontario School Counsellors Association (OSCA)	Teacher counsellors in the elementary and secondary panel may register to participate in lectures, seminars and workshops relating to Mental Health and Well-Being and Pathways Planning. Timeline: October 2019	K-12	20	1	1	0	
18	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	myBlueprint/ALL ABOUT ME training for K-6 teachers.	Teachers from K-6 will be invited to learn more about the use of ALL ABOUT ME on myBlueprint. There will be two locations - East and West. Timeline: Winter 2020	K-6	60	1	1	60	
19	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	My Blueprint/IPP Support for Intermediate teachers	Intermediate teachers will be invited to an after-school session to further their understanding of how to use myBlueprint in the classroom. Timeline: Winter 2020	7-8	50	1	1	0	
20	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Ontario Youth Apprenticeship Program (OYAP) Teacher Professional Learning	Secondary OYAP teachers (Co-op, Accelerated, Dual Credit) from across all secondary schools will review curriculum, explore student pathways and programs and collaboratively plan students supports. Timeline: 1 Fall & 1 Winter	9-12	30	1	2	60	
21	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Technology Teacher Professional Learning	Secondary Tech Ed teachers from across all secondary schools will be invited to review curriculum, explore student pathways and programs and collaboratively plan students supports. Timeline: 2 Fall/Winter & 2 Spring	9-12	30	1	4	120	
22	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Women Entering Non-Traditional Trades (WENTT)	Servicing Girls in Grades 7-12. Focused on increasing awareness of opportunities for girls in non-traditional job sectors, specifically the skilled trades. Motivational speakers and hands on activities aim to build student confidence. Timeline: 2 Secondary in Spring, Elementary East & Elementary West Spring	7-12	80	1	1	80	

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN									
Pathways									
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days	
								OVERALL TOTALS:	976
23	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Skills Canada	Steering Committee made up of teacher chairs for each of the competitions (40 categories) meet to discuss criteria, dates, best practices, design presentations and next steps. Timelines: 3 x year (Fall, Winter Spring)	4-12	40	1	3	120	
24	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Connecting GTA Teachers Stepping Stones to PostSecondary Forum	Secondary counsellors are invited to College campus for the opportunity to engage in workshops and seminars around Dual Credit models and recruitment, and to learn about college transition programs. Timeline: November	11-12	15	1	1	15	
25	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	OYAP Indigenous Centered Events	Hot Doc Film viewing. Focused on breaking down stereotypes and on increasing student awareness of opportunities for Indigenous community members in the skilled trades. Timeline: March -Follow-up EL day in April *Teacher Supervision require for Follow Up Event	7-12	15	1	1	15	
26	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Experiential Learning: Job-Embedded Teacher PD	Teacher PD to support with the planning and implementation of each project, as needed. The board's Experiential Learning Resource Teacher will support classroom teachers in strategizing how to best share their learning with their school, area and the rest of the board. Timeline: Year-long as needed	K-12	25	1	1	25	
27	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Experiential Learning: Teacher Planning and PD Session	Session will focus on the Experiential Learning cycle and showcase TCDSBEL projects from previous years. Participants will then have an opportunity to craft their own Experiential Learning projects to support and extend classroom learning. This opportunity will allow teachers to collaborate and share in their planning for the year. Timeline: Fall 2019	K-12	30	1	1	30	
28	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	STEAM High School Experiential Learning Engagement Session	PD Session for Teachers to engage in hands-on STEAM learning, building Real-world problems to solve using Micro:bits. Opportunity for teachers to collaborate and then implement in their STEAM schools. (On 21C PLP). Timeline: Fall 2019	9-12				0	
29	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	STEAM intro for Primary Grades	Full day session for Primary Grade teachers in maker's space to highlight its uses and EL opportunities for their students and classrooms	K-1	9	2	1	18	
30	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Leader of Your Own Learning- Pathways Sessions	Multiple sessions will be offered around ideas of Pathway development for teachers	9-12				0	

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
21st Century Learning and STEAM								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								OVERALL 441
								TOTALS:
1	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	MDM/VPP/ASM Principal Sessions	Sixteen half day sessions October 30, 31, November 5, 7 with collaboration with Technical Services to support Principals in process of migration from Volume Purchasing Plan to Apple School Manager by December 1st, 2019 in order to ensure that previously purchased apps will not be lost.	All	120	0	0	0
2	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Growing Success Report Card Delegate Workshops	Seven full day sessions October 9, 16, 17, 23, and 24 in East and West end lab locations to support Elementary School Report Card Delegates in the set up of Elementary report cards.	K-8	168	1	1	168
3	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	STEAM Secondary Schools Enrichment Program	Three sessions: October, January and April; Collaboration between Enrichment Schools and Central Staff; specific dates to be determined in collaboration with STEAM Contacts	9-12	7	2	3	42
4	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	STEAM Micro:Bits Projects	Site Specific Projects focused around the integration of Science, Technology, Mathematics, Arts and Engineering using Micro: Bits with an Environmental priority	9-12	7	2	4	56
5	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	The Learning Partnership (Entrepreneurial Adventure)	Entrepreneurial Adventure empowers students from Kindergarten to grade twelve to create a business venture right in their classrooms.	K-12	30	1	1	30
6	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Student Mental Health and Wellbeing initiative in Elementary	The Learning Partnership (Investigate! Invent! Innovate!)	I3 - Investigate! Invent! Innovate! is a program that empowers students in grades seven and eight classrooms to identify problems in their every day lives and invent solutions.	7-8	30	1	1	30
7	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	iPad Accessibility Workshop	Professional Learning Series helping teachers leverage the accessibility features of the ipad to service all students especially those with special needs. This will be a project in Collaboration with Assistive Technology and potentially other curriculum based departments	All	30	1	3	90
8	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Grade 9 Applied Math OSSLT;	Physical Education and Math Collaboration	Pilot involving a cohort of students who engage in physical education directly prior to a Math class in hopes that this may bolster the scores at a specific school. This is a project that will be in collaboration with both the Physical Education, Mathematics and Experiential Learning Departments	9	2	2	5	20
9	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	21Camp	Teacher led professional development given in the form of several 40-45 minute workshop sessions. Workshops will be based on showcasing promising practices involving 21c competencies based on the neXT lesson as well as the Catholic Graduate Expectations.	All	200	1	0	0

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
21st Century Learning and STEAM								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
OVERALL TOTALS:								441
10	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Google Camp	Teacher led professional development given in the form of several 40-45 minute workshop sessions. Workshops will be based on showcasing promising practices involving Google for education.	All	200	1	0	0
11	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Hour of Code	TBD; CEC: Atrium Hour of Code and System-wide start to the week	3-8	5	1	1	5
12	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	New Teacher Induction Program Report Card Workshop	In partnership with New Teacher Induction Program: Elementary: Oct 15 (2 sessions), Oct 16, Oct 23, Jan 7 (2 sessions), Jan 8, Jan 15 (2 sessions). Secondary: Oct 15, Nov 13, Feb 4	K-8				0
13	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	D2L Brightspace Virtual Learning Environment (VLE) Professional Learning Sessions	Collaboration with Central Academic Resource Departments for development of professional learning opportunities for Elementary and Secondary teachers for subject area specific facility in the incorporation of the VLE in teaching practice.	9-12	200	0	0	0
14	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Leaders of Your Own Learning 9-12 Workshops	Professional Development Day for Secondary Teachers TCDSB/TSU	9-12	30	0	0	0
15	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	New Teacher Induction Program - STEAM focus; Integrated learning model; Curriculum connections and Assessment	Workshop Session in partnership with NTIP	K-12	30			0

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN SPECIAL EDUCATION					
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	Total # of avail. spots
					280
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department Participants: Elementary & Secondary Support Staff	INTRODUCTION TO AUTISM AND ABA STRATEGIES: This hands-on workshop focuses on understanding the characteristics of Autism and implementing ABA strategies to support students. TIMELINE: November 15, 2019 and January 17, 2020 PA DAYS	K-12	60
2	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department Participants: Elementary & Secondary Support Staff	PROMOTING COMMUNICATION IN STUDENTS WITH ASD: This workshop will focus on strategies to support communication with students within the classroom using practical hands on activities. TIMELINE: December 6, 2019 and February 14, 2020 PA DAYS	K-12	60
3	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department Participants: Elementary & Secondary Support Staff	UNDERSTANDING CHALLENGING BEHAVIOURS FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS: This workshop will identify underlying causes of behaviour difficulties as they relate to student with ASD. TIMELINE: December 6, 2019 and February 14, 2020 PA DAYS	K-12	60
4	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department Participants: Elementary & Secondary Principals	SUPPORTING ADMINISTRATORS IN SUPPORTING STUDENTS WITH AUTISM: This workshop will focus on how schools can be supported through the Autism Department and sharing resources that can help support students with Autism. TIMELINE: Fall 2019 - at least two dates	K-12	60
5	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department Participants: Elementary School Staff	SUPPORTING ADMINISTRATORS IN SUPPORTING STUDENTS WITH AUTISM: This workshop will focus on how schools can be supported through the Autism Department and sharing resources that can help support students with Autism. TIMELINE: This is a multi-year plan to support elementary schools. At least two dates.	K-8	40
6	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department Participants: Secondary School Staff	EDUCATIONAL PRACTICES-GEARED TO THE LOCAL NEEDS OF THE SCHOOL: Each AST will speak with the department head to determine the focus of the PD and the target group i.e. resource dept., new staff, etc. This could take place during late start days, through a lunch and learn, department meeting, etc. TIMELINE: This is a multi-year plan to support secondary schools. At least two dates.	9-12	40

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN SPECIAL EDUCATION					
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	Total # of avail. spots
7	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department-ME/DD Participants: Elementary (63) & Secondary (59) ME/DD ISP teachers with students in grade 8	TRANSITION TO SECONDARY SCHOOL-SERVICE FOR STUDENTS ME/DD: 1 day workshop focusing on elementary and secondary ME/DD ISP teachers working together on the transition plan for students entering into Gr. 9 complying with PPM 140. TIMELINE: TBD in the Spring 2020	K-12	119
8	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department Participants: Elementary teachers	HALF DAY IN-SERVICE FOR TACHERS WITH STUDENTS ATTENDING THE PAST PROGRAM: The purpose is to review the PAST program and the goals with the home school teacher in order to build capacity in supporting students with high functioning Autism. TIMELINE: September/October 2019	K-8	20
9	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department Participants: Elementary teachers	HALF-DAY VISITS WITH THE CONNECTIONS FOR STUDENTS & STAFF TO MEET THE IBI PROVIDERS IN THE IBI SETTINGS AND TO VIEW THE TRANSITIONING STUDENT IN THIS SETTING: The purpose is to plan for the students transitioning from the treatment setting into the school setting complying with PPM 140. TIMELINE: Throughout the academic year. At least 2 dates.	K-8	40
10	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department Participants: Elementary & Secondary teachers, support staff, custodians and secretaries	INTRODUCTION TO AUTISM AND ABA STRATEGIES: Training provided to all new staff hired by HR which is offered on a monthly basis (EAs, CYWs, teachers, custodians, secretaries). TIMELINE: Monthly throughout the academic year	K-12	240
11	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department-ME/DD Participants: Elementary ME/DD ISP teachers	MEVile to WEVile FOLLOW-UP WORKSHOP: 1 Day Workshop for teachers to review the MEVile/WEVile literacy program and share promising practices. TIMELINE: OCTOBER 2019	K-8	63
12	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department-ME/DD Participants: Elementary ME/DD ISP teachers	"EQUALS FOLLOW-UP WORKSHOP: 1 Day Workshop for teachers to review the EQUALS numeracy program and share promising practices. TIMELINE: January 2020	K-8	63
13	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department-ME/DD Participants: Secondary teachers	SUPPORTING STUDENTS IN THE ME/DD ISP: 1 Day Workshop focusing on classroom set up, differentiated learning strategies, programing, and recources. TIMELINE: OCTOBER 2019	9-12	53
14	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Speech & Language Department Participants: Elementary Kindergarten Teams (Teacher & ECE)	KINDERGARTEN TEAMS - INTERACTIVE IN-SERVICE: Interactive workshop for 12 Kindergarten Teams at 4 locations. TIMELINE: October 8, 10, 24, 25, 2019	K	100

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN SPECIAL EDUCATION					
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	Total # of avail. spots
15	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Speech & Language Department Participants: Elementary/Secondary EAs and CYWs who work with DHH Students	CONVERSATIONS IN THE CLASSROOM: Workshop for 40 EAs and 40 CYWs TIMELINE: October 5, 2019 & February 15, 2020	K-12	60
16	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Speech & Language Department Participants: KLP teachers	1 DAY IN-SERVICE FOR KLP TEACHERS: Workshop for KLP Teams TIMELINE: MARCH 2020	K	8
17	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Speech & Language Department Participants: 8 Kindergarten teams	ABC AND BEYOND-3 DAY WORKSHOP: Enhancing communication skills in the classroom TIMELINE: November/December 2019/January 2020 and February/March/April 2020	K	48
18	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Speech & Language Department Participants: LI ISP teachers	PROFESSIONAL LEARNING SERVICES FOR LI ISP TEACHERS: Math and IT Focus for LI ISP Teachers, 2 day inservice. TIMELINE: February 25, 2020 and TBD	K-8	37
19	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Deaf/Hard of Hearing Department Participants: Elementary teachers	IN-SERVICES FOR D/HH ISP TEACHERS: One day Workshop for D/HH ISP teachers TIMELINE: September 30, 2019 and January, 2020	K-8	6
20	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Deaf/Hard of Hearing Department Participants: Elementary & Secondary D/HH ISP teachers	IN-SERVICES FOR D/HH ISP TEACHERS: One day Workshop for D/HH ISP teachers with Itinerant teachers TIMELINE: APRIL 2020	K-12	10
21	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Deaf/Hard of Hearing Department Participants: Secondary teachers	D/HH PD FOR SECONDARY: Workshp for 20 teachers on hearing loss awareness. TIMELINE: FEBRUARY 2020	9-12	4
22	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-Psychology, Social Workers, Guidance Counselors, Administrators	ASIST: 2-day Suicide Intervention Training TIMELINE: September 4-5, 2019	K-12	60
23	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-Psychology, Social Workers, Guidance Counselors, Administrators	ASIST: 2-day Suicide Intervention Training TIMELINE: September 11-12, 2019	K-12	60
24	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-Psychology, Social Workers, Guidance Counselors, Administrators	ASIST: 2-day Suicide Intervention Training TIMELINE: September 24-25, 2019	K-12	60
25	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-Psychology, Social Workers, Guidance Counselors, Administrators ASIST: 2-day Suicide Intervention Training	ASIST: 2-day Suicide Intervention Training TIMELINE: October 2-3, 2019	K-12	60
26	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-Psychology, Social Workers, Guidance Counselors, Administrators	ASIST: 2-day Suicide Intervention Training TIMELINE: April 1-2, 2020	K-12	60
27	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-All staff	SafeTalk: Suicide Awareness training for all staff. TIMELINE: October 11, 2019 PA DAY, 60 Participants	K-12	60
28	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-All staff	SafeTalk: Suicide Awareness training for all staff. TIMELINE: November 15, 2019 PA DAY, 60 Participants	K-12	60

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN					
SPECIAL EDUCATION					
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	Total # of avail. spots
29	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-All staff	SafeTalk: Suicide Awareness training for all staff. TIMELINE: December 6, 2019 PA DAY, 60 Participants	K-12	60
30	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-All staff SafeTalk: Suicide Awareness training for all staff.	SafeTalk: Suicide Awareness training for all staff. TIMELINE: February 14, 2020 PA DAY, 60 Participants	K-12	60
31	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-All staff	SafeTalk: Suicide Awareness training for all staff. TIMELINE: February 14, 2020 PA DAY, 60 Participants	K-12	60
32	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-All staff	SafeTalk: Suicide Awareness training for all staff. TIMELINE: February 14, 2020 PA DAY, 60 Participants	K-12	60
33	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-Guidance Counsellors	Supporting Minds Module: Anxiety - This workshop provides an exploration of the impact of anxiety on students as well as discussion of effective prevention and early intervention strategies for classroom use. TIMELINE: TBD-at least one date	K-12	30
34	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-Autism Team	Supporting Minds Module: Anxiety - This workshop provides an exploration of the impact of anxiety on students as well as discussion of effective prevention and early intervention strategies for classroom use. TIMELINE: TBD-at least one date	K-12	30
35	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-all staff	Supporting Minds Module: Anxiety - This workshop provides an exploration of the impact of anxiety on students as well as discussion of effective prevention and early intervention strategies for classroom use. TIMELINE: PA Days in October, November, December 2019 and February 2020; 30 participants x 4 = 120 participants	K-12	120
36	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-all staff	Supporting Minds Module: Mood Disorders - This workshop provides a comprehensive review of mood disorders and their impact on students as well as discussion of effective prevention and early intervention strategies for classroom use. TIMELINE: PA Days in October, November, December 2019 and February 2020; 30 participants x 4 = 120 participants	K-12	120

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN					
SPECIAL EDUCATION					
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	Total # of avail. spots
37	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-all staff	Supporting Minds Module: Mentally Healthy Classroom - This workshop aims to familiarize participants with mental health promotion in the classroom, with a focus on building literacy, skills, attitudes and habits that are necessary for creating a mentally healthy classroom. TIMELINE: PA Days in October, November, December 2019 and February 2020; 30 participants x 4 = 120 participants	K-12	120
38	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-all staff	Supporting Minds Module: ADHD - effective strategies for students who suffer from Attention Deficit Disorder. TIMELINE: PA Days in October, November, December 2019 and February 2020; 30 participants x 4 = 120 participants	K-12	120
39	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-Social Work service providers	Supporting Minds Module: ADHD - effective strategies for students who suffer from Attention Deficit Disorder. TIMELINE: PA day for Psychology; Social Workers=65	K-12	65
40	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-Psychology service providers	Supporting Minds Module: ADHD - effective strategies for students who suffer from Attention Deficit Disorder. TIMELINE: PA day for Social Work; Psychologists=51	K-12	51
41	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Social Work Department Participants: Elementary/Secondary Social Workers	MISC: Social Work PD offered throughout the year on clinically relevant information and best practices. TIMELINE: 1/2 day sessions on a monthly basis	K-12	630
42	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Behaviour Department Participants: Elementary Behavior Program Teachers	SOCIAL-EMOTIONAL LEARNING: Discuss and share social emotional strategies and programming including Behaviour Support Plans, Safety Plans and IEPs TIMELINE: TBD-at least one date	K-8	20
43	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Behaviour/SSRT Department Participants: Elementary Behavior Program Teachers, CYWs and 8 SSRT members	"SNAP: Refresher/Certification of new staff in SNAP model through Child Development Institute" TIMELINE: TBD - Currently being organized through CDI	K-8	48

**2019-2020 TCDSB PROFESSIONAL LEARNING PLAN
SPECIAL EDUCATION**

	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	Total # of avail. spots
44	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Behaviour/SSRT Department Participants: Elementary & Secondary staff	NONVIOLENT PHYSICAL CRISIS INTERVENTION (CPI) TRAINING OR BMS TRAINING: To develop skills to manage student with challenging behaviours TIMELINE: September 19-20, 2019: New to CPI or expired past 3 years. September 18, 2019: Refresher course (1 day) expired within 2 years. October 10-11, 2019: New to CPI. October 11, 2019: Refresher course. November 14 & 15, 2019: New to CPI. November 15, 2019: Refresher course. December 6, 2019: Refresher course. January 16 & 17, 2020: New to CPI. January 17, 2020: Refresher. February 14, 2020: Refresher. June 5, 2020: Refresher. Plus 4 trainers to recertify.	K-12	450
45	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Special Services Department Participants: Elementary Special Education teachers and Special Education teachers new to Special Education	INDIVIDUAL EDUCATION PLANS, SPECIAL SERVICES FORMS, GAFE: Introduction to Special Services Forms and IEPs; using GAFE with Special Education Students TIMELINE: September-October 2019	K-8	20
46	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Special Services Department Participants: Secondary Special Education teachers	INDIVIDUAL EDUCATION PLANS, SPECIAL SERVICES FORMS, GAFE: Introduction to Special Services Forms and IEPs; using GAFE with Special Education Students TIMELINE: September-October 2019	9-12	20
47	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Special Services Department Participants: Secondary Special Education teachers new to Special Education	THE ALTERNATIVE REPORT CARD, TRANSITION PLANNING: Introduction to the Alternative Report Card TIMELINE: NOVEMBER 2019	9-12	20
48	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Special Services Department Participants: Elementary & Secondary Principals	LEGALITIES AROUND CHAIRING AN IPRC: Review the IPRC process and the importance of understanding the legal implications of the IPRC. TIMELINE: October 2019	K-12	20
49	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Special Services Department Participants: Elementary & Secondary Principals and Vice-Principals New to the Role	INDIVIDUAL EDUCATION PLANS, SPECIAL SERVICES FORMS & GAFE: Review of Special Services Forms and IEPs TIMELINE: OCTOBER 2019	K-12	20
50	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary teachers new to Empower (LD ISP, Empower Hub and SE Teachers)	Empower Decoding/Spelling 2-5 TIMELINE: September 2019	K-8	20
51	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary teachers new to Empower (LD ISP, Empower Hub and SE Teachers)	Empower Decoding/Spelling 2-5 TIMELINE: November 2019	K-8	20
52	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary LD ISP Teachers	Empower Decoding/Spelling 6-8 TIMELINE: September 2019	K-8	14

**2019-2020 TCDSB PROFESSIONAL LEARNING PLAN
SPECIAL EDUCATION**

	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	Total # of avail. spots
53	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary LD ISP Teachers	Empower Decoding/Spelling 6-8 TIMELINE: November 2019	K-8	14
54	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary LD ISP & HUB Teachers Empower Vocabulary/Reading Comprehension 2-5 (1/2 day training)	September 2019	K-8	39
55	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary LD ISP & SE Teachers LEXIA	Empower Vocabulary/Reading Comprehension 2-5 (1/2 day training) TIMELINE: October 2019	K-8	7550
56	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary LD ISP & SE Teachers	How to teach/support and monitor students with LD who are struggling in Math and Literacy. TIMELINE: December 2019	K-8	50
57	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: NEW Elementary LD ISP teachers	Fundamentals for teaching an LD ISP class TIMELINE: November 2019	K-8	14
58	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary LD ISP teachers	Assessment of Academic Achievement using the KTEA3 (Kaufman Test of Educational: Using the KTEAs to evaluate student academic progress. Using QGlobal online resource to summarize and analyse results. TIMELINE: October 2019	K-8	14
59	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary & Secondary SLD ISP Teachers, SS SET	LD PR Committee Meeting: Participation as a member of the committee TIMELINE: November 2019	K-12	25
60	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary & Secondary SLD ISP Teachers, SS SET	LD PR Committee Meeting: Participation as a member of the committee TIMELINE: January, February, April, June 2020	K-12	100
61	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary & Secondary School Administrators	Update on LD to Principals: Assessment, diagnosis, identification and programming for students with LD TIMELINE: January 2020	K-12	197
62	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Secondary Teachers	Understanding the learning profile of students with LD to increase math achievement: How to teach/support students with LD who are struggling in Math TIMELINE: February 2020	9-12	25
63	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology Department Participants: Elementary & Secondary EAs & CYWs	Strategies for the Classroom: Understanding challenging behaviours in children and adolescents and how to help manage them TIMELINE: November 15, 2019 PA Day	K-12	60
64	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology Department Participants: Elementary & Secondary Teachers, EAs, CYWs, Parents and other staff	Psychology Month-Symposium for Educators and Parents-Supporting our children's emotional health TIMELINE: February 14, 2020 (after hours)	K-12	60
65	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/Gifted Department Participants: Elementary Gifted ISP and Withdrawal teachers	Supporting the emotional health of students with Giftedness: How to recognize depression/anxiety and how to help. Strategies for the classroom. TIMELINE: December 6, 2019 PA Day	K-8	20

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN

SPECIAL EDUCATION

	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	Total # of avail. spots
66	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/Gifted Department Participants: Elementary Gifted ISP Teachers and Secondary Teachers	Gifted PR Committee Meeting: 1/2 day participation as a memeber of the committee TIMELINE: Three Sessions, TBD	K-12	30



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COMMON FEEDBACK FORM

MULTI-DAY SESSION - WRAP-UP

Session title:
Session Date:
Presenters:
Series Focus:

Shade Circles Like This--> ●

Not Like This--> ⊗ ⊕

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. There was a close connection between each session in this series. (E.g., day 1, day 2, day 3).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I collected evidence as part of the professional learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. a) I found the collection of evidence useful . b) What type of evidence did you collect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Throughout the professional learning, there were opportunities to collaborate .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I had an opportunity to work with an Observation Chart as part of my professional learning (Mid-Point Self-Observation Chart).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. a) As a result of the professional learning, my teaching/instruction has changed . b) If your teaching changed, how did it change?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. a) As a result of the professional learning, I observed a change in student learning/achievement . b) If you observed a change in student learning/achievement, how did it change?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My professional learning could be improved with the following next steps:				
○ Support with implementation - explain: _____				
○ Additional materials - explain: _____				
○ Additional information - explain: _____				
9. Do you have any additional comments (or, question specific to the professional learning)				



REPORT TO

**STUDENT ACHIEVEMENT AND
WELL BEING, CATHOLIC
EDUCATION AND HUMAN
RESOURCES COMMITTEE**

**POLICY S.24 – COMBINED GRADE CLASSES
AND SEPTEMBER RE-ORGANIZATION FOR
ELEMENTARY SCHOOLS**

*Where two or three, in my name, there am I in the midst of them.
(Matthew 18:20)*

Created, Draft	First Tabling	Review
October 18, 2019	November 7, 2019	Click here to enter a date.

Adrian Della Mora, Superintendent of Human Resources

Joe Genova, Coordinator of Human Resources and ICT Staffing

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

Dan Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

The TCDSB guidelines regarding scheduling combined classes are consistent with the Ministry of Education document “Combined Grades – Strategies to Reach a Range of Learners (2007)”. This annual policy metric report summarizes considerations for combined grade classes in the Ontario context and recommended scheduling practices in the TCDSB.

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

B. PURPOSE

This annual policy metric report provides a summary of key metrics relating to the status of combined elementary classes. It also identifies procedures for schools to follow when organizing combined grade classes, which inform the re-organization of school models in September.

C. BACKGROUND

1. In October 2013, the Board approved Policy S.24, which addressed the issue of combined grade classes for elementary schools.
2. The TCDSB continues to apply this policy to its annual scheduling/staffing processes. At the request of the Board of Trustees, Human Resources staff provide an annual policy metric update on the status of combined elementary classes.

D. EVIDENCE AND RESEARCH

1. In Ontario, the topic of combined grades is dealt with in the Education Act S. 265(1) (e) under the *Duties of principal (timetable)*. Although the duties in this section include “to assign classes and subjects to teachers,” there is no specific mention of combined grades. Additionally, in the Ministry Assessment and Evaluation document *Growing Success*, there is no reference to combined grades. The Ministry's direction on evaluation in combined grades is that the students must be evaluated on the expectations for their particular grade level.

Decisions regarding the organization of classes and assignments of students to classes at the TCDSB are locally determined based on

enrollment, student need(s), funding formulas and the school staffing model initially generated by Human Resources staff to ensure Ministry class size compliance.

2. The Ministry of Education published several documents on the topic of combined grades in 2007; these included a research monograph, a strategy document and a brochure. A key message from these documents includes the following:

“In all classrooms, no matter how they are organized, teachers need to provide for the individual needs of students. To achieve this, they use a variety of methods on a daily basis to assess the needs of each student and then adjust the focus of instruction for skill development accordingly. In all classrooms, there is a range of students, and a teacher’s goal to meet the needs of all learners remains the same regardless of the classroom organization”. (p. 3, Combined grades: Strategies to reach a range of learners in kindergarten to grade 6, 2007, Ministry of Education).

A curriculum pamphlet relating to combined grade classes is available on the TCDSB portal for Principals to distribute.

3. There are several considerations, in addition to student achievement and well-being, which impact how elementary classroom models are created. These include Ministry-mandated cap sizes for classrooms, Collective Agreement(s) parameters, and differing overall expectations related to across-grade curricula.

Ministry regulations to govern practices in schools around classroom allocation include:

- i) Primary Class Size (PCS) parameters (as of September 30) which mandate the following class sizes:
 - 100% of JK-Grade 3 classes have a maximum of 23 students
 - 90% of JK-Grade 3 classes to have a maximum of 20 students

- ii) Ontario Regulation 132/12 (2012) stipulates that the “*average size in each school year of a board’s mandatory kindergarten classes shall be 26*”.
- iii) For the 2019-2020 school year, the average size for Grade 4-8 classes shall not exceed 24.50 students. The overall average of 24.50 students also meets the contractual obligations with our teachers’ union. If a combined grade class includes one or more students enrolled in the primary division, the class shall have a maximum of 23 students.
- iv) Failure to meet Ministry compliance targets results in a penalty to the Board equal to 1% of the Board’s total budget.
- v) The requirements related to Ministry class sizes and contractual class sizes, along with the preference for single-grade classrooms, restrict the ability to have equal class loadings in a combined grade classroom.
- vi) The following tables display the distribution, by superintendency areas (1 through 8) and Trustee Ward, of schools that have combined grade classes for the 2019-2020 school year.

Area	Number of Combined Classes by Area
Area 01	103
Area 02	92
Area 03	63
Area 04	95
Area 05	99.50
Area 06	80
Area 07	95
Area 08	93
Total	720.50

Trustee Ward	Number of Combined Classes by Trustee Ward
Ward 01	48
Ward 02	64
Ward 03	32

Ward 04	67.5
Ward 05	60.5
Ward 06	50
Ward 07	51
Ward 08	99
Ward 09	51
Ward 10	37
Ward 11	100.5
Ward 12	60
Total	720.5

- vii) September re-organizations of Class Staffing Models are a direct result of actual September enrollment, contractual commitments, and Ministry mandated ratios.
- a. The aggregate distribution of schools re-organized during September 2019 by superintendency areas and Trustee Ward is found on the tables below:

Area	Number of Schools That Have Re-organized by Area
Area 01	10
Area 02	7
Area 03	10
Area 04	7
Area 05	10
Area 06	10
Area 07	11
Area 08	12
Total	77

Trustee Ward	Number of Schools That Have Re-organized by Trustee Ward
Ward 01	6
Ward 02	4
Ward 03	5
Ward 04	5
Ward 05	9
Ward 06	5
Ward 07	5
Ward 08	12

Ward 09	8
Ward 10	3
Ward 11	8
Ward 12	7
Total	77

- b. Re-organization during the September 2019 occurred during three distinct iterations:
- September 4, 2019 – these changes occurred due to a significantly increased enrolment variance from our projected versus our actual enrolment metrics. *No schools encountered this ‘day 2’ re-organization.*
 - September 20, 2019 – as a response to the TCDSB’s requirement to meet Ministry Compliance targets for ELP class size, Primary Class Class, and Junior/Intermediate targets. *This impacted 68 schools.*
 - September 26, 2019 – due to a further increase in enrolment, an additional infusion of Junior/Intermediate allocations was required in order for us to achieve our 24.50 aggregate total. *This impacted 9 schools.*

Combined grade classes are not new to TCDSB or any other district school board in the province. For the 2019-2020 school year, TCDSB has 720.5 combined grade classes representing 26.86% of all elementary classes. Regardless of school size, 166 elementary schools have at least some combined grade classes. A review of the data indicates that combined grade classes exist for all grade combinations. The table below represents a five-year summary of combined grade classes.

5-YEAR SUMMARY OF SYSTEM COMBINED GRADE SNAPSHOT	
SCHOOL YEAR	TOTAL SYSTEM NUMBER OF COMBINED GRADE CLASSES
2015 - 2016	791.00

2016 - 2017	748.00
2017 - 2018	764.50
2018 - 2019	734.50
2019-2020	720.50

Note: the residual amount of .50 from the 720.50 is a direct result of special programs at Cardinal Carter of the Arts (grade 7-8; The Arts), St. Bonaventure (grade 6-7; Extended French) and St. Vincent de Paul (grade 5-6; Extended French).

E. METRICS AND ACCOUNTABILITY

The Human Resources Department will monitor the implementation of Policy S.24 in order to ensure that the optimum number of combined grade classes are created as the Board honors its prescriptive Ministry of Education staffing requirements.

F. CONCLUDING STATEMENT

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



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

UPDATE ON THE HR STRATEGY FOR THE RECRUITMENT OF FRENCH TEACHERS

“Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ.”

1 Corinthians 12:12

Created, Draft	First Tabling	Review
October 6, 2019	November 7, 2019	Click here to enter a date.

Adrian Della Mora – Superintendent of Education, Human Resources & Employee Relations
Mark Moffett – Senior Coordinator, Academic Services
Maria Marchetta – Senior Manager of Recruitment, Human Resources

INFORMATION REPORT

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of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report responds to a Board motion, which requested an action plan to address the recruitment of teaching staff for French language teaching positions. It provides a summary of the current Human Resources recruitment strategies to respond to the increasing demand for qualified French teachers. The demand significantly outpaces the current and projected supply of qualified French teachers, both provincially and nationally. Consequently, TCDSB's recruitment strategy targets both qualified and uncertified French teachers.

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

B. PURPOSE

1. At the October 2, 2019, Student Achievement & Well Being Committee Meeting, Trustees approved the following motion:

The Superintendent of Human Resources prepares a report on the HR strategy for the recruitment of French teachers for the November SAWB meeting.

2. This report presents an action plan to address the recruitment of teaching staff for French language teaching positions.

C. BACKGROUND

1. At the May 22, 2018 SAWB meeting, the Executive Superintendent of HR presented a report entitled Update On The HR Strategy For The Recruitment of French Teachers. The report provided a summary of the current challenges associated with a rapidly growing local and provincial demand for French teachers. It also highlighted concerns related to projected TCDSB demand for French teachers, which is compounded by TCDSB French teacher retirement and leaves of absence.
2. On Monday, August 26, 2019, the Executive Superintendent of HR issued a Briefing Note to Trustees regarding anticipated staffing concerns including a summary of French teacher-related challenges. The note also highlighted recruitment efforts to address these issues.

D. EVIDENCE/RESEARCH/ANALYSIS

1. ELEMENTARY FRENCH IMMERSION PROGRAMS INTRODUCED IN THE 2018/2019 ACADEMIC YEAR:

St. Mary Catholic School	St. Louis Catholic School
St. Alphonsus Catholic School	Holy Name Catholic School
St. Brigid Catholic School	

NEW ELEMENTARY FRENCH IMMERSION (FI) PROGRAMS
INTRODUCED FOR THE 2019/2020 ACADEMIC YEAR: 0

- The expansion of the French Immersion programs introduced in the 2018/2019 academic year will add to the demand for French teachers in the 2019/2020 and subsequent school years. The migration of French teachers out of French assignments into English teaching assignments, as permitted under the Collective Agreement, will also further complicate the French teacher recruitment challenge.
- Normal attrition due to retirements, as highlighted in Table A, will further add to the need for French teachers. In the 3 years highlighted in Table A, the data shows a 92% increase (13 to 24) in the retirement of French teachers from 2016/17 to 2018/19. The year over year increase in retirements was, on average approximately 35%. The need to replace French teachers as a result of long-term personal/medical leaves is also an additional complicating factor.

Table A	
Retirement Year: 2016/2017 (June 30/17)	FTE French Teachers
ELEMENTARY	9
SECONDARY	4
Retirement Year: 2017/2018 (June 30/18)	FTE
ELEMENTARY	7
SECONDARY	11
Retirement Year: 2018/2019 (June 30/19)	FTE
ELEMENTARY	17
SECONDARY	7

- The TCDSB continues to compete with other Public and Catholic Ontario school boards as well as other provinces for qualified French teachers. The

national scale of the recruitment challenge, as reported by the CBC and other media for both French and English language school boards, is reflected in the fact that provinces like British Columbia are offering financial incentives (i.e., paying for housing and moving expenses) to attract Ontario French qualified teachers.

5. The Ontario Ministry of Education (November 2017) is pursuing a new collaborative approach to recruit and retain French teachers, which will involve the Ministry of Education, the Ministry of Advanced Education and Skills Development, as well as provincial agencies involved in Francophone immigration. The Superintendent of HR continues to liaise with the appropriate Ministry contacts and continues to express a desire to participate in any pilot programs.
6. The TCDSB HR Department continues to invest in the following French teacher recruitment strategies and practices:
 - a) Capacity building within the Human Resources Department's Recruitment team by staffing a Talent Acquisition position with a bilingual (English/French) candidate, which, among other things, augments our ability to participate in bilingual career fairs.
 - b) The development of French interview and assessment tools.
 - c) Utilization of a retired bilingual French Resource teacher to assist the Recruitment team by serving on interview panels for French teacher positions.
 - d) Job advertisements posted on the TCDSB portal, external on-line job boards, Canadian university websites, Francophone churches within the GTA (Mississauga, North York, Oshawa), as well as in the Catholic Register newspaper.
 - e) Participation in local and provincial career fairs;
 - f) Relationship-building with local universities with teacher education programs (e.g. Glendon College – York Campus and Niagara University).
 - g) The utilization of retired administrators to serve on interview panels.

- h) Exploring the expansion of the French teacher candidate pool by offering and supplementing the cost of FSL Part 1 at the CEC for candidates who meet the required criteria.
- i) Explored international French teacher recruitment in 2018 with a delegation from the Strasburg Education Authority in France, which administers 1687 schools and 320,000 students. Researching other international recruitment options that could provide Catholic certified teachers.
- j) Utilization of retired French teachers as well as the Ministry's guidelines to recruit uncertified French teachers (with an emphasis on native French speakers) to respond to the significant demand for French teachers (see Table B below).
- k) Capacity-building activities, including professional development sessions in areas such as assessment and classroom management, to support the recruitment and retention of both uncertified and certified French teachers. A retired French Resource teacher has been retained for this purpose.

Table B		
Academic Year	Number of Retired French Teachers Utilized	Number of Uncertified French Teachers utilized
2018 - 2019	11	23
2019 – 2020 *	7	20
*Note the sustained need for additional strategic support.		

- l) Continue to explore the feasibility of delivering French experiential learning and conversation programs for TCDSB French teachers in the summer to enhance French language proficiency and instructional practice. TCDSB has conducted one experiential summer program to date.

E. METRICS AND ACCOUNTABILITY

The information in Table C below summarizes French teacher recruitment statistics for the last two years. The number of interviews conducted by the Recruitment team increased by 44% year over year. The data also indicates that the TCDSB's ability to hire successful interview candidates increased from 54% in 2017/2018 to 83% in 2018/2019.

Table C

RECRUITMENT STATISTICS - OCCASIONAL TEACHER ROSTER 2017/2018 & 2018/2019 (UP TO AUGUST 31, 2019):

	2017/2018		2018/2019	
	Actual Numbers	%	Actual Numbers	%
Number of French candidates invited to an interview	84		126	
Number of candidates who did not show-up for the interview	7		15	
Number of French interviews conducted	77		111	
Total number of successful interview candidates	54	70%	72	65%
Total number of unsuccessful interview candidates	23	30%	39	35%
Number of French hires (those onboarded) relative to interviewed	29	38%	60	54%
Number of retained French Teachers (those currently on the OT Roster) relative to interviewed	29	38%	58	52%

F. CONCLUDING STATEMENT

This report is for the consideration of the Board



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

ONTARIO CATHOLIC SCHOOL TRUSTEES ASSOCIATION (OCSTA) ANNUAL FEES

“And this is my prayer: that your love may abound more and more in knowledge and depth of insight, so that you may be able to discern what is best and may be pure and blameless for the day of Christ”

Philippians 1:9-10

Created, Draft	First Tabling	Review
October 22, 2019	November 7, 2019	Click here to enter a date.

P. De Cock, Comptroller of Business Services & Finance

RECOMMENDATION REPORT

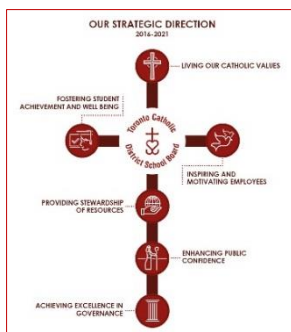
Vision:

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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 the Board of Trustees with contextual background information concerning annual fees paid to the Ontario Catholic School Trustees Association (OCSTA).

The OCSTA collects membership fees in order to support their activities for the promotion and protection of Catholic education in Ontario.

This report recommends the Board of Trustees approve the payment of OCSTA's annual fees of \$219,851.84 as per the attached invoice in Appendix A.

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

B. PURPOSE

1. This recommendation report is on the Order Paper of the Student Achievement and Well Being, Catholic Education and Human Resources Committee for approval as the amount due exceeds the \$50,000 procurement threshold.

C. BACKGROUND

1. The Board Purchasing Policy FP01 provides delegation of authority to the Director of Education to approve the award of all contracts and expenditures not to exceed a threshold of \$50,000 where the Board of Trustees has approved the budget, project or report.
2. The Board is in receipt of invoices from OCSTA related to annual membership fees of \$219,851.84.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The payment of OCSTA and Friends and Advocates of Catholic Education (FACE) annual membership fees supports the advocacy activities that support the goals for the promotion and protection of Catholic education in Ontario. The OCSTA invoice regarding annual membership fees and supporting

documents regarding membership benefits, fee calculation and OCSTA's 2019-20 annual budget appears in Appendix A.

2. In response to the TCDSB's request to the OCSTA, Nick Milanetti, Executive Director and Beverley Eckensweiler, President presented to the TCDSB at the Board of Trustees during the Regular Board meeting on October 17th 2019.
3. The OCSTA provides one unified provincial voice for Ontario's English Catholic school boards. Throughout the history of Catholic education in Ontario, the OCSTA organizes Catholic school trustees under the guiding principles of the Gospel to advance the shared goals for the promotion and protection of Catholic education in Ontario. This is achieved through ongoing lobbying efforts, our membership development services and the following key activities that directly benefit our members including the following:
 - a) Represents Catholic school boards on all provincial consultations and work groups.
 - b) Provides advice to boards on significant policy issues.
 - c) Provides an extensive array of classroom and community resources for Catholic Education Week. Information is located online at <http://www.goodnewsforall.ca>. These resources resonate strongly with students, parents and parishes and boards have expressed their appreciation for the materials and information that are generated and shared.
 - d) Lobbies the government on all funding issues most of which are identified by our member boards.
 - e) Represents Catholic boards on significant legal issues as they arise.
 - f) Develops provincial messaging and platforms on key issues and developments in education affecting Catholic schools and shares such strategic resources with boards. To further support effective school board communications and community relations, OCSTA hosts an annual professional development session for school board communication staff.
 - g) Provides enrichment opportunities for Catholic school board trustees and staff, including the delivery of 19 enrichment modules on various topics related to the role and responsibilities of Catholic trustees.

- The 19 trustee enrichment modules are now offered online in the "Trustee Modules" area on the OCSTA website (www.ocsta.on.ca). All members can enter this centre using their OCSTA user ID and password.
- Annual trustee development events include January Catholic Trustees Seminar, Business Seminar, Labour Relations sessions (as needed) and the Annual General Meeting and Conference.
- The recently developed OCSTA Certificate Course in Leadership and Good Governance was made available to all trustees in 2019. This unique program was offered in partnership with the University of St. Michael's College (University of Toronto) and included an online component.

E. STAFF RECOMMENDATION

That the Board of Trustees approve the OCSTA's annual invoice for 2019-2020 of \$219,851.84 appearing in Appendix A.



Ontario Catholic School
Trustees' Association

Box 2064, Suite 1804
20 Eglinton Avenue West
Toronto, Ontario M4R 1K8
T. 416.932.9460 F. 416.932.9459
ocsta@ocsta.on.ca www.ocsta.on.ca

Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

September 26, 2019

MEMORANDUM

TO: Toronto CDSB
Rory McGuckin, Director of Education
Maria Rizzo, Chair

FROM: Nick Milanetti, Executive Director

SUBJECT: 2019-2020 OCSTA Membership Fees & FACE Levy

Please find attached your board's invoice for 2019-2020 Membership Fees based on the formula approved by the OCSTA Board of Directors. The FACE Levy is included on the invoice.

Catholic Trustees and School Boards in partnership make a significant contribution to the success of our Catholic schools. We at OCSTA continue to work with the Provincial Government and other parties represented in the Legislature.

OCSTA is represented at a number of key government working tables as well as the excellent work we are involved in with many of our Catholic stakeholders. The Association also has done a great deal of work in the areas of advocacy through legislative submissions and letters. For 2018-2019 these included:

1. Submission to the Minister of Education re: E-Learning (June 24, 2019)
2. Submission to the standing Committee on Justice Policy Regarding Bill 108: More Homes, More Choice Act, 2019 (May 31, 2019)
3. Submission to the Minister of Children, Community and Social Services and to the Minister of Education – Ontario Autism Consultations (May 29, 2019)
4. Submission to the Minister of Education – Draft Policy/Program Memorandum on School Board Policies on Service Animals (Letter: May 3, 2019)
5. Rowan's Law (Concussion Safety), 2018 Comments on Draft General Regulation (April 16, 2019)
6. Class Size Engagement Guide & Ontario School Boards Hiring Practices Consultation (February 20, 2019)

7. Bill 48, Safe & Supportive Classrooms Act, 2018 (February 14, 2019)
8. 2019 Pre-Budget Consultation (January 28, 2019)
9. Submission to the Minister of Education – Engagement: 2019-2020 Education Funding Guide (December 13, 2018)
10. Partners in Excellence: Balancing Equity & Efficiency (December 10, 2018)
11. Consultation: Education in Ontario (November 23, 2018)
12. Bill 36, Cannabis Statute Law Amendment Act, 2018 (October 9, 2018)
13. Planning for Prosperity: A Consultation for the People (September 21, 2018)
14. Submission to the Minister of Finance Pre-Budget Consultation

Included with this memo and invoice are the following:

- A summary of some major benefits of OCSTA membership
- A summary of OCSTA's Budget 2019-2020
- OCSTA's Membership Fee Schedule (the formula used to determine fees)

On behalf of the Board of Directors, the 559,000 plus students in Catholic schools, and the 2.4 million separate school ratepayers, we thank you for your ongoing support of your provincial Association.

Attachments



Ontario Catholic School Trustees' Association


Benefits of Membership

“One unified provincial voice for Ontario’s English Catholic school boards...”

Throughout the history of Catholic education in Ontario, our system’s strength has been our ability to organize our school trustees under the guiding principles of the Gospel to advance our shared goals for the promotion and protection of Catholic education in Ontario. We achieve those objectives through our ongoing lobbying efforts, our membership development services and the following key activities that directly benefit our members.

OCSTA:

1. Represents Catholic school boards on all provincial consultations and work groups.
2. Provides advice to boards on significant policy issues.
3. Provides an extensive array of classroom and community resources for Catholic Education Week. Information is located online at <http://www.goodnewsforall.ca>. These resources resonate strongly with students, parents and parishes and boards have expressed their appreciation for the materials and information that are generated and shared.
4. Lobbies the government on all funding issues most of which are identified by our member boards.
5. Represents Catholic boards on significant legal issues as they arise.
6. Develops provincial messaging and platforms on key issues and developments in education affecting Catholic schools and shares such strategic resources with boards. To further support effective school board communications and community relations, OCSTA hosts an annual professional development session for school board communication staff.
7. Provides enrichment opportunities for Catholic school board trustees and staff, including the delivery of 19 enrichment modules on various topics related to the role and responsibilities of Catholic trustees.
 - a. The 19 trustee enrichment modules are now offered online in the “Trustee Modules” area on the OCSTA website (www.ocsta.on.ca). All members can enter this centre using their OCSTA user ID and password.
 - b. Annual trustee development events include January Catholic Trustees Seminar, Business Seminar, Labour Relations sessions (as needed) and the Annual General Meeting and Conference.
 - c. The recently developed OCSTA Certificate Course in Leadership and Good Governance was made available to all trustees in 2019. This unique program was offered in partnership with the University of St. Michael’s College (University of Toronto) and included an online component.

 <p>Ontario Catholic School Trustees' Association</p>		
2019 - 2020 Expense BUDGET		
Account Name	BUDGET 2019-2020	Sub-Total as % of Budget
Partnerships CCSTA, ICE, Miscellaneous Membership Fees, Student Trustees'/1st Nations' Projects	\$ 210,040	9.8%
Political Advocacy Political Affairs & Government Relations, Catholic Curriculum & Education Research, Fees:Consultants, Authors of Briefs, Analysts, Joint Venture	\$ 162,200	7.6%
Communications and Media Relations Communications (Including Promotion of Catholic Education & Media) Public Relations, Advertising	\$ 43,770	2.0%
Governance Committee & Task Force Meetings, Directors' Meetings, Outside Conferences & Seminars	\$ 80,000	3.7%
Operations Rent, Office Expense, Furniture & Computers, Telephone, Postage & Courier, Audit, Insurance, Library, Miscellaneous	\$ 376,250	17.5%
Legal	\$ 45,000	2.1%
OCSTA-hosted Meetings/Seminars/AGM	\$ 235,000	10.9%
Human Resources Salaries & Fees & Contracted Services, Employee Benefits, Government Deductions & Taxes, Professional Development	\$ 996,000	46.4%
TOTAL APPROVED EXPENSE BUDGET	\$ 2,148,260	100.0%



Ontario Catholic School
Trustees' Association

OCSTA Membership Fee Schedule

--- 2019 - 2020 ---

Cat.	Enrolment	Basic Fee	Per Pupil Cost	Cat.	Enrolment	Basic Fee	Per Pupil Cost
A	School Auth-\$2,200 (ended FYE2010 by MOE legislation)			I	20,000 - 29,999	\$20,400	2.736
B	600 - 2,999	\$2,040	4.610	J	30,000 - 39,999	\$30,600	2.278
C	3,000 - 4,999	\$4,080	4.495	K	40,000 - 49,999	\$40,800	2.006
D	5,000 - 6,999	\$5,100	4.265	L	50,000 - 59,999	\$51,000	1.693
E	7,000 - 7,999	\$6,120	4.035	M	60,000 - 69,999	\$61,200	1.526
F	8,000 - 11,999	\$8,160	3.805	N	70,000 - 79,999	\$71,400	1.421
G	12,000 - 14,999	\$10,200	3.690	O	80,000 - 89,999	\$81,600	1.337
H	15,000 - 19,999	\$15,300	2.950	P	90,000 +	\$91,800	1.296

Note: This Membership Fee Schedule was approved by Board in June 2012 for use starting in 2012 - 2013; continuing exactly the same in 2013-2014 + 2014-2015 + 2015-2016 + 2016-2017 + 2017-2018 + 2018-2019; REVISED 2019-2020



Ontario Catholic School
Trustees' Association

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T. 416.932.9460 F. 416.932.9459
ocsta@ocsta.on.ca www.ocsta.on.ca

Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

INVOICE

Toronto CDSB
80 Sheppard Ave. East
North York, ON M2N 6E8
ATTENTION: Emma Iscaro

Date	Terms	Invoice #
9/15/2019	Due Upon Receipt	20-09-29

Description	Rate	Amount
re 2018 - 2019 OCSTA MEMBERSHIP FEES & F.A.C.E. LEVY		
OCSTA MEMBERSHIP FEES To charge for OCSTA MEMBERSHIP FEES using 2017-2018 Total Enrolment of: 90,432 based on OCSTA 2018-2019 Fee Schedule	209,000.00	209,000.00
F.A.C.E. LEVY re Promotion and Protection of Catholic Education 12 cents per pupil - Based on 2017-2018 Enrolment noted above F.A.C.E. levy is billed in accordance with the Resolution that was approved at the last OCSTA General Assembly held April 27,2018	10,851.84	10,851.84
Note: HST does NOT apply to either Membership Fees nor Special Levy.		
For more details, see Information Package & Memo provided by Nick Milanetti, Executive Director		
TOTAL AMOUNT DUE to OCSTA: \$ 219,851.84		
If Questions, Please Contact June Johnson-Accounting 416 932 9460-ext 229/ jjohnson@ocsta.on.ca	TOTAL DUE:	\$219,851.84



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

BOARD LEARNING IMPROVEMENT PLAN 2018-2019 REPORT BACK

*Give instruction to the wise, and they will become wiser still; teach the righteous and they will gain in learning.
Proverbs 1:5*

Created, Draft	First Tabling	Review
September 19, 2019	October 2, 2019	Click here to enter a date.

Lori DiMarco, Superintendent of Curriculum, Leadership & Innovation
Gina Iuliano Marrello, Superintendent of Student Success
Marina Vanayan, Senior Coordinator, Educational Research
Mariangela Artuso, Research Associate, Educational Research

INFORMATION REPORT

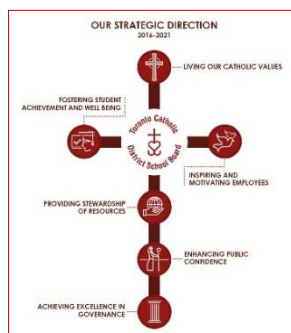
Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

The Toronto Catholic District School Board Learning Improvement Plan K-12 (2018-2021) is a commitment to ensure student success through improved student learning and well-being. This annual report on the Board Learning Improvement Plan (BLIP) reports on our progress to date.

The cumulative staff time required to prepare this report was 150 hours

B. PURPOSE

1. This is an annual report on the Board Learning Improvement Plan 2018-2019 to support student achievement and well-being.

C. BACKGROUND

1. It is a Ministry of Education requirement that all Ontario school boards create a Board Learning Improvement Plan (BLIP) to guide their System Improvement Learning Cycle. The Board Learning Improvement Plan is a living document that guides, supports and focuses our collective work in classrooms, schools, and the board, to promote student achievement and well-being.
2. The Board Learning Improvement Plan reflects the vision for education in Ontario, which is to support every child and reach every student through the following priorities:
 - Achieving Excellence: High levels of expectations
 - Ensuring Equity
 - Promoting Well-being
 - Enhancing Public Confidence
3. The 2018-2021 Board Learning Improvement Plan builds on our successes in literacy, numeracy and improved graduation rates within the TCDSB, focusing on the areas that require the most attention. A wide range of Ministry, TCDSB and other foundational resources have informed the plan.
4. The Board Learning Improvement Plan, aligned with the TCDSB Multi-Year Strategic Plan (2016 - 2021) and the Pastoral Plan (2018-2021), is informed by the Ontario Ministry of Education foundational strategies and the School

Effectiveness Framework. The Board Learning Improvement Plan has four AREAS OF FOCUS, all of which support our strategic direction to Foster Student Achievement and Well-Being:

- A. Home, School and Parish: Nurturing our Catholic Community
- B. Curriculum, Teaching and Learning: A Focus On Assessment Practices
- C. Pathways, Planning and Programming: Student Engagement and Well-being
- D. School and Classroom Leadership: Professional Learning, Collaboration and Engagement

5. The TCDSB Learning Improvement Planning Cycle is used at the Board and School level to improve student learning and achievement:

- Data Analysis identifies key areas of strength and need (2017 - 2018 baseline).
- SMART (Specific, Measurable, Achievable, Realistic and Time-bound) Goals and Targets are informed by areas of need, building on strengths.
- Evidence-based strategies include classroom strategies and professional learning opportunities.
- Monitoring provides a framework for ongoing feedback using measurement tools and identifying responsibility.

6. The Toronto Catholic District School Board Learning Improvement Plan K-12, 2018-2021 spans three years and its aim is to improve student learning and well-being for each student in our care. It details targeted evidence-based strategies, professional learning opportunities and resources, as well as indicators of success (measures). The document may be accessed on the TCDSB website:

<https://www.tcdsb.org/Board/BoardLearningImprovementPlan/Pages/default.aspx>

D. EVIDENCE/RESEARCH/ANALYSIS

1. The TCDSB Board Learning Improvement Plan (2018 - 2021) includes SMART Goals to be achieved by the end of June, 2021. Throughout the year using a variety of survey tools and quantifiable data sources, TCDSB staff continue to monitor progress against BLIP goals.

2. The Board Learning Improvement Plan Report Back describes the achievement of SMART Goals and targets by June 2019 (**Appendix**). For each of the 4 Areas of Focus, the following elements are included.

- SMART Goals
- 2018-2019 Evidence
- Status
- Explanation if goals are not met
- 2019-2020 Next Steps

3. The following structure is used for the Annual Board Learning Improvement Plan Report Back to assess overall progress during **Year 1** of the plan (**September 2018 and June 2019**).

Status	<i>Description</i>
On Target (green)	On Track
Monitor (yellow)	On track but requires additional support
Action required (red)	Not on track

4. Overall, the status of each of the Areas of Focus is summarized below.

	Area of Focus	Status
A	Home, School and Parish	Monitor
	Nurturing our Catholic Community	Monitor
B	Curriculum, Teaching and Learning	Literacy: Monitor Numeracy: Action Required
	A Focus On Assessment Practices	Monitor
C	Pathways, Planning and Programming	Monitor
	Student Engagement and Well-being	Monitor
D	School and Classroom Leadership	Monitor
	Professional Learning, Collaboration and Engagement	Monitor

E. METRICS AND ACCOUNTABILITY

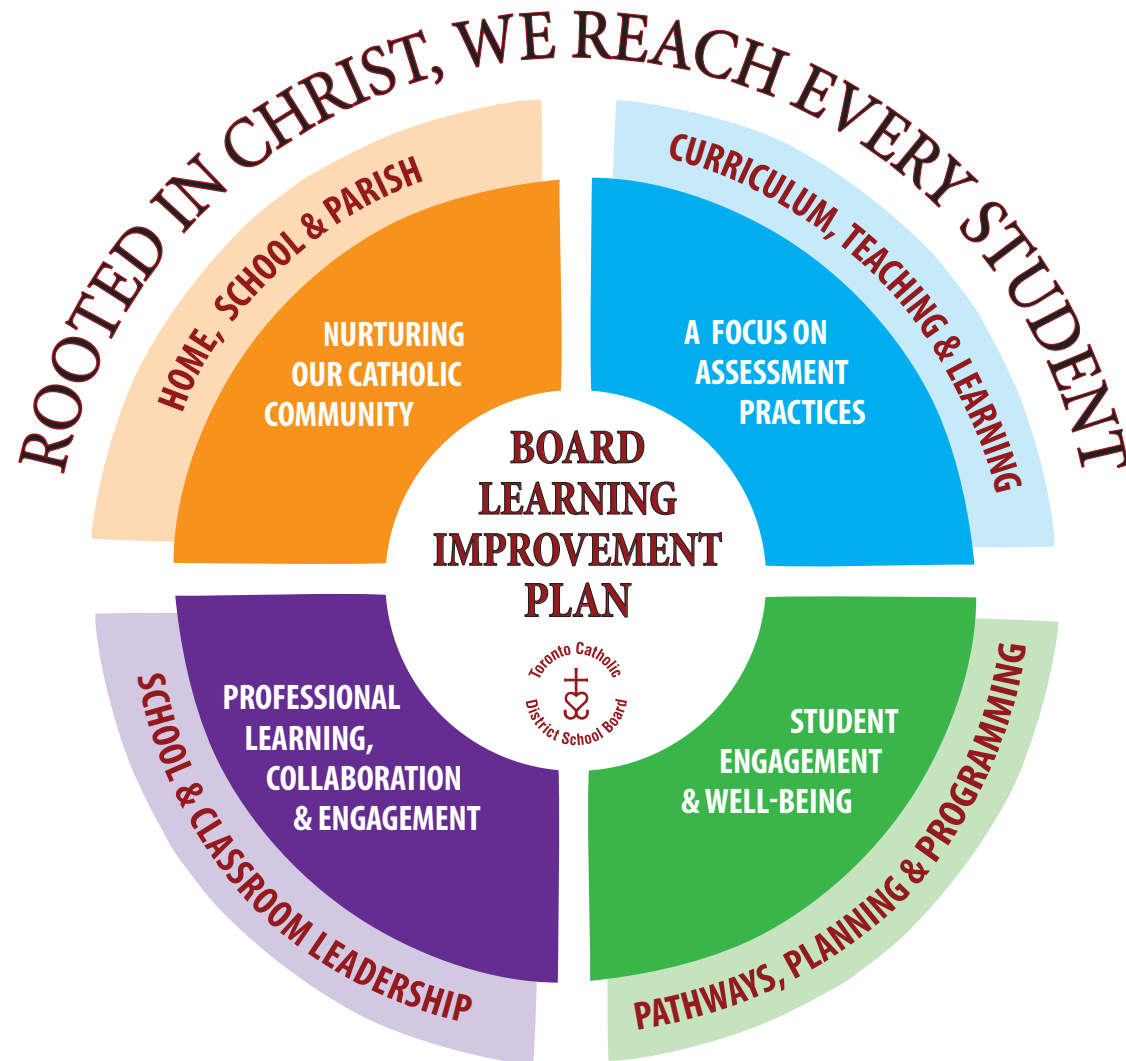
1. The TCDSB 2018-2021 Board Learning Improvement Plan provides a solid foundation upon which to grow and act. Considerations from research on school effectiveness, as well as feedback from the Ministry of Education and the TCDSB community have informed the Board Learning Improvement Plan.
2. Aligned with the BLIP, a separate report to Board in November will include the TCDSB Professional Learning Plan.
3. As a living document that guides, supports and focuses on our collective work in classrooms, schools, and the board, the BLIP is evaluated each year. The annual Report Back takes place each October to determine progress on the BLIP and to outline next steps required to ensure improvements in student learning and well-being in all our schools. We will continue to use the same structure for monitoring during the 2019-2020 school year.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

BOARD LEARNING IMPROVEMENT PLAN - 2018 - 2021

2018 - 2019 REPORT BACK





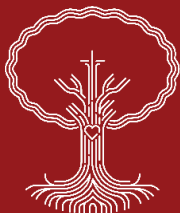
OUR MISSION

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.



ROOTED IN CHRIST

"Live your lives in him, rooted and built up in him and established in the faith, abounding in thanksgiving." – Colossians, 2:6-7

OUR STRATEGIC DIRECTION

2016-2021

FOSTERING STUDENT ACHIEVEMENT AND WELL BEING

To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations



LIVING OUR CATHOLIC VALUES

To understand and apply Catholic Teaching to all that we do



INSPIRING AND MOTIVATING EMPLOYEES

To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration

PROVIDING STEWARDSHIP OF RESOURCES

To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources



ENHANCING PUBLIC CONFIDENCE

To create enhanced, regular communication with all stakeholders

ACHIEVING EXCELLENCE IN GOVERNANCE

To lead and model best practices in Board governance



<https://www.tcdsb.org/Board/MYSP/Pages/MultiYearStrategicPlan.aspx>

BOARD LEARNING IMPROVEMENT PLAN

2018 - 2021

TORONTO CATHOLIC SCHOOL BOARD

80 Sheppard Ave East

Toronto, ON M2N 6E8

Phone (416) 222-8282

www.tcdsb.org

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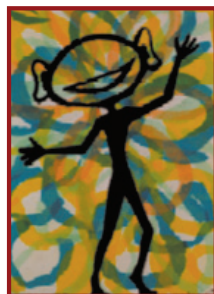
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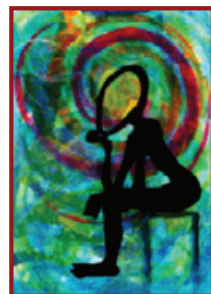
A CATHOLIC SCHOOL GRADUATE IS EXPECTED TO BE:



A DISCERNING BELIEVER



AN EFFECTIVE COMMUNICATOR



A REFLECTIVE, CREATIVE
AND HOLISTIC THINKER



A SELF-DIRECTED, RESPONSIBLE,
LIFELONG LEARNER



A COLLABORATIVE CONTRIBUTOR



A CARING FAMILY MEMBER



A RESPONSIBLE CITIZEN

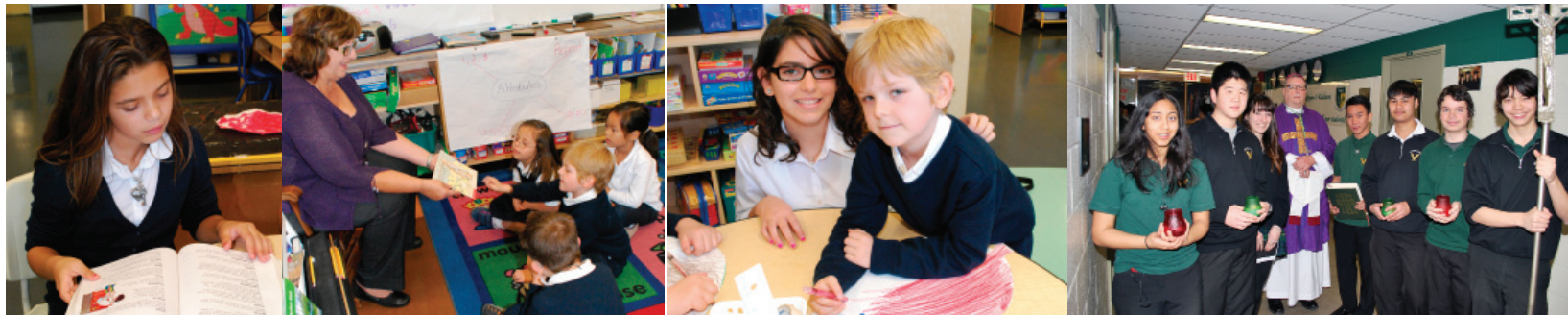
BOARD LEARNING IMPROVEMENT PLAN 2018 - 2021

It is a Ministry of Education requirement that all Ontario school boards create a **Board Learning Improvement Plan (BLIP)** to guide their System Improvement Learning Cycle. The Board Learning Improvement Plan is a living document that guides, supports and focuses our collective work in classrooms, schools, and the board, to promote student achievement and well-being.

The Board Learning Improvement Plan reflects the **VISION** for education in Ontario, which is to support every child and reach every student through the following priorities:

- **Achieving Excellence: High levels of expectations**
- **Ensuring Equity**
- **Promoting Well-being**
- **Enhancing Public Confidence**

The **2018-2021 Board Learning Improvement Plan** builds on our successes in literacy, numeracy and improved graduation rates within the TCDSB, focusing on the areas that require the most attention. Our plan is informed by a wide range of Ministry, TCDSB and other foundational resources (see Appendix B).



Aligned with the [TCDSB Multi-Year Strategic Plan](#) (2016 - 2021), and informed by the Ontario Ministry of Education foundational strategies and the School Effectiveness Framework (Appendix A), the Board Learning Improvement Plan has four **AREAS OF FOCUS**, all of which support our strategic direction to **FOSTER STUDENT ACHIEVEMENT AND WELL-BEING**:

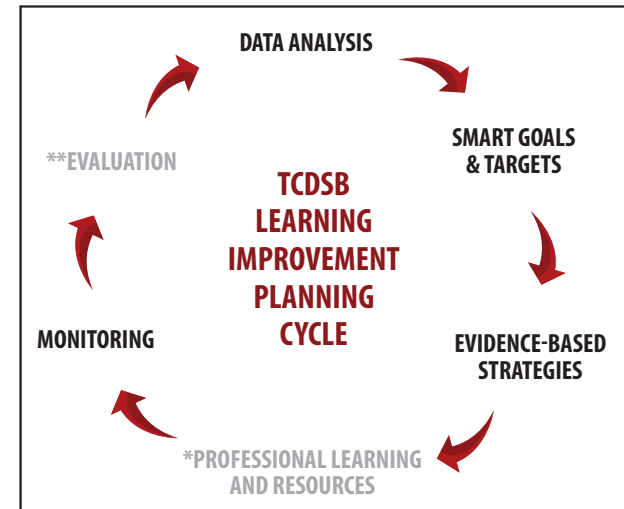
- A. **HOME, SCHOOL AND PARISH: Nurturing our Catholic Community**
- B. **CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES**
- C. **PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING**
- D. **SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION AND ENGAGEMENT**



The TCDSB Learning Improvement Planning Cycle

The TCDSB Learning Improvement Planning Cycle is used at the Board and School level to improve student learning and achievement:

- **Data Analysis** identifies key areas of strength and need (2017 - 2018 baseline).
- **SMART (Specific, Measurable, Achievable, Realistic and Time-bound) Goals and Targets** are informed by areas of need, building on strengths.
- **Evidence-based Strategies** include classroom strategies and professional learning opportunities.
- **Monitoring** provides a framework for *ongoing* feedback using measurement tools and identifying responsibility.



*Professional Learning and Resources:

Board: The Annual TCDSB Professional Learning Plans outline K-12 professional learning opportunities and supporting resources for teachers. These documents are revised annually and presented to the Board in November.

School: School teams, supported by the central resource staff, collaboratively develop professional learning plans with superintendents. These plans are revised annually and posted on the school website by the end of October.

**Evaluation:

Board: The Annual Board Learning Improvement Plan Report Back occurs annually in October.

School: The school professional learning plan is evaluated at the end of each school year.

TCDSB Board Learning Improvement Plan Report Back: OVERVIEW

The following structure will be used for the Annual Board Learning Improvement Plan Report Back in October.

SMART GOAL

EVIDENCE

NEXT STEPS

The status of each goal will be reported using the following scale:



- **On Target** On Track
- **Monitor** On Track but requires additional support
- **Action Required** Not on track






TCDSB System-wide Surveys



Comprehensive surveys that are administered system-wide will be referenced throughout the document.

	PANEL	SURVEY	SCOPE	N in 2018-2019
STUDENT VOICE	Elementary	Safe and Caring Catholic School Climate	All Grade 6 and 8 students	10,707
	Secondary	Student Transition	Sample of Grade 9 students	3,502
		My School My Voice	Sample of Grade 10 and 12 students	5,309
		Safe Schools	Sample of Grade 9 to 12 students	5,072
TEACHER	Elementary	Teacher Voice	All teachers	1,019
	Secondary	Teacher Voice	All teachers	619
ADMINISTRATOR	Elementary	Administrator Voice	All principals and vice-principals	177
	Secondary	Administrator Voice	All principals and vice-principals	48
PARENT/GUARDIAN	Elementary & Secondary	Parent/Guardian Voice	All parents or guardians	3,405



A HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY		
SMART GOALS	2018-2019 EVIDENCE	2019-2020 NEXT STEPS
<p>1. Initiatives that promote Catholic values</p> <p>By June 2021, there will be increased engagement in centrally developed initiatives that promote Catholic values:</p> <p>School submissions for culminating celebrations (The Toronto Catholic Family Film Festival, Parish Family Day, and Spotlight on Your School, in support of the Pastoral Plan): 58% to 70%</p> <p>Attendance at events and initiatives</p> <ul style="list-style-type: none"> A Catholic Call To Serve: 75% to 80% of secondary schools Province Wide Mass/Peace Walk: 75% to 80% of secondary schools Retreats <ul style="list-style-type: none"> Principal: 84% to 90% Vice Principal: 63% to 75% Business Leaders: 38% to 50% Growing in Faith, Growing in Christ, Elementary Religious Education program: 2018 - 2019 baseline <p>2. School-parish connections</p> <p>By June 2021, positive response on survey questions related to school-parish connections will increase in:</p> <p>Parent Voice Survey</p> <ul style="list-style-type: none"> 72% to 80% <p>Student Voice and Teacher Voice Survey</p> <ul style="list-style-type: none"> 2018-2019 baseline NEW 	<p>1. Initiatives that promote Catholic values</p> <p>School submissions for culminating celebrations: 75%</p> <p>Attendance at events and initiatives</p> <ul style="list-style-type: none"> A Catholic Call To Serve: 75% of secondary schools Province Wide Mass/Peace Walk: 75% of secondary schools Retreats <ul style="list-style-type: none"> Principal: 80% Vice Principal: 65% Business Leaders: 30% Growing in Faith, Growing in Christ, Elementary Religious Education program: 80% <p>2. School-parish connections</p> <p>Survey questions:</p> <p>My child's school is working closely with the parish.</p> <p>There is a strong connection between school, home and parish</p> <ul style="list-style-type: none"> Parent Voice: 74% <p>My school, home and parish work together NEW</p> <ul style="list-style-type: none"> Student Voice: Elementary 77%; Secondary 57% <p>Our school community works closely with our school/local parish NEW</p> <ul style="list-style-type: none"> Teacher Voice: Elementary 86%; Secondary 72% Administrator Voice: Elementary 93%; Secondary 77% <p>Status</p> <p>1. Initiatives that promote Catholic values </p> <p>2. School-parish connections </p> <p>Explanation if goals not met</p> <ul style="list-style-type: none"> Need for additional support and time Retreat dates conflicted with other system initiatives 	<p>Nurturing Our Catholic Community Pastoral Plan 2018-2021</p> <ul style="list-style-type: none"> Field Superintendents and Administrators will encourage staff and student engagement in faith development with a focus on the Pastoral Plan Provide in-services for elementary, "Growing in Faith, Growing in Christ" and continue to provide support and resources for secondary Central staff will review existing connections between parishes and schools and consider ways to strengthen Add items to Administrator Voice Survey regarding participation in retreats Large Business Council will consider ways to address retreat participation challenge <p>Communication and alignment</p> <ul style="list-style-type: none"> Central staff will communicate BLIP connection to professional learning initiatives Administrators will make more explicit connections between monthly values and school related activities Central staff will support principals and schools based on their urgent critical learning needs as related to NCC, Pastoral Plan and curriculum <p>Monitoring</p> <ul style="list-style-type: none"> Field superintendents will implement the BLIP (Dialogue Guide and Summary Template) and present twice per year at Education Council School Administrators, Central Staff, and Teachers will use the Dialogue Guides to support monitoring of the BLIP

AREA OF FOCUS

B CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES		
SMART GOALS	2018-2019 EVIDENCE	2019-2020 NEXT STEPS
<p>1. Student Achievement</p> <p>By June 2021, student achievement in literacy and numeracy will improve in:</p> <p>EQAO</p> <ul style="list-style-type: none"> Students achieving Levels 3 / 4 <ul style="list-style-type: none"> Primary Reading 75% to 81%, Writing 75% to 81%, Math 58% to 64% Junior Reading 79% to 85%, Writing 81% to 87%, Math 47% to 53% Grade 9 Applied Math 49% to 55% Students successful: <ul style="list-style-type: none"> OSSLT Applied English: 37% to 43% Students with Special Needs achieving Level 3 / 4 <ul style="list-style-type: none"> Primary Reading 44% to 50%, Writing 51% to 57%, Math 27% to 33% Junior Reading 48% to 54%, Writing: 51% to 57%, Math: 13% to 19% Grade 9 Academic 65% to 70%, Applied Math 36% to 42% Students with Special Needs successful <ul style="list-style-type: none"> OSSLT: 46% to 52% <p>2. Assessment for, as and of learning practices</p> <p>By June 2021, positive responses on system-wide surveys regarding assessment for, as and of learning practices will increase in:</p> <p>Secondary Student Voice Survey</p> <ul style="list-style-type: none"> Timely feedback on how to improve their work, 62% to 75% <p>Teacher Voice Survey</p> <ul style="list-style-type: none"> Assessment for, as and of learning (based on a range of questions) <ul style="list-style-type: none"> Elementary 74% - 85% to 80% - 90% Secondary 67% - 76% to 75% - 85% <p>Administrator Voice Survey</p> <ul style="list-style-type: none"> Assessment for, as and of learning (based on a range of questions) <ul style="list-style-type: none"> Elementary 53% - 72% to 60% - 80% Secondary 57% - 76% to 60% - 85% 	<p>1. Student Achievement</p> <p>EQAO</p> <ul style="list-style-type: none"> Students achieving Levels 3 / 4: <ul style="list-style-type: none"> Primary Reading 76%, Writing 75%, Math 58% Junior Reading 79%, Writing 84%, Math 44% Grade 9 Applied Math 48% Students successful: <ul style="list-style-type: none"> OSSLT Applied English: 49% Students with Special Needs achieving Level 3 / 4 <ul style="list-style-type: none"> Primary Reading 43%, Writing 49%, Math 22% Junior Reading 49%, Writing 57%, Math 12% Grade 9 Academic 63%, Applied Math 37% Students with Special Needs successful <ul style="list-style-type: none"> OSSLT: 54% <p>2. Assessment for, as and of learning practices</p> <p>Survey questions:</p> <p>Timely feedback on how to improve their work</p> <ul style="list-style-type: none"> Student Voice: Elementary 79%; Secondary 63% <p>Assessment for, as and of learning (based on a range of questions)</p> <ul style="list-style-type: none"> Teacher Voice: Elementary 77% - 86%; Secondary 69% - 79% Administrator Voice: Elementary 59% - 77%; Secondary 52% - 71% <p>Feedback from focus groups (144 students) NEW</p> <ul style="list-style-type: none"> Learning goals and success criteria are used in classes Evidence of inconsistencies in assessment practices <p>Status</p> <p>1. Student Achievement: Literacy  Numeracy </p> <p>2. Assessment for, as and of learning practices </p> <p>Explanation if goals not met</p> <ul style="list-style-type: none"> Ongoing support and time for effective implementation Alignment of assessment practices in both panels Need to explore resources to meet diverse needs 	<p>K-12 Professional Learning Plan</p> <ul style="list-style-type: none"> K-12 Principal Meetings will focus on professional learning and student data All schools to take part in professional learning through multi-session collaborative inquiry model (Math and Literacy focus) All schools continue to focus on assessment practices and culturally responsive pedagogy <p>Elementary: Schools will continue to focus on junior math. Extend Math Up pilot schools (K-8) from 16 to 32 schools; Mathology focus in primary</p> <p>Grades 7 to 10: Knowledgehook pilot project will be launched for professional learning communities (PLC)</p> <p>Secondary: Schools will continue to focus on Grade 9 Applied Math</p> <p>Accountability Framework for Special Education</p> <ul style="list-style-type: none"> Continued targeted support and increased access to assistive technology for students with Special Needs Consistent with universal design for learning (UDL), employ a wide variety of assessment for, as and of learning strategies to address the unique and varied needs of students with exceptionalities and other students with an IEP <p>Communication and alignment</p> <ul style="list-style-type: none"> Central staff will communicate BLIP connection to professional learning initiatives K-12 Principal Meeting Agendas will explicitly identify connections to all 4 areas of BLIP <p>Monitoring</p> <ul style="list-style-type: none"> Field superintendents will implement the BLIP (Dialogue Guide and Summary Template) and present twice per year at Education Council; additional "check-ins" to monitor school progress related to SMART goals School Administrators, Central Staff, and Teachers will use the Dialogue Guides to support monitoring of the BLIP

C PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING		
SMART GOALS	2018-2019 EVIDENCE	2019-2020 NEXT STEPS
<p>1. Pathways Programming</p> <p>By June 2021, there will be an increase in the level of participation in Pathways Programming:</p> <p>SHSM (Grade 11 and 12 students): 14% to 25%</p> <p>Dual Credit usage of allocations (filling allocations): 56% to 70%</p> <p>Central co-op placements: 160 to 210 students</p> <p>OYAP: 465 to 495 students</p> <p>Experiential Learning: 35 to 70 school projects</p> <p>2. Student engagement and well-being</p> <p>By June 2021, there will be an increase in usage of online tools that promote students' understanding of themselves as learners:</p> <p>All About Me: Primary Division: 3% to 15%; Junior Division: 9% to 20%</p> <p>myBlueprint: Elementary 57% to 70%; Secondary 52% to 70%</p> <p>By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners and well-being:</p> <p>Students build on experiences to explore and reflect upon interests, strengths, skills and education and career/life aspirations</p> <ul style="list-style-type: none"> Teacher Voice surveys: Elementary 69% to 75%; Secondary 72% to 80% Administrator Voice surveys: Elementary 60% to 70%; Secondary 81% to 90% <p>By June 2021, there will be an increase in positive responses regarding Secondary students' self image (based on a range of questions):</p> <p>Student Voice surveys: 2018-2019 baseline NEW</p> <p>Grade 3 to Grade 5 Student Voice surveys: 2018-2019 baseline NEW</p> <p>By June 2021, there will be an increase in "Stop the Stigma" Mental Health and Well-being initiative from 34 to 80 elementary schools.</p>	<p>1. Pathways Programming</p> <p>Participation:</p> <ul style="list-style-type: none"> SHSM (Grade 11 and 12 students): 16% Dual Credit usage of allocations (filling allocations): 82% Central co-op placements: 250 students OYAP: 437 students Experiential Learning: 68 school projects <p>2. Student engagement and well-being</p> <p>Usage of online tools that promote students' understanding of themselves as learners:</p> <ul style="list-style-type: none"> All About Me: Primary Division: 4%; Junior Division: 14% myBlueprint: Elementary 76%; Secondary 57% <p>Students' understanding of themselves as learners and well-being:</p> <p><i>Students build on experiences to explore and reflect upon interests, strengths, skills and education and career/life aspirations:</i></p> <ul style="list-style-type: none"> Teacher Voice: Elementary and Secondary 74% Administrator Voice: Elementary 64%; Secondary 79% <p>Students' self image (based on a range of questions NEW)</p> <ul style="list-style-type: none"> Elementary Student Voice: 59% - 69%; Grade 4 Student Voice: 61% - 75% Secondary Student Voice: 51% - 62% <p>Mental Health and Wellbeing Initiative</p> <ul style="list-style-type: none"> "Stop the Stigma" initiative expanded to 54 elementary schools 	<p>Pathways Programming</p> <p>Central staff will continue to:</p> <ul style="list-style-type: none"> Offer centrally organized SHSM promotion days for Grade 10 Career Studies students to inform them of the various pathways programs available in their school community Engage school teams in new SHSM programs to meet the needs of their students Work with Elem. Guidance Counsellors, Principals and myBlueprint staff to develop strategies that motivate and encourage teachers to implement All About Me in Primary/Junior Grades Work with Guidance Counsellors and Principals to ensure that all Gr. 8 and 12 students have access and opportunity to complete the Exit Survey on myBlueprint <p>Student Mental Health Well-Being Strategy, 2019-2022</p> <ul style="list-style-type: none"> Central staff will implement the strategy (e.g., school well-being teams, social-emotional programs, professional development, further expand Stop the Stigma) Central staff to implement a revised Grade 4 survey in the areas of student engagement and well-being <p>Communication and alignment</p> <ul style="list-style-type: none"> Central staff will communicate BLIP connection to professional learning initiatives K-12 Principal Meeting Agendas will explicitly identify connections to all 4 areas of BLIP <p>Monitoring</p> <ul style="list-style-type: none"> Field superintendents will implement the BLIP (Dialogue Guide and Summary Template) and present twice per year at Education Council School Administrators, Central Staff, and Teachers will use the Dialogue Guides to support monitoring of the BLIP
	<p>Status</p> <p>1. Pathways Programming </p> <p>2. Engagement and Well-being </p>	
	<p>Explanation if goals not met</p> <ul style="list-style-type: none"> Need to improve communication regarding availability of technology and other resources Mental Health Strategy is at the initial implementation stage 	

AREA OF FOCUS

D SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT		
SMART GOALS	2018-2019 EVIDENCE	2019-2020 NEXT STEPS
<p>1. Inquiry-based professional learning, staff collaboration and engagement</p> <p>By June 2021, there will be an increase in positive responses regarding the level of inquiry-based professional learning, staff collaboration and engagement, guided by culturally relevant and responsive pedagogy in:</p> <p>Teacher Voice surveys (based on a range of questions): 65% - 75% to 70% - 80%</p> <p>Administrator Voice surveys (based on a range of questions): 55% - 70% to 65% - 80%</p> <p>Evidence of participation in job-embedded collaborative inquiry will be shared by field superintendents, administrators, central special services and curriculum staff, and classroom teachers (e.g., artefacts, student work, presentations, SO visits, student data, feedback forms): 2018 - 2019 baseline</p> <p>2. Staff well-being</p> <p>By June 2021, there will be an increase in positive responses regarding staff well-being:</p> <p>Teacher Voice (based on a range of questions): 55% - 57% to 65% - 70%</p> <p>Administrator Voice (based on a range of questions): 33% - 40% to 50% - 65%</p> <p>Classroom Support Staff Voice: 2018-2019 baseline</p>	<p>1. Inquiry-based professional learning, staff collaboration and engagement</p> <p>Survey (based on a range of questions)</p> <ul style="list-style-type: none"> Teacher Voice: 66% - 82% Administrator Voice: 60% - 73% <p>Participation in job-embedded collaborative inquiry:</p> <ul style="list-style-type: none"> Field superintendents piloted two monitoring tools NEW <ul style="list-style-type: none"> Dialogue Guide and Summary Template: (notes and evidence in each of the 4 areas of the BLIP) Dialogue Guides to support monitoring of the BLIP were also developed for School Administrators, Central Staff, and Teachers Administrators participated in one Ignite talk and one Mid-Point check with the following elements: urgent critical learning need, SMART goals, strategies, evidence, next steps to address challenges, professional learning needs Evidence of job-embedded collaborative inquiry and monitoring of marker students was not strong in all schools <p><u>Common feedback Forms</u> NEW</p> <p>Central resource teachers collected feedback on professional learning sessions:</p> <ul style="list-style-type: none"> <u>Single/First session</u> (85 sessions in total; 2680 forms completed): Over 90% agreed they would integrate what they learned into their planning and instruction and would recommend the session to a colleague <u>Multi-session</u> (9 sessions in total; 262 forms completed): nearly 85% agreed that their teaching/instruction changed, and they observed a change in student learning/achievement as a result of the professional learning <p>June 2019, central resource staff reviewed summaries of common feedback forms collaboratively to identify what was learned and planned for 2019-2020</p> <p>2. Staff well-being</p> <p>Data not available, to be included in TCDSB Workforce Census November 2019 NEW</p> <p>Status</p> <p>1. Inquiry-based professional learning, staff collaboration and engagement </p> <p>2. Staff well-being </p> <p>Explanation if goals not met</p> <ul style="list-style-type: none"> Content and format of professional learning needs refinement Alignment, collaboration and outreach Ongoing support and time for effective implementation 	<p>Inquiry-based professional learning</p> <p>Central staff will support all TCDSB schools through differentiated professional learning in the form of multi-session collaborative inquiries</p> <p>Principals will lead School Learning Teams, with the support of central staff. School administrators will continue to prepare midpoint and year-end report back presentations. K-12 monthly principal meetings will focus on professional learning (with some school improvement team participation)</p> <p>Central staff will use common feedback forms for all centrally provided professional learning</p> <p>Data collected from common feedback forms to be collated and reviewed by central staff for future planning</p> <p>Staff Well-Being</p> <ul style="list-style-type: none"> Staff Well-Being Committee was formed and is drafting the Staff Well-Being Strategy TCDSB Workforce Census <p>Communication and alignment</p> <ul style="list-style-type: none"> Central Staff will communicate BLIP connection to professional learning initiatives K-12 Principal Meeting Agendas will explicitly identify connections to all 4 areas of BLIP <p>Monitoring</p> <ul style="list-style-type: none"> Field superintendents will implement the BLIP (Dialogue Guide and Summary Template) and present twice per year at Education Council School Administrators, Central Staff, and Teachers will use the Dialogue Guides to support monitoring of the BLIP

Assessment for, as and of Learning

- 1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.
- 1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.
- 1.3 Students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria.
- 1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.
- 1.5 Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario curriculum and/or Individual Education Plan (IEP)
- 1.6 Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps.
- 1.7 Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning.

School and Classroom Leadership

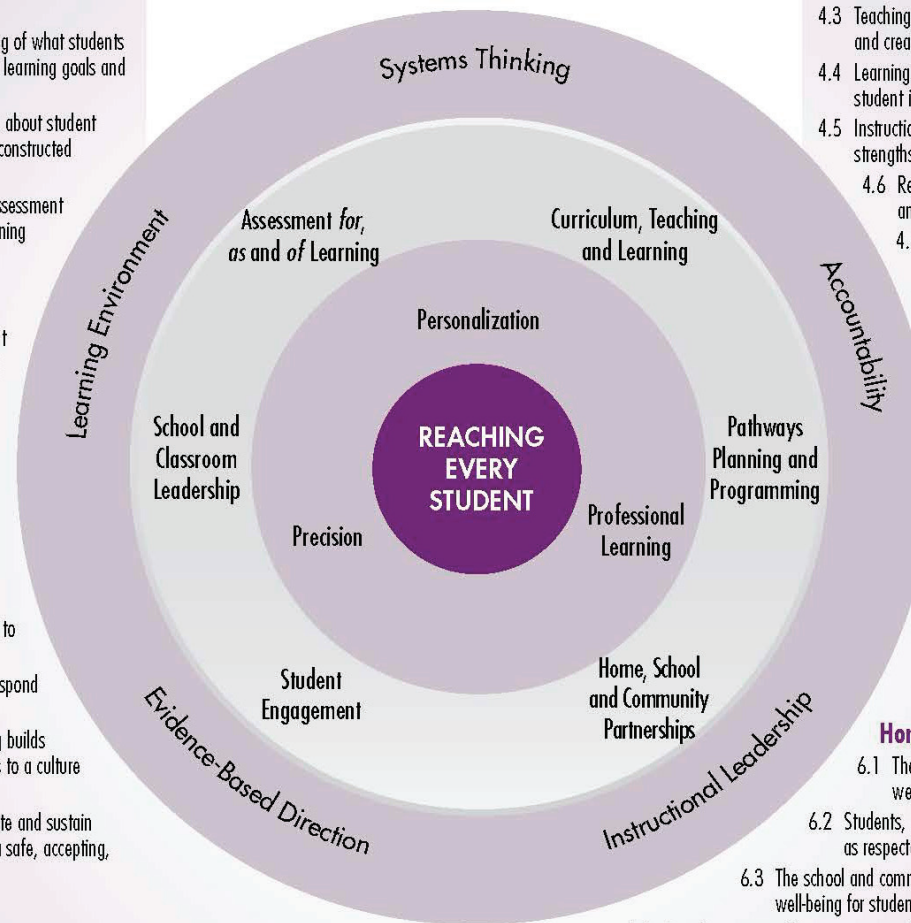
- 2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.
- 2.2 Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.
- 2.3 Organizational structures are coherent, flexible and respond to the needs of students.
- 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- 2.5 Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.

Student Engagement

- 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.
- 3.2 Students' stated priorities that reflect the diversity, needs and interests of the student population are embedded in School Improvement Plans (SIPs).
- 3.3 Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population.
- 3.4 Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship.

K-12 School Effectiveness Framework

A support for school improvement and student success

**Curriculum, Teaching and Learning**

- 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.
- 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
- 4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.
- 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.
- 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- 4.6 Resources for students are relevant, current, accessible, inclusive and monitored for bias.
- 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs, and well-being.

Pathways Planning and Programming

- 5.1 Comprehensive education and career/life planning programs meet the learning needs, interests and aspirations of all students.
- 5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms, schools and community programs.
- 5.3 Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available.
- 5.4 Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.

Home, School and Community Partnerships

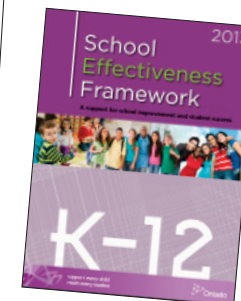
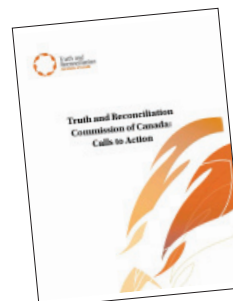
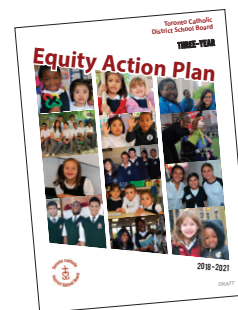
- 6.1 The School Council has a meaningful role in supporting learning, well-being and achievement for students.
- 6.2 Students, parents and community members are engaged and welcomed as respected, valued partners in student learning.
- 6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.
- 6.4 Learning opportunities, resources and supports are provided to help parents support student learning and have productive ongoing parent-teacher-student conversations.

2013

TCDSB Board Learning Improvement Plan: RESOURCES

The following **RESOURCES** have informed our plan:

- [TCDSB Equity and Inclusive Education \(2018 - 2021\)](#)
- [Focusing on the Fundamentals of Math \(2018\)](#)
- [Mental Health and Well-Being Strategy \(2015-2018\)](#)
- [Truth and Reconciliation Commission: Calls to Action \(2015\)](#)
- [Achieving Excellence: A renewed Vision for Education in Ontario \(2014\)](#)
- [Promoting Well-Being in Ontario's Education System \(2014\)](#)
- [School Effectiveness Framework \(2013\)](#)
- [Creating Pathways to Success \(2013\)](#)
- [Ontario Catholic School Graduate Expectations \(2011\)](#)
- [Growing Success \(2010\)](#)
- [Supporting English Language Learners \(2008\)](#)
- [Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs \(2005\)](#)



NOTES:



**TORONTO CATHOLIC DISTRICT SCHOOL
BOARD TRUSTEES 2019 - 2020**

Wards

1. Joseph Martino	416-512-3401
2. Markus de Domenico	416-512-3402
3. Ida Li Preti	416-512-3403
4. Teresa Lubinski	416-512-3404
5. Maria Rizzo	416-512-3405
6. Frank D'Amico	416-512-3406
7. Mike Del Grande	416-512-3407
8. Garry Tanuan	416-512-3408
9. Norm Di Pasquale	416-512-3409
10. Daniel Di Giorgio	416-512-3410
11. Angela Kennedy	416-512-3411
12. Nancy Crawford	416-512-3412
Taylor Dallin, Student Trustee	416-512-3413
Kathy Nguyen, Student Trustee	416-512-3417

Rory McGuckin, Director of Education
Maria Rizzo, Chair of the Board

80 Sheppard Avenue East,
Toronto, Ontario M2N 6E8
Phone: 416-222-8282
www.tcdsb.org

SEPTEMBER 2019



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

EDUCATION QUALITY AND ACCOUNTABILITY (EQAO) PRIMARY DIVISION, JUNIOR DIVISION, GRADE 9 AND OSSLT ASSESSMENT RESULTS

“An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge.” Proverbs 18:15

Created, Draft

September 23, 2019

First Tabling

October 2, 2019

Review

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

M. Artuso, Research Associate, Educational Research

M. Vanayan, Senior Coordinator, Educational Research

L. DiMarco, Superintendent of Curriculum, Leadership and Innovation

G. Iuliano Marrello, Superintendent of Student Success

INFORMATION REPORT

Vision:

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Mission:

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report summarizes the results of Toronto Catholic District School Board (TCDSB) student achievement on the 2018-2019 EQAO Assessments of Reading, Writing and Mathematics, Primary Division and Junior Division, the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT). Overall, Board scores remain strong at or above 75% in Primary and Junior reading and writing, Grade 9 academic mathematics and OSSLT. Primary reading, Primary writing, and Junior writing results for the Board are above provincial results. In mathematics, Primary, Junior and Grade 9 applied results remain low both in the Board and Province. Grade 9 applied results in the Board are relatively the same as the previous year, and are above the Province.

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

B. PURPOSE

1. This report presents Provincial and Board results on the Education Quality and Accountability Office (EQAO) Primary Division, Junior Division, Grade 9 Assessments and the OSSLT. School and Board results from all assessments are released on September 25, 2019.

C. BACKGROUND

1. Administration of Assessments

The Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6) are administered to:

- all Ontario students at the end of the primary division (Grade 3) and, at the end of the junior division (Grade 6).

The Grade 9 Assessment of Mathematics is administered to:

- all Ontario students who are working toward their Grade 9 academic or applied mathematics credit.

Grade 9 students in the first-semester mathematics courses take the test in January; students in the second-semester or full-year mathematics courses take the test in June.

The OSSLT is administered to:

- all Grade 10 Ontario students working towards an Ontario Secondary School Diploma (OSSD) at the end of March or early April.

Successful completion of the OSSLT is a requirement for the OSSD.

2. **What is measured?**

All assessments measure cumulative knowledge and skills and are based on the Ontario Curriculum.

3. **Reporting**

Primary, Junior and Grade 9 Assessments

- the province's four levels of achievement
- the provincial standard is Level 3, which corresponds to a 70 to 79 per cent.

OSSLT

- “successful” or “unsuccessful”.

4. The EQAO assessments help to identify trends in student learning at the school, board and provincial levels, inform improvement planning, and strengthen accountability.

D. EVIDENCE/RESEARCH/ANALYSIS

1. PRIMARY DIVISION STUDENT RESULTS OVER TIME for TCDSB and Ontario

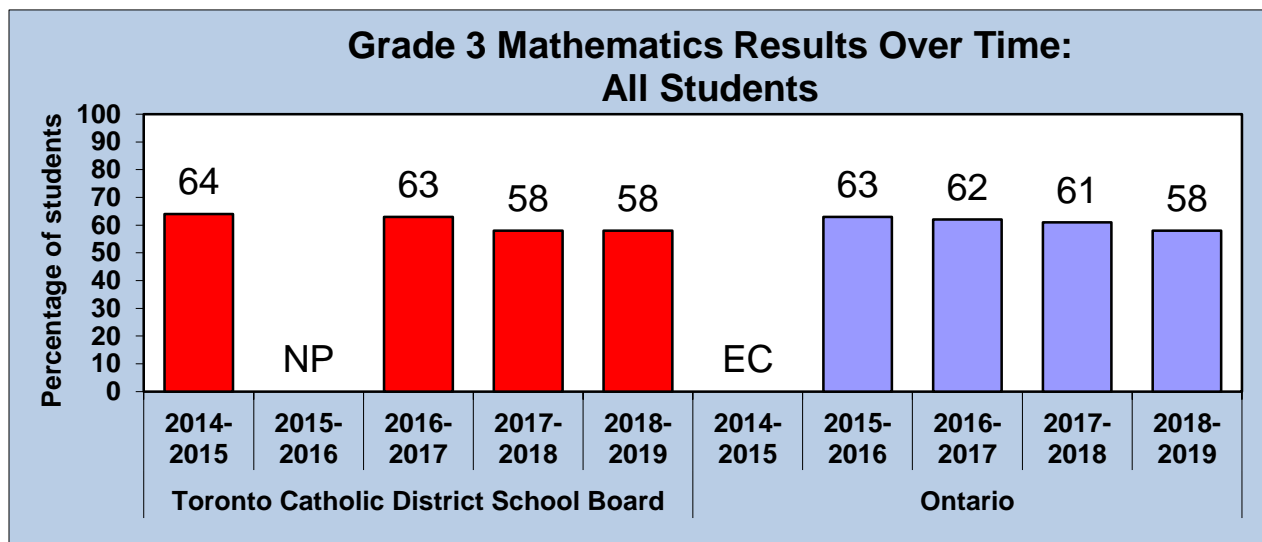
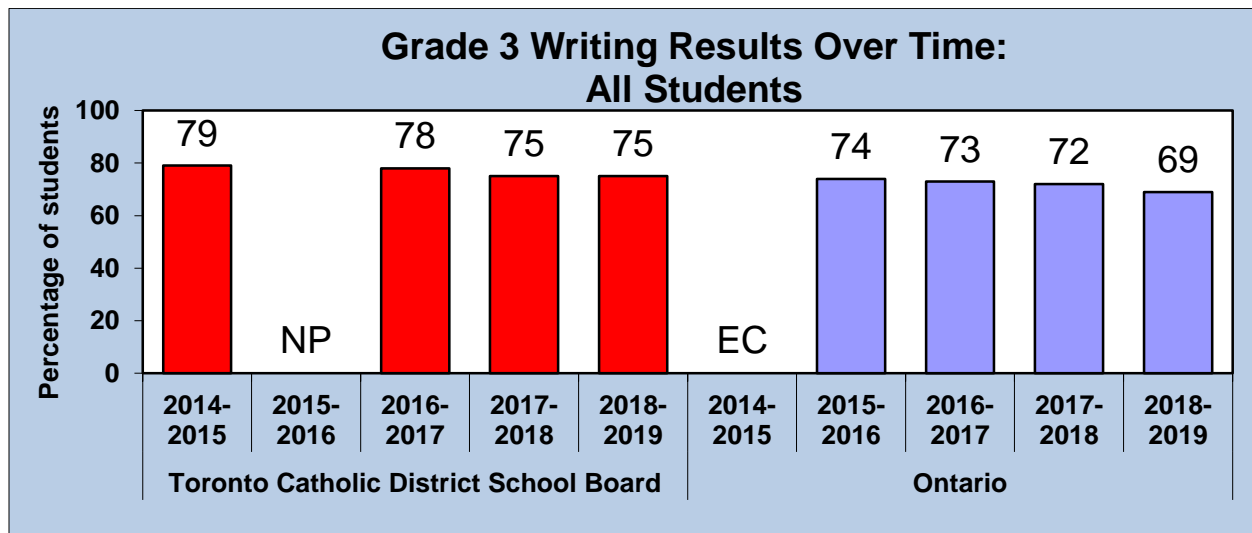
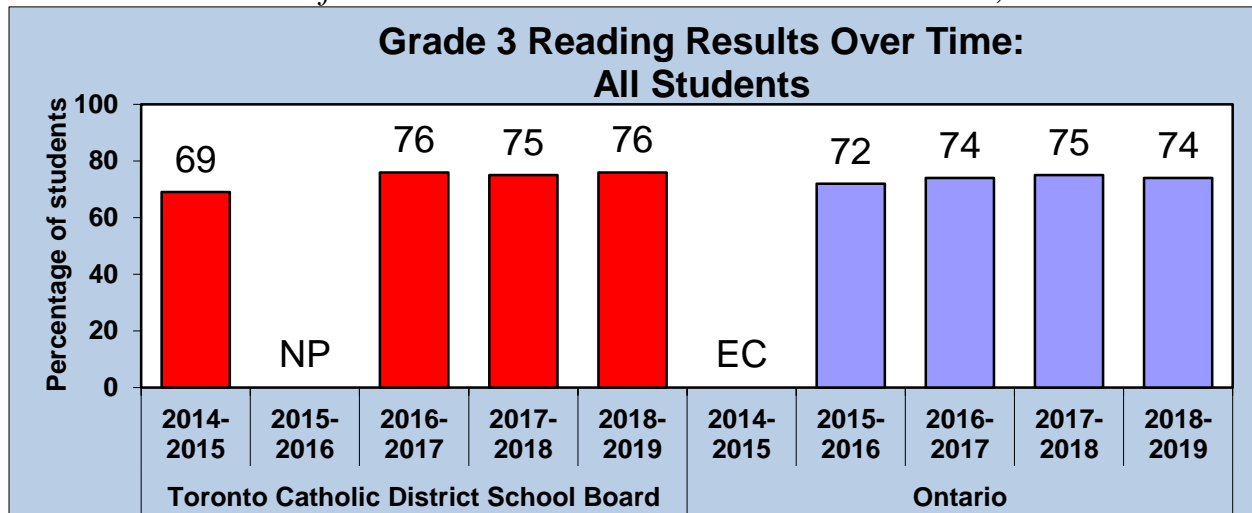
NOTE:

EC = Due to exceptional circumstances in 2015 (labour disruptions in a significant proportion of schools in Ontario), provincial data were not available.

NP = Elementary schools in the TCDSB did not participate in the 2016 assessments, due to ongoing labour issues.

Percentage at or above the provincial standard

Total number of TCDSB Grade 3 students in 2018-2019 = 6,078



As shown in the three graphs above:

- over the past five years, the percentage of Grade 3 TCDSB students who performed at or above the provincial standard:

Graph 1 – Reading increased from 69% to 76%

Graph 2 – Writing decreased from 79% to 75%

Graph 3 – Mathematics decreased from 64% to 58%

- over the past four years, the percentage of Grade 3 students in Ontario who performed at or above the provincial standard:

Graph 1 – Reading increased from 72% to 74%

Graph 2 – Writing decreased from 74% to 69%

Graph 3 – Mathematics decreased from 63% to 58%

2. JUNIOR DIVISION STUDENT RESULTS OVER TIME for TCDSB and Ontario

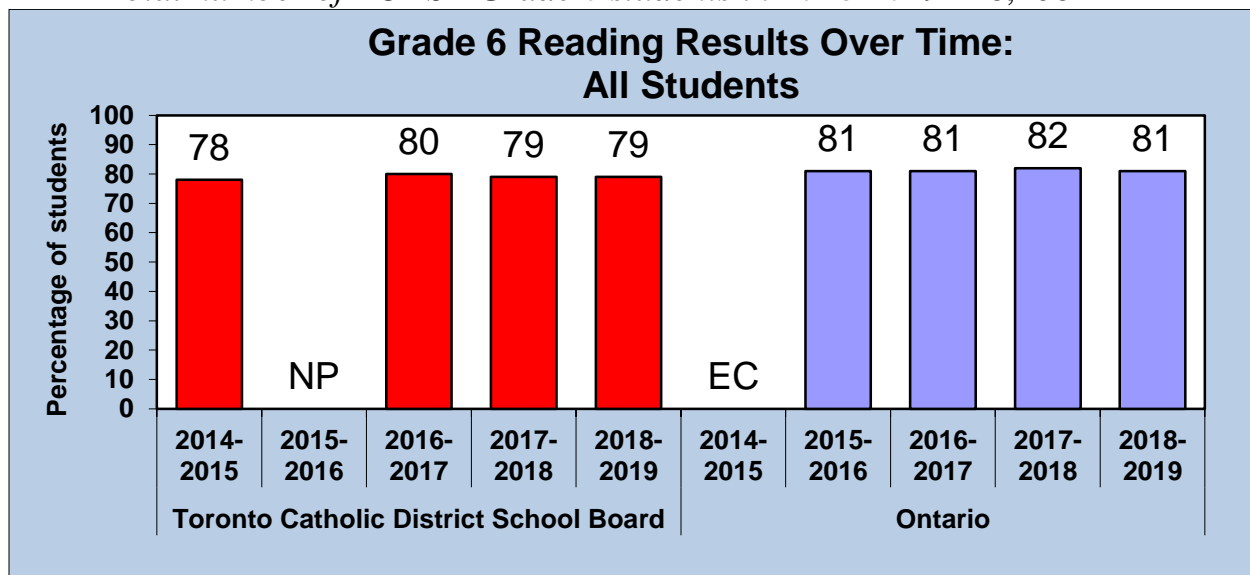
NOTE:

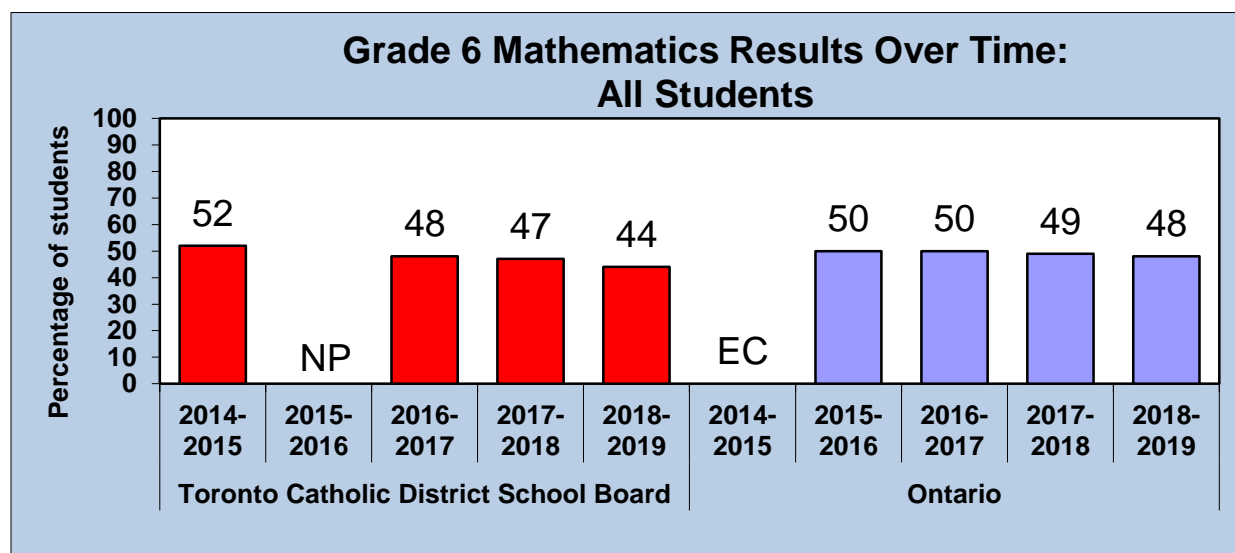
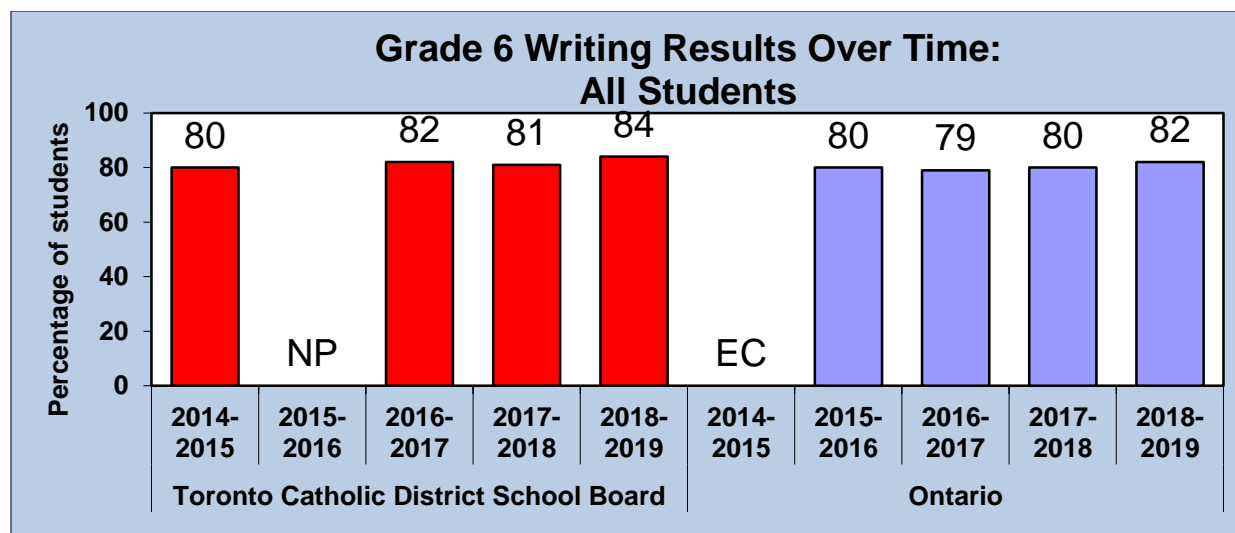
EC = Due to exceptional circumstances in 2015 (labour disruptions in a significant proportion of schools in Ontario), provincial data were not available.

NP = Elementary schools in the TCDSB did not participate in the 2016 assessments, due to ongoing labour issues.

Percentage at or above the provincial standard

Total number of TCDSB Grade 6 students in 2018-2019 = 6,206





As shown in the three graphs above:

- over the past five years, the percentage of Grade 6 TCDSB students who performed at or above the provincial standard:

Graph 1 – Reading remained fairly stable at 79%

Graph 2 – Writing increased from 80% to 84%

Graph 3 – Mathematics decreased from 52% to 44%

- over the past four years, the percentage of Grade 6 students in Ontario who performed at or above the provincial standard:

Graph 1 – Reading remained fairly stable at 81%

Graph 2 – Writing increased from 80% to 82%

Graph 3 – Mathematics decreased from 50% to 48%

3. GRADE 9 MATHEMATICS RESULTS OVER TIME for TCDSB and Ontario

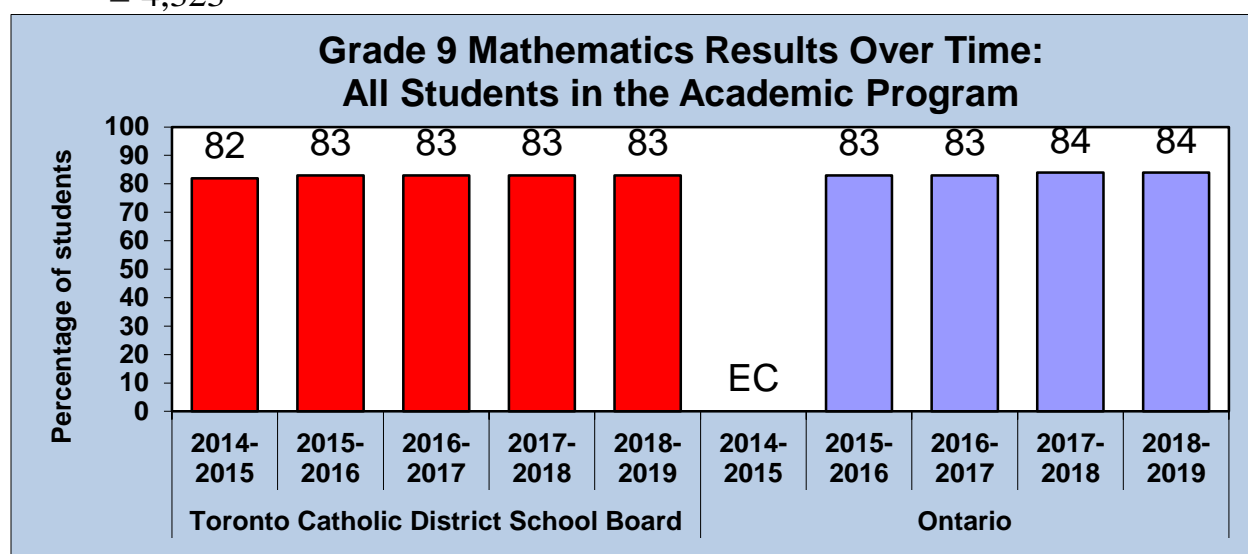
NOTE:

EC = Due to exceptional circumstances in 2015 (labour disruptions in a significant proportion of schools in Ontario), provincial data were not available.

Percentage at or above the provincial standard

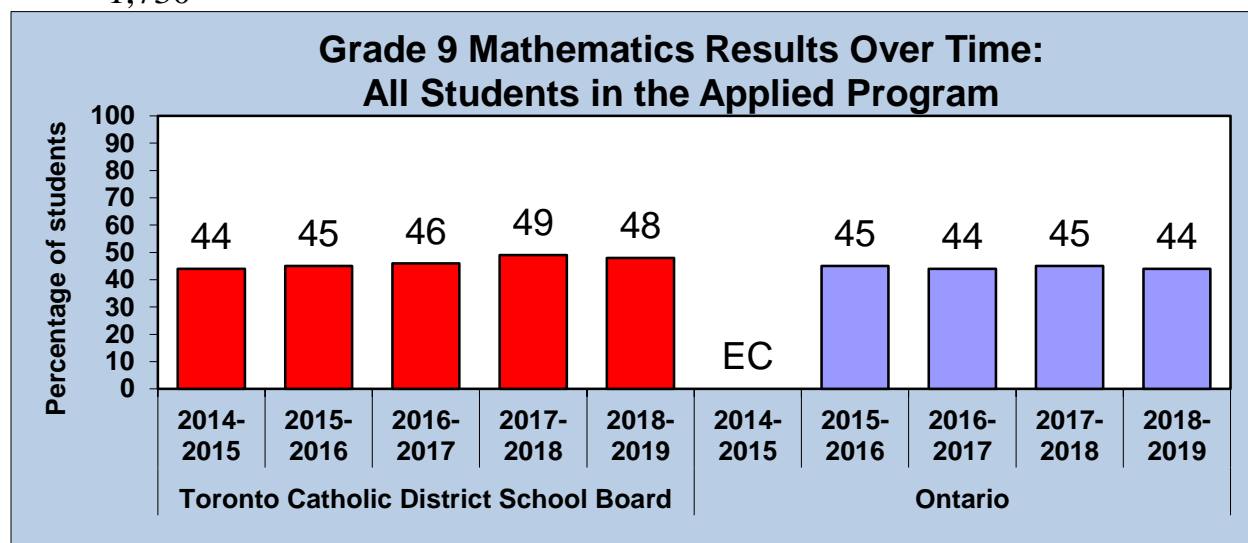
ACADEMIC PROGRAM

Total number of TCDSB Grade 9 students in 2018-2019 Academic Program = 4,323



APPLIED PROGRAM

Total number of TCDSB Grade 9 students in 2018-2019 Applied program = 1,730



As shown in the two graphs above:

- over the past five years, the percentage of Grade 9 TCDSB students who performed at or above the provincial standard:

Graph 1 – Academic: remained fairly stable at 83%

Graph 2 – Applied: increased from 44% to 48%

- over the past four years, the percentage of Grade 9 students in Ontario who performed at or above the provincial standard:

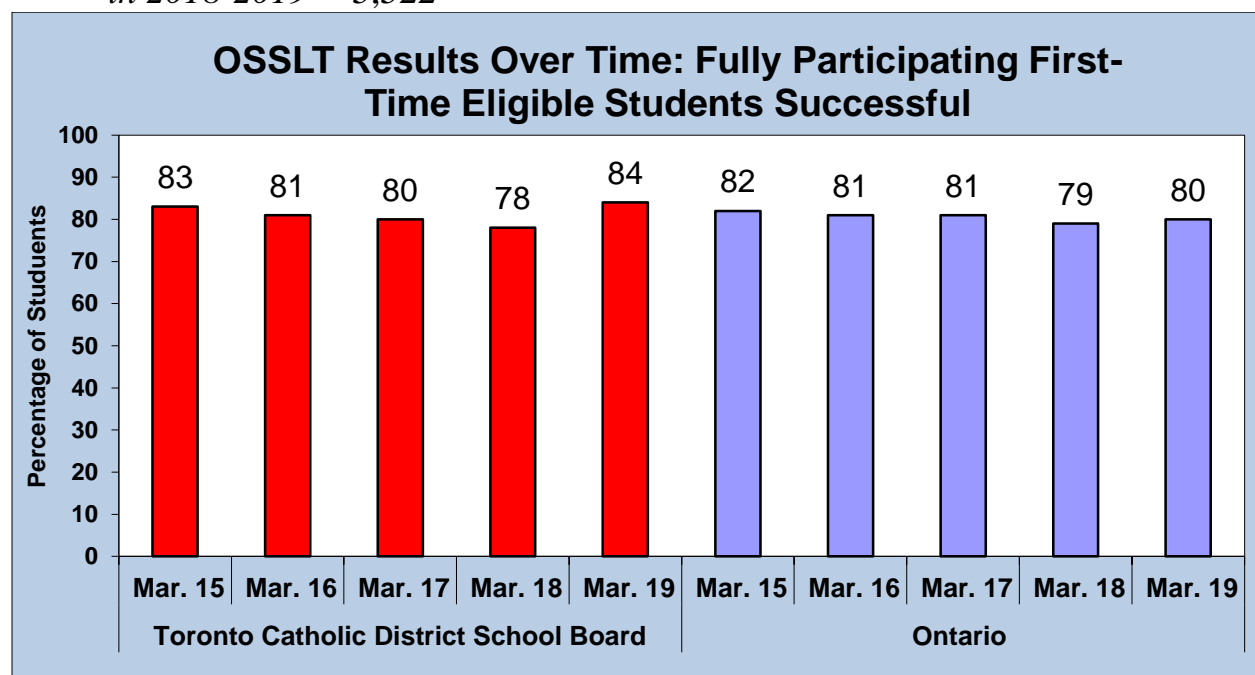
Graph 1 – Academic: remained fairly stable at 84%

Graph 2 – Applied: remained fairly stable at 44%

4. THE ONTARIO SECONDARY SCHOOL LITERACY TEST RESULTS OVER TIME for TCDSB and Ontario

Percentage of First-time Eligible students successful

Total number of First-time eligible TCDSB Grade 10 students writing the test in 2018-2019 = 5,522



As shown in the graph above, over the past five years, percentage of Grade 10 students successful on the OSSLT:

- Board results have been for the most part at or above 80% and over the past year, there has been a 6% increase
- Ontario results remain fairly stable at 80%.

E. METRICS AND ACCOUNTABILITY

1. Overview of Results

- Overall, Board literacy (Primary/Junior reading and writing, OSSLT) results remain strong with scores at or above 75%.
- Primary reading, Primary writing, and Junior writing results for the Board are above provincial results.
- In mathematics, Primary, Junior and Grade 9 applied results remain low both in the Board and Province.
- In Grade 9 academic mathematics, the Board mirrors the Province and maintains strong results.
- OSSLT results for the Board have increased and are above provincial results.
- The EQAO results continue to point to mathematics and the applied level as an area of focus.

2. Learning and Improvement Planning

- Deeper analysis of the 2018-2019 EQAO results at both the system and school level is underway and will inform the revision of learning and plans for our school communities and for the board.
- These assessment results are used in conjunction with other data to coordinate plans for improving student achievement and well-being consistent with the TCDSB Multi-Year Strategic Plan and Ministry of Education initiatives, to inform our Board Learning and Improvement Plan.
- The analysis will inform Professional Learning Plans to be presented to the Student Achievement and Well-being Committee of the Board in November 2019.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

ANNUAL INFORMATION REPORT ON THE INTERNATIONAL LANGUAGES ELEMENTARY (ILE) PROGRAM FOR 2018-2019

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

Created, Draft	First Tabling	Review
September 23, 2019	October 2, 2019	Click here to enter a date.

L. Di Marco, Superintendent of Curriculum Leadership & Innovation; Academic ICT
P. De Cock, Comptroller of Business Services
M. Sequeira, Coordinator of International Languages, Parent Engagement & Community Relations

INFORMATION REPORT

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of Academic Affairs

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

A. EXECUTIVE SUMMARY

As a Catholic and inclusive learning organization, the Toronto Catholic District School Board is committed to fostering and supporting student achievement and well-being by providing students with opportunities to enrich their learning. In 2018-2019, the TCDSB offered elementary students the opportunity to learn an international language during the school day, after school or on the weekends.

This report provides an overview of the International Languages Elementary (ILE) program delivery models for the 2018-2019 academic year. In addition, Appendix A provides a statistical and financial overview of the ILE programs.

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

B. PURPOSE

1. This report is submitted in compliance with mandatory reporting requirements of a motion, made on October 6, 2016, that an annual information report on the International Languages Elementary (ILE) program be added to the rolling calendar.

C. BACKGROUND

1. Up to September 2018, the ILE integrated day program was offered in an extended school day delivery model, during which the regular 5-hour (300-minute) school day was extended by 30 minutes, for a total of 330 minutes. This delivery format required teachers in ILE schools to work 30 minutes longer than their colleagues in non-ILE schools.
2. In the academic year of 2018-2019, due to language appearing in the collective agreement with TECT and an arbitration ruling regarding the ILE program, the program could not be delivered in an extended day format. This necessitated the delivery of the ILE program to be changed from an extended model to an integrated model during the regular 300-minute instructional day.

3. As a result of a motion approved by the Board of Trustees and a subsequent request to the Ministry, the Minister of Education:
 - confirmed conditional approval for the ILE program to be delivered for the academic year of 2018-2019;
 - approved an integrated day delivery model in which the program was to be delivered for 30 minutes, 4 times per week, within the 5-hour (300-minute) instructional day; and
 - provided one-time transitional funding of \$3.6M.
4. For the academic year of 2018-2019, the ILE after-hour programs continued to be delivered 2½ hour sessions over 30 weeks. The majority of the programs were offered on Saturday mornings. However, one program was offered on Sundays, and two programs were offered on Tuesdays after school.
5. In 2018-2019 the ILE programs were highlighted, celebrated and promoted through:
 - the TCDSB Communication and ILE Department;
 - the International Languages' Educators Association of Ontario (ILEA) Annual Spring Conference, hosted at the CEC;
 - TCDSB Heritage Day Celebrations;
 - celebrations, concerts and plays in ILE schools;
 - end-of-the-year graduations and celebrations in the after-hour programs;
 - literary contests, in collaboration with Centro Scuola and the Federation of Portuguese Canadian Business and Professionals;
 - the Festa della lingua Italiana;
 - the 70th Anniversary of Polish Language Instruction at St. Casimir Church;
 - a TCDSB day of celebration held at Queens Park;
 - local radio stations such as CHIN, Camões and Ondas Hispanas;
 - through posters and information sent to all Elementary schools to be included in the May, June and September newsletters and in the Welcome-to-Kindergarten bags; and
 - community centres and parishes.

In addition, in response to a Board of Trustee request, the Communications and ILE Department developed a new campaign to highlight the value and broad

appeal of the ILE program in our school communities. The campaign launch was planned for the spring, but it has been delayed to the fall of 2019.

D. METRICS AND ACCOUNTABILITY

1. The ILE integrated day program was offered in 44 TCDSB elementary schools to 19,597 students.
2. In 2018-2019, the TCDSB offered the following international languages in the integrated day delivery model: Italian, Portuguese, Ukrainian, Filipino, and Mandarin.
3. In 2018-2019, the ILE after-hour programs were offered in thirty-three (33) centres. Twenty-six (26) centres were located in TCDSB schools, while seven (7) centres were located in non-TCDSB sites.
4. In 2018-2019, 4,582 students learned the following international languages in the after-hour delivery model: Arabic, Armenian, Cantonese, Chaldean, Croatian, Filipino, Hungarian, Igbo, Italian, Korean, Lithuanian, Latin, Malayan, Mandarin, Polish, Portuguese, Spanish, Tamil, and Tigrinya.
5. The ILE Department conducted a two-year review, in 2017-2018 and 2018-2019 of the ILE after-hour programs to assess the effectiveness of program delivery and the effectiveness of operational procedures. Here are some key observations on student enrolment that were noted over the two-year review:

5.1 After Hour Programs that maintained or increased student enrolment were centres that:

- had a student enrolment of 150 or greater;
- ran as heritage language programs where the ILE language selected was the mother tongue of one or both parents;
- were located in an area where there was a significant population of families who were fluent in the ILE language offered;
- had a large number of student enrolment in one language;

- were able to offer single or combine grade classes with no more than two grades per class; and,
- had a high level of parental and community engagement.

5.2 Declining or inconsistent student enrolment occurred in centres that:

- began with 4 classes or fewer;
- offered multiple languages, but only had enough students to offer one class per language;
- did not have sufficient student enrolment to create multiple classes of one language, thus resulting in having multiple grades in one class (i.e., one class could potentially have students ranging from junior kindergarten to grade 8);
- the community experienced a change in demographics and the language offered was not reflective of the changed demographics or parent interest in third language acquisition;
- competition for student enrolment with privately run centres; and,
- lost student enrolment, mainly after grade 5, as a result of competing extra-curricular weekend activities and/or lack of student interest.

6. The 2018-2019 detailed budget for the ILE programs for both the integrated day and the after-hour delivery models is reported in Appendix A. The following are some key highlights from Appendix A:

6.1 The total budget for the ILE programs was \$5,851,108.

6.2 Despite the \$3.6M provided by the Ministry, the Board incurred a total funding shortfall in the amount of \$942,245.

6.3 The ILE after-hour programs incurred a financial short fall of \$227,232, as a result of the operational costs of running multiple centres and smaller centres with three or fewer classes.

6.4 Operating classes that are well below the Board average of twenty-five (25), could potentially have an adverse effect on the Ministry imposed aggregate of 23 students per class, which would result in reduced future funding.

E. CONCLUDING STATEMENT

This report is for the information and consideration of the Board

Appendix A - International Languages Elementary (ILE) Budget 2018-2019

As at August 28, 2019

International Languages Program		2018-2019 PRELIMINARY-ACTUAL (Pre-Audit)		
Cost Element (CE)	Description	YTD Preliminary Actuals 2018/19	Integrated Day Program	After-Hours Program
GRANT & OTHER REVENUES				
(a)	Enrolment (Pupil Count over 2 Semesters)	4,862	-	4,862
(b)	<i>Avg. Class Size</i>	23.6	-	23.6
(a) / (b)	<i># of Classes (over 2 Semesters)</i>	206	0	206
(A)	Projected Hours of Instruction	15,460	0	15,460
(B)	Grant per Pupil	57	-	57
(A) x (B)	Total Calculated Grant	874,108.40	-	874,108.40
	Revenue from Centro Scuola	170,000	136,825	33,175
	Revenue from Consulate General Portugal	37,523	30,200	7,322
Subtotal - Grant & Other Revenues		1,081,631	167,025	914,606
EXPENDITURES				
11000	Caretaking Salary - Weekends	181,100		181,100
11200	Secretaries & Tech Salary	61,018	-	61,018
19200	International Lang- Extended Day	3,550,770	3,550,770	-
19200	International Lang- Hrly rated Instructors (After Hours)	697,983	-	697,983
19201	International Lang - Supply Instructors	186,617	155,960	30,657
	Subtotal - Salaries	4,677,488	3,706,730	970,758
21000	Benefits - Caretaking - Weekends	54,331	-	54,331
21200	Benefits - Secretaries & Tech	14,936	-	14,936
29200	Benefits - Int'l Lang. - Extended Day	999,311	999,311	-
29200	Benefits - Int'l Lang. - Hrly rated Instructors (After Hours)	77,950	-	77,950
	Subtotal - Benefits	1,146,528	999,311	147,217
	Subtotal - Salaries & Benefits	5,824,016	4,706,041	1,117,975
32000	Text Books-Intern. Languages	188	-	188
33000	Stationary & Supplies	11,362	-	11,362
33500	Printing & Photocopying - Instructional	11,347	-	11,347
36100	Car Expenses - Mileage	4,195	3,229	966
	Subtotal - Other Expenses	27,092	3,229	23,863
	Total Expenditures	5,851,108	4,709,270	1,141,838
	Program Surplus/(Deficit)	(4,769,477)	(4,542,245)	(227,232)
	2018-19 One-Time PPF (Priorities & Partnership Funding)	3,600,000	3,600,000	0
	Net Surplus/(Deficit) after one-time funding	(1,169,477)	(942,245)	(227,232)



REPORT TO

REGULAR BOARD

MULTI-YEAR STRATEGIC PLAN ANNUAL UPDATE FOR 2018-2019

For surely I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope. Jeremiah 29:11

Created, Draft	First Tabling	Review
November 11, 2019	November 21, 2019	Click here to enter a date.

Gina Iuliano Marrello, Superintendent of Learning, Student Success
 Marina Vanayan, Senior Coordinator, Educational Research
 Dan Koenig, Associate Director, Academic Affairs

INFORMATION REPORT

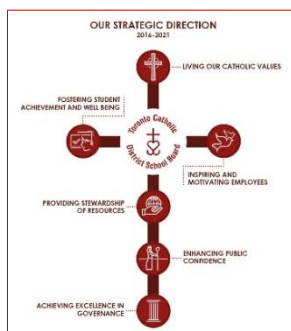
Vision:

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 contains an annual review on the status of the TCDSB Multi-Year Strategic Plan 2016-2021, as at August 31, 2019.

A comprehensive review and status update of all the Directions, Priorities, and Goals as well as Areas of Focus/Next Steps is provided in the document, ***Multi-Year Strategic Plan 2016-2021:2017-2018 Report Back, (APPENDIX).***

The comparative table found below, on the Status of Goals for 2016-2017 and 2017-2018, 2018-19 shows the following:

- There has been an overall improvement in the Status of Goals.
- There has been a percentage increase for Goals identified with the Status *On Target or Monitor* from 79% in 2016-2017 to 89% in 2017-2018 to 95% in 2018-2019.

Strategic Direction	Status of Goals 2016-2017	Status of Goals 2017-2018	Status of Goals 2018-2019	Overall Status
A. Living our Catholic Values	3 On Target 1 Action Required	2 On Target 2 Monitor	3 On Target 1 Monitor	On Target
B. Fostering Student Achievement and Well-Being	2 On Target 5 Monitor 4 Action Required	5 On Target 3 Monitor 3 Action Required	5 On Target 4 Monitor 2 Action Required	Action Required
C. Enhancing Public Confidence	4 On Target 1 Monitor 1 Action Required	4 On Target 2 Monitor	4 On Target 2 Monitor	On Target
D. Providing Stewardship of Resources	6 On Target 1 Monitor	6 On Target 1 Monitor	6 On Target 1 Monitor	On Target
E. Achieving Excellence in Governance	3 On Target 1 Monitor	3 On Target 1 Monitor	3 On Target 1 Monitor	On Target
F. Inspiring and Motivating Employees	1 On Target 3 Monitor 2 Action Required	1 On Target 4 Monitor 1 Action Required	1 On Target 5 Monitor	Monitor

The cumulative staff time required to prepare this report was 115 hours

B. PURPOSE

1. To provide the Board of Trustees with an annual report on the status of the MYSP goals.
2. On March 3, 2016, at the student achievement and well-being, Catholic Education and Human Resources Committee, the Board of Trustees passed a motion:
That an annual report to the Board of Trustees indicating those specific metrics being used to measure annual progress against each approved MYSP goal be provided.

C. BACKGROUND

1. **APRIL 4, 2012** – Board approved its first Multi-Year Strategic Plan 2012-2015. It was determined that feedback would be provided on an annual basis.
2. **March 3, 2016** – At the Student Achievement and Well Being, Catholic Education and Human Resources Committee meeting, Trustees approved the Multi-Year Strategic Plan, which would be in place from 2016-2021, in addition to passing the above mentioned motion to report on progress.
3. **October - April 2018** - Informed by the Ontario Ministry of Education document, Multi-Year Strategic Planning 2017, staff developed a new framework and template for assessing and reporting on the Strategic Goals. This year is the third year that this format has been in use.
4. **April 19, 2018** - At the Regular Board meeting, senior staff presented the report to Board on the progress of the Multi-Year Strategic Plan for the 2016-2017 school year using the revised report back format. In the metrics and accountability section, it was noted that going forward staff would provide an update on the status of the Multi-Year Strategic Plan in the fall of 2018, as per the revised calendar of annual reports.
5. **April – October 2018** - Senior staff and senior leaders within TCDSB collected, reviewed, and assessed data in order to report on the MYSP.
6. **November 15, 2018** – Senior staff provided Trustees with an update on the MYSP for the 2017-2018 school year in the document, *Multi-Year Strategic Plan 2016-2021: 2017-2018 Report Back*.

7. **June 2019– October 2019** - Senior staff and senior leaders within the TCDSB collected, reviewed, and assessed data in order to prepare the report on the *Multi-Year Strategic Plan 2016-2021: 2018-2019 Report Back*.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The current Multi-Year Strategic Plan, as amended in 2016, will be in place from September 2016-2021.
2. The TCDSB Multi-Year Strategic Plan consists of 6 Strategic Directions, 9 Priority Actions, and 38 Strategic goals.
3. The document, *Multi-Year Strategic Plan 2016-2021: 2018-2019 Report Back*, (APPENDIX), provides a comprehensive review and status update of all the Directions, Priorities, and Goals as well as Areas of Focus/Next Steps.
4. Senior staff with responsibility for each of the 6 Strategic Directions reviewed each of the Priority Actions and Goals and engaged in the following process: refined targets; considered the evidence with regard to meeting the target; indicated the status of each Goal by assessing whether the target was met.
5. For each Goal, the following information is provided: Targets, Evidence, and Status.
6. Staff used the following scale, adapted from the Ontario Ministry document, *Multi-Year Strategic Planning 2017*, to determine the Status in terms of meeting goals Goals/Targets:
 - ON TARGET – On track
 - MONITOR – On track but requires additional support
 - ACTION REQUIRED – Not on track
7. Areas of Focus/Next Steps were outlined for Goals where status was *Monitor* or *Action Required*.

8. A review of the 38 goals indicates an overall improvement in the status of goals. Goals with the Status *On Target* or *Monitor* moved from 79% (30 of 38 Goals) in 2016-2017 to 89% (34 of 38 Goals) in 2017-2018 to 95% (36 of 38 Goals) in 2018-2019. Ongoing monitoring and actions will be needed to continue to make progress towards realizing goals set out in our MYSP.
9. Below is a high-level summary for each Strategic Direction looking back and moving forward. Last year was the first year of our new three year Pastoral Plan, *Rooted in Christ: We Belong, We Believe, We Become*. This year, the second year of Pastoral Plan, the TCDSB community will focus on ***Rooted in Christ: We Believe***.

Fostering Student Achievement and Well-Being:

Overall, TCDSB literacy results in Grades 3, 6, and 10 remain strong with scores at or above 75% of students achieving Level 3 or Level 4.

The Primary and Junior EQAO mathematics assessment results remain low for both the Board and the Province.

At the secondary level, Grade 9 applied mathematics scores for TCDSB are above the Province; however, results continue to be low. In both Grade 9 academic mathematics and OSSLT, the Board mirrors the Province and maintains strong results.

Enhancing Public Confidence:

There is evidence of improved transparency, communication, and engagement; in 2017-2018, a Parent Survey and an Administrator Survey were introduced and these surveys took place again in 2018-2019.

Providing Stewardship of Resources:

TCDSB maintains an operating reserve of 1% and continues to build additional reserves for financial sustainability and strategic initiatives. Enhanced financial reporting and accountability measures implemented, (i.e. Annual Budget Book and Financial Reserve Strategy, ensures fiscal responsibility and continued alignment with the Multi-Year Strategic Plan).

Achieving Excellence in Governance:

Improved efficiency has been achieved through refined procedures, including workshops for Trustees and a systematic review of TCDSB policies. Senior staff members have committed to completing the Ontario Catholic Schools

Trustee Association's (OCSTA) governance modules in order to build their own understanding of effective school governance.

Inspiring and Motivating Employees:

There is evidence of achievement in the area of succession planning; implementation of a new Employee Family Assistance plan took place in December 2017 and in 2018-2019, we began a pilot appraisal system for Business Leaders and planned for a full implementation of the process by June 2020. In addition, a Workforce Census was planned for implementation for this school year.

E. METRICS AND ACCOUNTABILITY

1. Staff will continue to monitor the Directions, Priorities, Goals and Targets set for the Multi-Year Strategic Plan.
2. Staff will provide an update on the status of the Multi-Year Strategic Plan in the fall of 2020, as per The Calendar of Annual Reports.
3. To inform the next version of the Multi-Year Strategic Plan, staff will undertake a review of current practices in terms of scope, number, and specificity of goals to ensure that they are Strategic, Measureable, Achievable, Reasonable/Relevant, Time-Bound (SMART goals).

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

MULTI-YEAR STRATEGIC PLAN 2016 - 2021

2018 - 2019 Report Back

Presented to Board on November 21, 2019





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.

OUR STRATEGIC DIRECTION

2016-2021

FOSTERING STUDENT ACHIEVEMENT AND WELL BEING

To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations



PROVIDING STEWARDSHIP OF RESOURCES

To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources



ACHIEVING EXCELLENCE IN GOVERNANCE

To lead and model best practices in Board governance



LIVING OUR CATHOLIC VALUES

To understand and apply Catholic Teaching to all that we do



INSPIRING AND MOTIVATING EMPLOYEES

To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration

ENHANCING PUBLIC CONFIDENCE

To create enhanced, regular communication with all stakeholders



TCDSB Multi-Year Strategic Plan 2016 - 2021

2018 - 2019 Report Back

Presented to Board on November 21, 2019

TORONTO CATHOLIC SCHOOL BOARD

80 Sheppard Ave East

Toronto, ON M2N 6E8

Phone (416) 222-8282

www.tcdsb.org

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Multi-Year Strategic Plan Report Back: OVERVIEW

The Multi-Year Strategic Plan contains 6 Strategic Directions, 9 Priority Actions, and 38 Goals. In this Report Back, for each **goal**, **targets** for 2018 - 2019 are identified, and supporting **evidence** is included.

The **status** of each goal is updated using the following scale:

- **On Target** - On Track
- **Monitor** - On Track but requires additional support
- **Action Required** - Not on track

Areas of Focus/Next Steps are identified where applicable, a target of 75% positive result has been identified in alignment with Ministry standards (Level 3). Where the target has been achieved, a revised target has been identified. Throughout this document, reference to **BLIP Areas of Focus** have been identified.

TCDSB System-wide surveys

Comprehensive surveys are administered annually to collect feedback from students and teachers in all schools. The following surveys will be referenced throughout the document.

	PANEL	SURVEY	SCOPE	N in 2018-2019
STUDENT VOICE	Elementary	Safe and Caring Catholic School Climate Survey (SCCSC)	All Grade 6 and 8 students	10,707
	Secondary	Student Transition (ST)	Sample of Grade 9 students	3,502
		My School My Voice (MSMV)	Sample of Grade 10 and 12 students	5,309
		Safe Schools	Sample of Grade 9 to 12 students	5,072
TEACHER VOICE	Elementary	Teacher Voice	All teachers	1,019
	Secondary	Teacher Voice	All teachers	619
ADMINISTRATOR VOICE	Elementary	Administrator Voice	All principals and vice-principals	177
	Secondary	Administrator Voice	All principals and vice-principals	48
PARENT VOICE	Elementary & Secondary	Parent/Guardian Voice	All parents	3,405

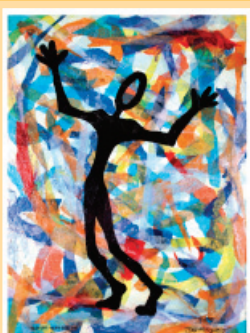
<https://www.tcdsb.org/Board/MYSP/Pages/MultiYearStrategicPlan.aspx>

**PRIORITY ACTION #1**

To understand and apply Catholic Teachings to all that we do:

GOAL

Students will be instructed in a curriculum that is rooted and informed by the Ontario Catholic School Graduate Expectations.

A1.1

A SELF-DIRECTED, RESPONSIBLE, LIFELONG LEARNER

TARGET

75% of students, teachers and administrators will respond positively to:

STUDENT VOICE SURVEY QUESTION:

I am familiar with the Ontario Catholic School Graduate Expectations.

In my school, I am encouraged to live my life like Jesus, according to the Gospel values and as outlined in the Ontario Catholic School Graduate Expectations.

TEACHER and ADMINISTRATOR VOICE SURVEY QUESTIONS:

Pedagogy and instruction are aligned with the Ontario Catholic School Graduate Expectations.

Students are encouraged to live their life like Jesus as outlined by the Ontario Catholic School Graduate Expectations.

EVIDENCE 2018 - 2019

Survey results indicate students are instructed in curriculum informed by the Ontario Catholic Graduate Expectations.

Students agreed:

- Elementary 77%
- Secondary 69%
- Elementary 87%
- Secondary 73%

Teachers and Administrators agreed:

- Elementary - Teachers 95%; Administrators 93%
- Secondary - Teachers 91%; Administrators 96%
- Elementary - Teachers 96%; Administrators 95%
- Secondary - Teachers 90%; Administrators 96%

On Target**STATUS**

GOAL

Staff and Trustees will participate in ongoing faith development through liturgical celebrations and opportunities for spiritual retreats.

A1.2**AREA OF FOCUS/NEXT STEP:**

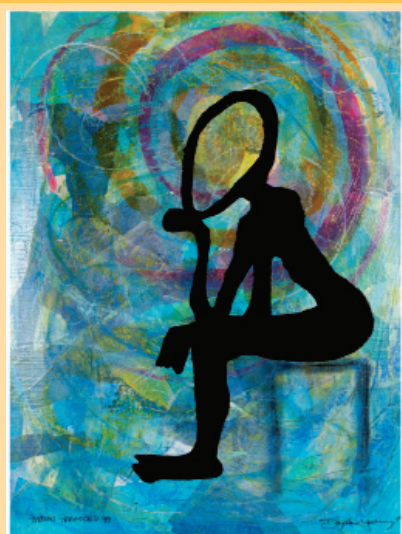
- Increased and more targeted communication regarding opportunities for employees (e.g., announcements and email communication encouraging participation at retreats at principal meetings, vice-principal meetings and business leaders meetings).

TARGET

School staff will have the opportunity to participate in monthly liturgical celebrations.

Central staff and Trustees will have the opportunity to participate in monthly liturgical celebrations.

90% of School Administrators and Business Leaders will participate in spiritual retreats by 2021.



A REFLECTIVE, CREATIVE AND HOLISTIC THINKER

EVIDENCE 2018 - 2019

All schools hold one Faith Day, and monthly liturgical celebrations as per the liturgical calendar.

Liturgical celebrations at the CEC:

- Heart of Welcome Mass (September)
- Thanksgiving Mass (October)
- Remembrance Day Service (November)
- Advent Reflections (December)
- Advent Mass (December)
- Epiphany Cheer (January)
- Ash Wednesday (February/March)
- Lenten Reflections (February - April)
- Stations of the Cross (During Lent)
- Easter Mass (March/April)
- End of Year Mass (June)
- Daily Masses and weekly Rosary
- First Friday Masses (Monthly)
- Last Friday Adoration (Monthly)

Special invitations:

- A Catholic Call to Service Mass (October)
- Young Disciples Ignite (Teaching Mass) (October/November)
- Memorial Mass (November)
- 25 Year Recognition Mass (February)
- Catholic Education Week (Province-wide) Mass (May)
- Pastoral Plan Celebration (May)
- Retirement Mass (November)

2018-2019 participation in spiritual retreats:

- Principals 80%
- Vice Principals 65%
- Business Leaders 30%

Monitor**STATUS**

GOAL

Parents will be supported in their integral role of nurturing the relationship between home, school and parish.

BLIP AREA OF FOCUS:

- Home, School and Parish: Nurturing Our Catholic Community.

TARGET

Every school will access their school parent involvement funds.

By June 30, 2020, there will be a 15% increase in the overall submission rates of CSPC Year-end Budget Statements to the Board, and a 10% increase in the utilization of local school approved Parent Engagement funds using benchmark data from the 2018-2019 school year.

Parents will be provided with opportunities to enhance their learning and skills to support and increase parent engagement.

Increase parent engagement through TCDSB staff collaboration with Catholic School Parent Council (CSPC), Catholic Parent Involvement Committee (CPIC), Ontario Association for Parents in Catholic Education (OAPCE), and Special Education Advisory Committee (SEAC).

75% of parents will respond positively to:

PARENT VOICE SURVEY QUESTIONS:

My child's school is working closely with the parish.

There is a strong connection between school, home and parish.

EVIDENCE 2018 - 2019

In 2018-19, 33% of schools accessed their Ministry provided parent involvement funds in the School Block Budget (\$500.00).

In 2018-19, 70% of schools accessed the local school PRO Grant Funds following application approval.

In 2018-19, 50% of schools submitted their year-end financial statements.

In Spring of 2018, Parent Engagement became a standing item at every principal meeting.

Increased parent attendance at all parent engagement events.

As part of the pastoral plan, parents were invited to discuss ways to nurture the home, school and parish relationship.

Increased and improved communication with parents through: email, websites (through the portal), newsletters, face-to-face meetings, surveys, videos, webcasts, conferences, workshops and resources.

Outreach by CSPC, CPIC and OAPCE has resulted in increased two-way communication with parents.

Parents agreed:

• 77%

• 72%

Note: Responses were less positive in the secondary panel than the elementary panel.

On Target

STATUS

GOAL**A1.4**

Senior Team and Trustees will develop decision-making processes and ensure setting policy priorities that reflect Catholic social teachings (e.g., stewardship of God's creation; option for the poor and vulnerable, etc.).

TARGET

All Policies will be reviewed using the MYSP Strategic Directions, Priorities, and Goals.

Environmental responsibility will be promoted through board-wide initiatives as governed by B.M.06 Environmental Practice Policy.

EVIDENCE 2018 - 2019

All policies reviewed, where applicable, have been aligned with MYSP, which includes Living Our Catholic Values, consistent with the TCDSB Meta Policy M.01.

TCDSB has committed to improving our environment through:

- Environmental Practice Policy B.M. 06 updated with additional Environment Committee members and renewed commitment to increase the extent in which environmental issues are integrated into board procedures and strategic plans.
- 2% reduction in energy consumption over five years from 2013-2018.
- Approval of five-year Energy Conservation and Demand Conservation Plan with a goal to reduce energy consumption by 11% and a financial commitment of \$2M per year for a total of \$10M for energy efficiency upgrades at 40 schools.
- Completion of the *Conserve First: Net Zero Research Study* provides guidance for moving forward on 2016 Board resolution to become a Net Zero School Board with a conservation approach.
- Continued expansion of water-bottle filling stations in schools to reduce use of plastic bottles.
- Increasing participation in Eco-Schools program – 65 certified in 2017-2018 and 67 in 2018-2019.
- Continued participation in Earth Hour Challenge, Earth Day, Community Clean-up Day, Sweater Day, Walk to School, Bike to School and School Travel Planning initiatives.
- Installation of electricity use monitoring system in all schools which will eventually allow students and teachers to see the electricity consumption in their school in real-time.
- Continued installation of Building Automation systems in all new schools and additions and whenever heating systems are replaced.

On Target**STATUS**

**PRIORITY ACTION #2**

To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations:

GOAL

Students will meet or exceed the provincial average in literacy and numeracy as measured in Education Quality and Accountability Office (EQAO) assessments.

BLIP AREA OF FOCUS:

- Curriculum, Teaching and Learning: A Focus on Assessment Practices.

B2.1**TARGET**

TCDSB students will meet or exceed Ontario EQAO results.

ONTARIO RESULTS IN 2018-2019:

- Primary Reading 74%
- Primary Writing 69%
- Junior Writing 82%
- Primary Math 58%
- Grade 9 Applied Math 44%
- OSSLT 80%
- Junior Math 48%
- Junior Reading 81%
- Grade 9 Academic Math 84%

EVIDENCE 2018 - 2019

TCDSB EQAO results that met or exceeded the provincial average: Primary Reading, Writing and Mathematics; Junior Writing; Grade 9 Applied Mathematics, OSSLT.

TCDSB RESULTS IN 2018-2019:**At or above the provincial average:**

- Primary Reading 76%
- Primary Writing 75%
- Junior Writing 84%
- Primary Math 58%
- Grade 9 Applied Math 48%
- OSSLT 84%

Below the provincial average:

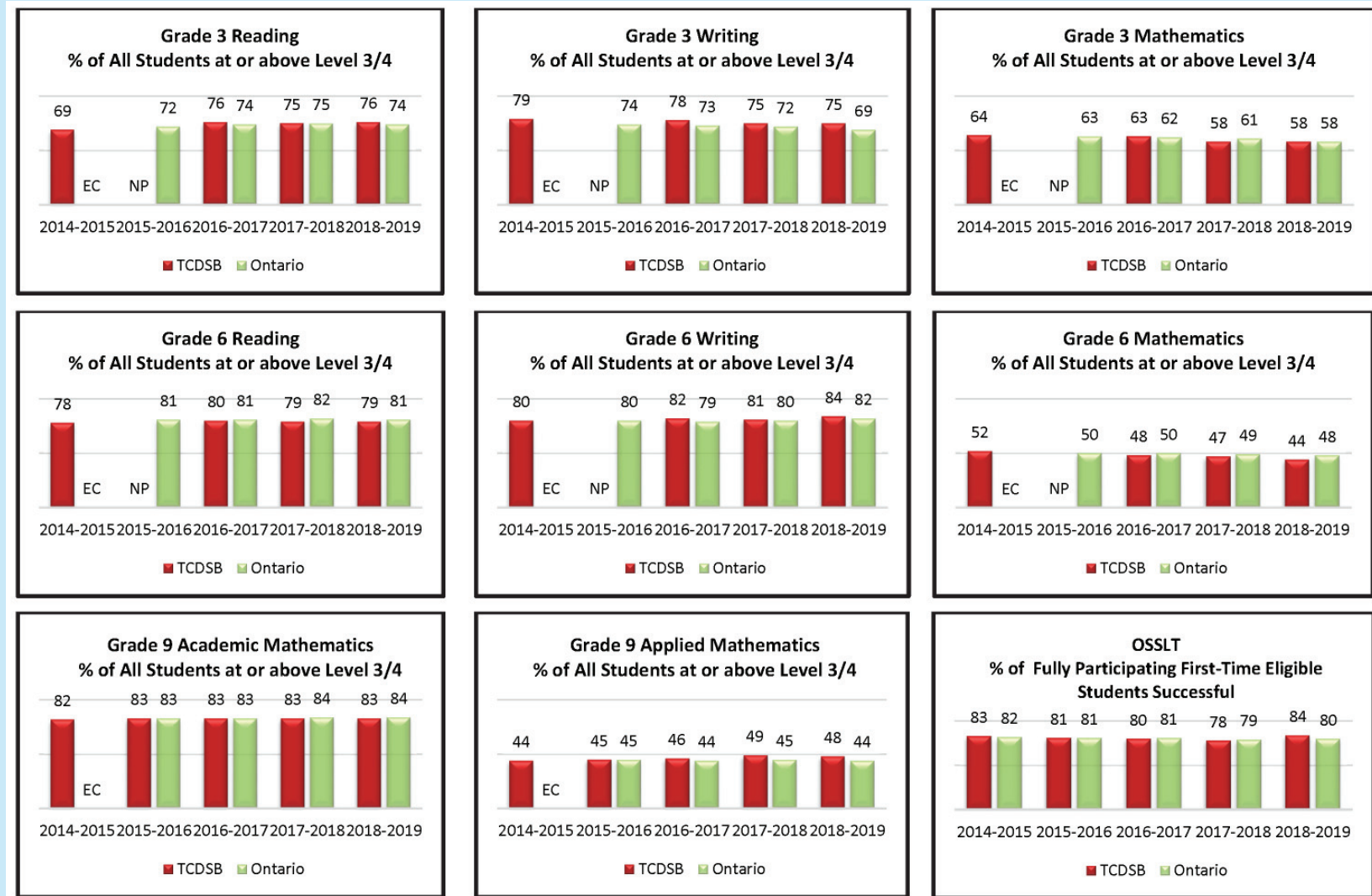
- Junior Math 44%
- Junior Reading 79%
- Grade 9 Academic Math 83%

AREA OF FOCUS/NEXT STEP:

- Continue to provide targeted support in literacy and numeracy as outlined in the BLIP and the Professional Learning Plans.

Action Required**STATUS**

EQAO TRENDS OVER TIME



GOAL

Students will exceed the provincial average in credit accumulation and graduation rate.

BLIP provincial indicators of achievement.

B2.2

TARGET

TCDSB students will exceed Provincial credit accumulation rates and graduation rate.

In Ontario:

- 86% of Grade 9 students accumulated 8 or more credits
- 79% of Grade 10 students accumulated 16 or more credits
- 83% of Grade 11 students accumulated 23 or more credits
- 87% graduated in 5 years

EVIDENCE 2018 - 2019

TCDSB is on track for meeting the credit accumulation targets and surpassed the graduation rate target.

In the TCDSB:

- 87% of Grade 9 students accumulated 8 or more credits
- 83% of Grade 10 students accumulated 16 or more credits
- 81% of Grade 11 students accumulated 23 or more credits
- 89% graduated in 5 years

On Target

Graduation Rate Over Time

Percentage of students graduating

GRADE 9 COHORT YEAR	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Percentage of TCDSB students graduating	87%	88%	90%	89%	89%
Percentage of Ontario students graduating	84%	86%	87%	86%	87%
Graduation year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018

STATUS

GOAL

Staff will implement effective assessment practices (for/as learning) that incorporate learning goals, co-created success criteria and provide descriptive feedback to support student learning.

BLIP AREA OF FOCUS:

- Curriculum, Teaching and Learning: A Focus on Assessment Practices.

B2.3**AREAS OF FOCUS/NEXT STEPS:**

- More focused PD on assessment practices with emphasis on increasing engagement of secondary students.
- Area Superintendents will continue to focus on assessment practices as part of a formal monitoring process.

TARGET

75% of teachers, administrators and students will respond positively to:

TEACHER and ADMINISTRATORS VOICE SURVEY QUESTIONS:

In my school:

- students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria.
- during learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.

STUDENT VOICE SURVEY QUESTIONS:

- I understand learning goals and success criteria.

My school emphasizes:

- Giving and receiving timely feedback on how to improve my work.
- Gathering information about your learning before, during and at the end of a unit of study.

EVIDENCE 2018 - 2019

Survey results show that we have met the target goal in elementary.

Teachers and Administrators indicated *implementing and routinely using*:

- Elementary - Teachers 86%; Administrators 77%
- Secondary - Teachers 77%; Administrators 71%

Teachers and Administrators indicated *implementing and routinely using*:

- Elementary - Teachers 86%; Administrators 67%
- Secondary - Teachers 79%; Administrators 68%

Students *agreed*:

- Elementary - 92%
- Secondary - 90%

Students reported it was *emphasized*:

- Elementary - 79%
- Secondary - 63%

Students reported it was *emphasized*:

- Elementary - 80%
- Secondary - 61%

Monitor**STATUS**

B2.4

GOAL

Staff will share assessment practices with parents to ensure parent engagement with a common understanding of assessment for/as learning.



TARGET

Staff will provide parents with information regarding assessment practices, based on the Ministry of Education's *Growing Success* document, on the Board website and at the local school level.

75% of teachers, administrators and parents will respond positively to:

TEACHER and ADMINISTRATOR VOICE SURVEY QUESTION:

Our school provides parents with information regarding assessment (for, as, and of learning) practices (e.g., through newsletters, curriculum night, etc.).

PARENT VOICE SURVEY QUESTIONS:

I have seen evidence of classroom strategies that support my child's learning (e.g., learning goals and success criteria).

My child's school provides parents with information regarding evaluation and assessment practices.

EVIDENCE 2018 - 2019

Parents are provided with information regarding assessment strategies through:

- Board website
- School sharing of SLIP
- School sharing of EQAO Data
- School Curriculum Night
- Literacy and Numeracy Nights
- School newsletters
- CSPC and CPIC - meetings and information sessions
- School-based Support Learning Team meeting.

Teachers and Administrators agreed:

- Elementary - Teachers 90%; Administrators 91%
- Secondary - Teachers 76%; Administrators 71%

Parents agreed:

- 73%
- 78%

On Target

STATUS

PRIORITY ACTION #3

To support our students' ability to apply critical and innovative thinking in all subjects:

GOAL**B3.1**

Use evidence-based teaching and learning strategies to provide students opportunities to become discerning believers, effective communicators, reflective thinkers, self-directed learners, collaborative contributors, caring family members and responsible citizens.

AREAS OF FOCUS/NEXT STEPS:

- Continue to integrate the teaching of critical thinking in professional development consistent with BLIP strategies for School and Classroom Leadership.
- Continue to integrate inquiry-based professional learning for teachers.
- Expand and support experiential learning in schools.

TARGET

75% of teachers, administrators and students will respond positively to:

TEACHER and ADMINISTRATOR SURVEY VOICE QUESTIONS:

In my school:

- Comprehensive education and career/ life planning programs meet the learning needs, interests and aspirations of all students and provide opportunity to complete the Ontario Catholic Graduate Expectations.
- Evidence based teaching and learning strategies are used to support students to meet the Ontario Catholic School Graduate Expectations.

STUDENT VOICE SURVEY QUESTIONS:

My school emphasizes:

- Using information in new situations or relating it to problems in the real-world.
- Deciding the value of information or ideas; determining whether conclusions make sense.

EVIDENCE 2018 - 2019

Survey results indicate that explicit teaching in this area needs to continue to support student critical and innovative thinking.

Teachers and Administrators indicated *implementing and routinely using*:

- Elementary - Teachers 67%; Administrators 65%
- Secondary - Teachers 73%; Administrators 82%

Teachers and Administrators *agreed*:

- Elementary - Teachers 92%; Administrators 89%
- Secondary - Teachers 80%; Administrators 81%

Secondary students reported it was *emphasized*:

- 54%
- 64%

Action Required**STATUS**

B3.2

GOAL

Use differentiated instruction to ensure that individual learning needs are accommodated and to engage students fully in their learning.

AREAS OF FOCUS/NEXT STEPS:

- Focus and expand on Universal Design for Learning (UDL) to create inclusive learning environments.
- Increase access to accommodations informed by principles of dignity, individualization, integration and full participation.
- Expand on strategies that promote access to multiple learning pathways.
- Continue to support barrier-free and inclusive structural design.

TARGET

75% of teachers, administrators and students will respond positively to:

TEACHER and ADMINISTRATOR VOICE SURVEY QUESTIONS:

For most instructional activities and assessments, students are given choice with regards to:

- a) Content
- b) Process
- c) Product
- d) Format or learning environment

STUDENT VOICE SURVEY QUESTIONS:

In my classes, I am given a choice in:

- a) Content
- b) Process
- c) Product
- d) Format or learning environment

I try hard and do my best when doing my school work.

How important is it for you to do well in school?

EVIDENCE 2018 - 2019

Survey results indicate that teachers are incorporating differentiated instruction to address student learning needs.

Teachers and Administrators agreed:

- Elementary - Teachers 69%; Administrators 64%
- Secondary - Teachers 63%; Administrators 71%
- Elementary - Teachers 85%; Administrators 82%
- Secondary - Teachers 78%; Administrators 83%
- Elementary - Teachers 90%; Administrators 84%
- Secondary - Teachers 80%; Administrators 79%
- Elementary - Teachers 81%; Administrators 76%
- Secondary - Teachers 76%; Administrators 73%

Students agreed:

Elementary	Secondary
• 67%	• 55%
• 84%	• 69%
• 84%	• 72%
• 78%	• 69%
• 92%	• 84%

Students reported it is important:

Elementary	Secondary
• 94%	• 93%

Monitor

STATUS

GOAL

Support investments in technology that continue to foster digital literacy, creativity, innovation and collaboration.

B3.3**TARGET**

Annually invest in technology to support 21st Century skills.

**EVIDENCE 2018 - 2019****Investments in 2019-2020:**

- Distributed approximately 1600 devices to children with special needs. Decreased the average length of time by at least 21 days to deploy individual devices by standardizing the computer models.
- Upgraded the WiFi networks in 14 secondary schools.
- Increased bandwidth of board-wide internet access by 30%.

Continued from last year:

- Each school received Windows Cloudbooks and iPads. Allocations were calculated based on school enrolment.
- Each school was given a budget allocation to purchase equipment related to coding and robotics.
- Allocations were calculated as follows: each school received a base amount; top-ups were given based on demographic data and student enrolment.
- All Secondary schools had their computer technology labs upgraded.

On Target**STATUS**

PRIORITY ACTION #4

To create welcoming, healthy and equitable learning environments for all students:

B4.1

GOAL

Provide all students with equitable access to learning and technology and strive to close the opportunity gap so that the most vulnerable students achieve their full potential.

AREAS OF FOCUS/NEXT STEPS:

- For ELLs and students with special needs, 10% reduction in achievement gaps on EQAO assessments.
- Assistive Technology Team - Service Provisions.
- Targeted Professional Learning Opportunities.
- AFSE – Accountability Framework for Special Education to refine measurable goals.
- Teachers to begin the use of Steps to English Proficiency (STEP) to inform ongoing instruction and assessment of ELLs in all classrooms.

TARGET

Based on achievement levels and demographic needs ensure equity of access to specialized programs.

Focused professional activities for Special Services staff.

Increased service provision for students with Special Education Amount equipment in order to enhance their ability to access the curriculum.

75% of teachers, administrators and students will respond positively to:

TEACHER and ADMINISTRATOR VOICE SURVEY QUESTIONS:

The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.

STUDENT VOICE SURVEY QUESTIONS:

Students groups that make up our school population can see themselves reflected in the culture and curriculum.

EVIDENCE 2018 - 2019

To close the opportunity gap, schools receive:

- program supports (e.g., 5th Block, Empower, After School).
- differentiated funding and central staff support for school math initiatives.
- for secondary *Achieving Excellence in Applied Courses (AEAC)*.
- differentiated computer allocations based on need.
- support through Equity - Poverty Action Networks (E-PAN).
- budget enhancement to schools with low socio-economics .

For ELLs, there are no gaps in EQAO Grade 9 academic and applied assessments; gaps remain in all other EQAO assessments.

For students with Special Needs, gaps remain in literacy and numeracy.

The Assistive Technology team has responded to all requests for support (126 schools were supported); provided technology access (Google Read and Write); supported teachers with EQAO digital versions (465 requests in 2018-2019 compared to 200 in 2017-2018).

Teachers and Administrators indicated *implementing and routinely using*:

- Elementary - Teachers 89%; Administrators 83%
- Secondary - Teachers 82%; Administrators 88%

Students *agreed*:

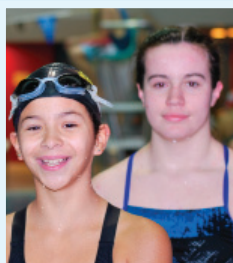
Elementary: 86% Secondary: 79%

Monitor

STATUS

GOAL

Strive to ensure that the physical, emotional, intellectual and spiritual needs of all students are met.

B4.2**TARGET**

75% of teachers, administrators, parents and students will respond positively to:

TEACHER and ADMINISTRATORS VOICE SURVEY QUESTIONS:

In my school:

- In our planning, we understand the various challenges faced by our students and families (this includes spiritual, socio-economic, emotional, social and physical needs).
- Our school is a happy and welcoming place to learn.

PARENT VOICE SURVEY QUESTIONS:

- My child's school is a welcoming place to learn.
- My child's learning needs are met at school.
- My child's school supports the spiritual, social, physical and mental well-being of students.

STUDENT VOICE SURVEY QUESTIONS:

My school:

- Meets the spiritual needs of students and provides spiritual direction and guidance.
- Is a happy and welcoming place to learn.
- Is a healthy and active place to be.
- Adults in my school have high expectations for me.

EVIDENCE 2018 - 2019

Survey results indicate that students physical, emotional, intellectual and spiritual needs are met.

Teachers and Administrators indicated *implementing and routinely using*:

- Elementary - Teachers 92%; Administrators 95%
- Secondary - Teachers 88%; Administrators 98%

Teachers and Administrators *agreed*:

- Elementary - Teachers 93%; Administrators 95%
- Secondary - Teachers 89%; Administrators 98%

Parents *agreed*:

- 90%
- 79%
- 83%

Students *agreed*:

- Secondary - 79%
- Elementary - 87%
- Elementary - 87%
- Elementary - 88%
- Secondary - 82%
- Secondary - 77%
- Secondary - 82%

On Target**STATUS**

B4.3

GOAL

Strive to ensure that all students are eating nutritionally and are physically fit.



AREAS OF FOCUS/NEXT STEPS:

- Central staff to increase communication regarding opportunities for schools to engage students in healthy active living and DPA.
- TCDSB Health and Physical Education Conference in January 2021 for teachers.
- Creation of school well-being teams.

TARGET

75% of students, teachers and administrators will respond positively to:

STUDENT VOICE SURVEY QUESTIONS:

- How often do you eat healthy meals?
- Vigorous physical exercise is exercise that makes you sweat and breathe harder (e.g., fast walking, jogging, running, skating, team sports, etc.). On average, how many hours a day do you engage in vigorous physical exercise?

TEACHER and ADMINISTRATOR VOICE SURVEY QUESTIONS:

- Students are provided with opportunities for Daily Physical Activity (DPA) 20 minutes a day.
- Our school is a healthy and active place to learn.

There will be an annual review of Student Nutrition Programs by staff.

EVIDENCE 2018 - 2019

Evidence shows that schools are meeting students' nutritional and physical fitness needs in Elementary with room for improvement in Secondary.

Students indicated *often or all of the time*:

- Elementary - 70%
- Secondary - 57%

Students reported *at least one hour a day*:

- Elementary - 77%
- Secondary - 64%

Teachers and Administrators *agreed*:

- Elementary - Teachers 82%; Administrators 78%
- Secondary - Teachers 86%; Administrators 92%

Student Nutrition Programs:

- All secondary schools
- 129 elementary schools

Physical activities and supporting resources offered to schools:

- Competitive and intramural sports; Outdoor education excursions; Swim to survive (Grades 3 to 5).
- Launch and continued support of Health and Physical Education Google Site.
- Healthy active living activities.
- DPA resource book.
- NTIP Workshops and other teacher professional learning.

Monitor

STATUS

GOAL

Provide all students with safe, healthy learning environments by promoting a positive school climate, inclusive and accepting of all pupils, and by promoting the prevention of bullying.

BLIP AREA OF FOCUS:

- School and Classroom Leadership: Professional Learning, Collaboration and Engagement.

B4.4**TARGET**

75% students will respond positively to:

STUDENT VOICE SURVEY QUESTIONS:

- How safe do you feel in your school?
- Our school is concerned about bullying and tries to help students.
- All students get along regardless of race, culture, gender and ability level.

Continue to provide and promote Safe Schools initiatives.

Increase number of elementary schools participating in Stop the Stigma initiative to 80 by 2021.

EVIDENCE 2018 - 2019

Survey indicates that schools are providing students with a safe, healthy learning environment.

Students felt safe:

- Elementary - 95%
- Secondary - 93%

Students agreed:

- Elementary - 78%
- Secondary - 73%

Students agreed:

- Elementary - 81%
- Secondary - 76%

Safe Schools department provide professional learning modules that focus on building healthy relationships in our schools, bullying prevention and intervention, and overall positive school climate in our communities. Modules include:

- Cyber bullying and Internet Safety
- Strategies to Promote Healthy Relationships and a Positive School Climate.
- The Class Meeting: an effective means of scaffolding your positive classroom climate.
- Self-Compassion and Kindness.
- Connecting with Parents and Caregivers.
- Gang Awareness and Hate Motivated Behaviour in Schools.
- Resolution Conference and Mediation Circle.

Elementary and secondary Safe Schools Student Ambassador Symposiums to promote bullying awareness and prevention, healthy relationships, self compassion and kindness.

Automated parent attendance reporting and call-out rolled out to all school via School Messenger App.

Number of schools with Stop the Stigma initiative:

- Elementary - 54 schools to date
- All Secondary - all 32 schools

On Target**STATUS**

**PRIORITY ACTION #5**

To create enhanced, regular communication with all stakeholders we will:

GOAL

Improve communication and consultation, that reflect the mission, vision and values of the board.

C5.1**TARGET**

100% of major Board-wide initiatives and decisions will be supported by a communication and engagement plan.

EVIDENCE 2018 - 2019**Communications and social media tools:**

- Instagram: 2,384 followers (up from 1,000).
- Twitter: 36,600 followers (up from 30.2K).
- E-News: ~2,000 subscribers.
- Weekly news: ~15,000 recipients including CSPC Chairs, and SEAC featuring information for parents, students, staff.
- Bulletin is updated with highlights from TCDSB school communities.
- Provide schools with monthly updates to share with parents in school newsletters.
- School Messenger has increased communications to parents related to:
 - School information (e.g., lockdown/hold & secure)
 - Board-wide issues (e.g., school closures, busing, etc).

Response rate in major consultations in 2018 - 2019:

- Budget Survey: 2,718 responses.
- International Languages Elementary Parent Survey: 26,000 responses.
- Fifth Block Parent Feedback Survey: 600 responses.
- Weekly Wrap-up Communications Survey: 1,430 responses.
- Parent Voice Survey: 3,405 responses.

On Target**STATUS**

C5.2

GOAL

Ensure timely and sensitive responses to stakeholder questions and concerns.

TARGET

Stakeholder questions and concerns will be addressed within 48 hours.

75% of parents will respond positively to:

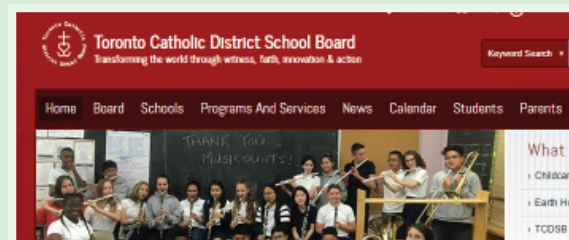
PARENT VOICE SURVEY QUESTIONS:

- For those who contacted someone on the senior team (Superintendent, Director, Associate Director, etc.) to ask any questions and/or present concerns, were you contacted in a timely (2 business days) manner?

EVIDENCE 2018 - 2019

System-level stakeholder questions and concerns were addressed through:

- Internet feedback form (Webmaster@tcdsb.org).
- Phone call inquiries.
- Social media responses (Twitter, Instagram).

**Parents who agreed:**

- 63% to 76%

AREA OF FOCUS/NEXT STEP:

- Increase communication with all stakeholders utilizing existing communication channels for providing feedback and concerns.

Monitor

STATUS

GOAL

Create opportunities for meaningful dialogue, feedback and input from the community.

C5.3



TARGET

100% of major program initiatives will be subject to consultation under the Board's Community Engagement Policy (T.07) with a level of engagement (from 6 priority rankings) specified prior to the beginning of each consultation.

Continue to meet with all Community Advisory Committees (i.e., African-Canadian, Filipino, Portuguese, Spanish, Ukrainian, Indigenous Education, Catholic Social Justice Committee) to engage in dialogue.

EVIDENCE 2018 - 2019

The following processes and tools are in place to drive greater dialogue and feedback:

- Customized Google Translator Tool (in 103 languages).
- Consultations (including small group table discussions).
- Anonymous Surveys administered through Survey Monkey.

Each Community Advisory Committee meets 4 times a year. Topics of discussion include:

- Culturally responsive and relevant pedagogy.
- Parent engagement (2 evenings for parents of Indigenous students held in Fall 2018 and Spring 2019 at CEC; about 60 families in attendance).
- Identity-based data to determine the student achievement needs of that particular diaspora.
- Activities of Advisory committees culminated in a plenary session on June 11, where all committees presented promising practices and initiatives.

On Target

STATUS

C5.4**GOAL**

Build and maintain community partnerships.

AREAS OF FOCUS/NEXT**STEPS:**

- Continue to develop and expand partnerships that complement our ability to support student achievement and well-being.
- Build reach ahead and experiential learning opportunities with new sector partners (SHSM, COOP, OYAP).
- Professional learning opportunity for teachers to exchange information with the growing list of partners who deliver certification/training, reach ahead, and experiential learning.
- Expand opportunities for students to be on post-secondary campuses/training centres through pathway programs including dual credit, SHSM, and OYAP.

TARGET

Staff will enhance and improve existing partnerships.

Staff will increase partnerships in alignment with TCDSB system priorities across discipline areas.

**EVIDENCE 2018 - 2019**

Expansion of current programs within the following business sectors to enhance learning opportunities, experiential learning and career opportunities:

- Colleges and Universities
- Hospitals
- Public services
- Technology
- Municipalities
- Local Business
- Trades

Annual Pathways Appreciation Breakfast with 65 community partners participating in 2018 - 2019.

The Partnership Development Department has captured enrichments to existing partnerships, as well as new ventures in the public and private sectors, which align with system priorities in the central listing of partnerships for the following departments:

- 21st Century Learning
- Community Relations
- Early Years
- Equity, Diversity and Indigenous Education
- Guidance Secondary
- Health & Physical Education
- International Languages (Elementary)
- Mental Health
- Msgr Fraser (All Campuses)
- Music
- Nurturing Our Catholic Community
- Outdoor Education
- Partnership Development
- Planning & Development, Facilities & Environmental Support Services
- Safe Schools
- Special Services
- Student Success

Monitor**STATUS**

GOAL

Ensure public accountability and transparency in all processes and policies.

TARGET

The Board's website will be updated on a daily basis.

100% of major Board policies will be posted on the Board website ("Policy Register").

100% of major Regular Board and Board Committee meeting agendas will be posted 5 days prior to the date of the meeting.

Approved meeting minutes and meeting video telecasts will be posted within 24 hours.

Board policies will be scheduled for a review cycle at least five (5) years from the date they were last reviewed.

EVIDENCE 2018 - 2019

Website updated daily. In 2018-2019, Page Hits per year (September 1 to June 30):

- Board and school - 10,402,104 (7% increase from last year).
- Board Internet Home Page - 3,039,370 (17% increase from last year).
- Policy Page - 13,417 (4% decrease from last year).

100% of major Board policies have been posted on the Board website.

Added a "Current Status" section to the Policy website to ensure stakeholders are informed of upcoming reviews.

Agendas posted within 5 days.

Meetings are made transparent online through:

- PDF and HTML documents
- Real time streamed video
- Archived videos

Approved minutes and other documentation are posted within 24 hours when possible.

The Policy Development team continues to update policies as required and work through the backlog of outdated policies.

At the end of every month, the Communications Departments Weekly Wrap-up identifies all major board decisions and policies that may have an impact on parents, students and the broader Catholic community.

On Target

STATUS

GOAL

Strive to ensure equitable treatment of all stakeholders.

TARGET

There will be barrier free access to stakeholders on new and renovated buildings.

100% of major communications will seek to increase stakeholder involvement that bridges across barriers.

100% of major staff will be inserviced on the Board's policy H.M.14 *Harassment and Discrimination in the Workplace*.

Provide Professional Learning in Equity for Senior Team, Principals, Vice Principals and Teachers.

100% of major schools will conduct an Equity Audit.

The TCDSB will implement a Workforce Census.

**EVIDENCE 2018 - 2019**

Annual report to the Board of Trustees, a report on communications and community engagement.

Director's Annual report which reflects the diversity of our communities, is provided to all stakeholders.

TCDSB committee reviews compliance with Accessibility for Ontarians with Disabilities Act (AODA) standards.

The Board has created an active Google Translator tool.

All key documents are made available online in the language of the user's choice.

All school staff were inserviced locally on policy H.M.14; in 2017-2018, 49 staff inservices and/or individual training sessions were held. In 2018-2019, 54 staff inservices were held (8 school-specific, 5 one-to-one sensitivity training; 41 for new hires or administration).

Professional learning opportunities:

- Building on the foundation of 2017-2018, (i.e., symposia focused on culturally responsive pedagogy, book study on Deep Diversity, internal bias awareness for the senior team), in 2018-2019, the focus on professional learning for the development of equity competencies, uncovering personal, and systemic bias continued.
- Equity inservices were offered for principals and vice principals (November 2018); central facilities staff, secretaries and clerks in the elementary panel (June 2019).
- The TCDSB Equity Action Plan was presented to Board in January 2019 and rolled out to Principals and Vice Principals in April 2019.

In June 2019, schools conducted an Equity Audit.

Developed a Workforce Census instrument in collaboration with all employee groups to be implemented in November 2019.

On Target**STATUS****C5.6**

**PRIORITY ACTION #6**

To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources we will:

GOAL

Ensure all students have the appropriate resources they need to support their learning within the available budget.

D6.1**TARGET**

Ensure that practices and procedures are established through the budget setting process that facilitate the optimal allocation of resources to students in order to support their learning.

Expansion of the Spotlight Schools Initiative to create and implement a new initiative called Equity - Poverty Action Networks (E-PAN) in up to 60 schools by 2021 in support of TCDSB poverty mitigation strategy.

EVIDENCE 2018 - 2019**Practices include:**

- budget allocations are based on enrollment and socio-economic/demographic needs.
- allocation of human resources and professional learning days for school staff based on student achievement (RMS and AEAC).
- new curriculum resources are supplied to all schools.
- technology is centrally allocated based on school need, equity and previous allocations.
- continue system investment allocation as available to schools in lower socio-economic categories.

Implemented E-PAN initiative in 46 schools in 2018 - 2019. Distributed equity fund of \$2 million to 91 schools on basis of SES need.

On Target**STATUS**

D6.2**GOAL**

Increase the use of research and evidence to guide decisions and actions in teaching, administration and governance.

AREAS OF FOCUS/NEXT STEPS:

- Encourage greater participation in Teacher and Administrator Voice surveys by 10%.
- Annually plan 2 PD sessions for administrators on the analysis and use of student data.
- 100% of schools will upload on the board website their School Learning Improvement Plans annually, by the first week of October.
- Completion of consultation and implementation of new design standards in new secondary schools.
- Completion of study and development of implementation plan based on the results.

TARGET

100% of schools will participate in surveys measuring student, teacher, administrator and parent voice.

100% of schools improvement teams will identify their urgent critical learning needs based on an analysis of data.

The Planning and Facilities Department will use data to inform their decisions to recommend capital priorities and school renewal plans, and energy management programs.

EVIDENCE 2018 - 2019

There has been an increase in participation in most surveys.

Student Voice Participation:

Safe and Caring Catholic School Climate Survey - 10,707 students
 Student Transition Survey - 3,502 students
 Safe Schools Survey - 5,072 students
 My School, My Voice Survey - 5,309 students

Teacher Voice Participation:

- Elementary - 1,019 teachers
- Secondary - 619 teachers

Administrator Voice Participation:

- Elementary - 177 administrators
- Secondary - 48 administrators

Parent Voice Participation:

- 3405 parents

100% of schools reviewed data to inform the urgent critical student learning needs.

Completed updated Secondary School Design Manual with intensive stakeholder consultation to ensure new secondary school designs provide environments that facilitate teaching and learning.

Net Zero Energy Research Study benchmarked energy consumption of all TCDSB schools as compared to GTA median, provided comprehensive review of regulations and guidelines and carried out case studies of Net Zero and near Net Zero buildings in Ontario, Quebec and U.S. locations with similar climate to provide guidance in developing a climate change action plan for the Board.

Installation of real-time electricity use monitoring system in all schools will provide data to determine where electrical use is excessive to inform energy reduction

Monitor**STATUS**

PRIORITY ACTION #7

To ensure fiscal responsibility at all levels of the organization we will:

GOAL

Establish informed, accountable and ethical decision-making for policy development and resource management.

TARGET

100% of decision-making for policy development and resource management follow the TCDSB Consultation Policy, ensuring that they are informed, accountable, equitable and ethical.

All policy development and review is guided by the Meta Policy M.01.

At least 10% of Board policies will be reviewed annually.

All resource management decisions during the annual budget planning process will be guided and informed by the Community Consultation Policy.



EVIDENCE 2018 - 2019

All relevant stakeholders are consulted on new policies and policies reviewed.

The allocation of resources reflects the MYSP.

Electronic Governance and Policy Priority Schedule established with clear deadlines and a requirement for a legal and equity review of all policies.

Extra page created on the public TCDSB Policy Register and indicates the current status of all policies under review during the current cycle (began September 2019, and updated regularly).

42 Board Policies reviewed in 2018 - 2019.

The Board of Trustees has annually determined the level of community engagement required for the budget expenditure and revenue estimates.

Ensure all allocations of budget, resources and capital priority submissions to schools are done on an equitable basis informed by socio-economic/demographic data (i.e., poverty mitigation in priority neighbourhoods).

The TCDSB approved a new Board Whistleblower Policy and Procedures complete with an anonymous 3rd party reporting service to further enhance the safeguarding and stewardship of resources.

On Target

STATUS

D7.1

GOAL

Align operational and capital budgets with the Multi-Year Strategic Plan.

TARGET

100% of operational and capital budgets are aligned with the MYSP Strategic Directions.

Ensure new school and major capital investments reflect pedagogical needs in support of MYSP.

EVIDENCE 2018 - 2019

Staff engage comprehensive staffing modelling tools that ensure compliance with the Education Act and fulfill strategic system initiatives associated with the MYSP (*Achieving Excellence in Governance; Inspiring and Motivating Employees*).

The Annual Budget includes the following investments which support the MYSP:

- construction of classroom space (*Stewardship of Resources*).
- Student Nutrition Program funding through the Angel Foundation (*Student Achievement and Well-being*).
- investing in an Employee Assistance Program (*Inspiring and Motivating Employees*).
- providing water at no cost to students (*Living our Catholic Values*).
- implementation of a Whistleblower Policy and Third-party Reporting Services (*Stewardship of Resources*).
- Commitment of \$2M per year from Renewal Grant for a total of \$10M over 5 years for energy efficiency upgrades at 40 schools.
- Nutrition Room upgrades completed at 7 schools to bring them into compliance with Toronto Public Health standards and plan developed to bring remaining schools into compliance utilizing School Renewal funding.
- Capital project budgets include funding for IT infrastructure including wireless connectivity through-out schools.
- New schools have been carefully designed to provide flexible learning spaces to support 21st Century learning within benchmark funding constraints.

On Target

STATUS**D7.2**

GOAL

Maintain a sustainable balanced budget that reflects ecological justice principles.

TARGET

Achieve a balanced budget and maintain a minimum Accumulated Surplus in Reserve of 1% and make strategic investments with socioeconomic and ecological justice as guiding principles.

EVIDENCE 2018 - 2019

TCDSB eliminated the historical accumulated deficit and currently maintains 1% in reserves and work is currently underway to develop a Reserves Strategy and Policy.

Informed by the Pope's encyclical *Laudato Si*, investments to support the most vulnerable students in the TCDSB community include support for the Angel Foundation's Nutrition Programs, additional development of indigenous curriculum and resource supports, and additional facilities to share the precious gift of water resources at no cost to students via water bottle filling stations.

In 2016-2017, 73 water bottle filling stations were installed (bringing the total to 109). In 2017-2018, 77 were installed. All new schools have a water bottle filling station installed.

Allocated dedicated funds from the budget to support and continually expand eco-friendly and energy efficient schools.

Approval of five-year Energy Conservation and Demand Conservation Plan with a goal to reduce energy consumption by 11%.

Approval of creation of a Playground Reserve fund to be allocated based on equitable criteria including socio-economic needs of communities.

Creation of an Equity Reserve fund.

Installation of 9 cooling centres, with another 29 in development.

Purchase of pedestal fans for third floor classrooms.

On Target

STATUS

D7.3

D7.4**GOAL**

Ensure regular financial analysis of the Board's operating revenues and costs in comparison to the Board's operating budget.

TARGET

Conduct monthly detailed program reporting and provide quarterly financial analysis and forecasting for internal and external reporting (e.g., School Operations and Maintenance and Capital reporting, EPD and other Revenues reporting, School Block/Outside Agency/CSPC reporting).

EVIDENCE 2018 - 2019

Monthly reports are distributed electronically to all Schools, CSPCs, and all stakeholders, including trustees.

Regular monitoring and reporting of school cash suite enabled in 2018-2019 and online access provided to TCDSB's Executive staff and Board of Trustees.

On Target**D7.5****GOAL**

Publicly report financial updates on a quarterly basis, as well as the Annual Financial Year-End Report.

TARGET

Create a TCDSB Board Policy and develop procedures to regulate financial reporting and internal control requirements which governs reporting frequency (i.e., monthly, quarterly).

EVIDENCE 2018 - 2019

TCDSB Policy FM.08 (Finance and Accounting Procedures) and the associated Procedures for Effective Financial Management and Control of Operations and Accounting provide clear and consistent direction to govern financial reporting and internal control of accounting operations.

Provide quarterly financial, risk analyses and forecasting reports to Board and the Ministry of Education (all of which are published on the TCDSB website for public distribution).

On Target**STATUS**

**PRIORITY ACTION #8**

To lead and model best practices in Board governance we will:

GOAL

Build trustees', senior staffs' and students' capacity for governance.

E8.1**TARGET**

Trustees, senior staffs and students will take part in learning opportunities in the area of governance.

Senior staff will commit to completing two Ontario Catholic School Trustees Association (OCSTA) modules per year on good governance over the next three years.

Briefing notes will be developed on emerging topics to enable trustees to be informed on urgent issues throughout the school year.

EVIDENCE 2018 - 2019

Presence of parliamentarian at all monthly Board meetings to provide timely feedback on matters related to meeting procedures and governance protocols.

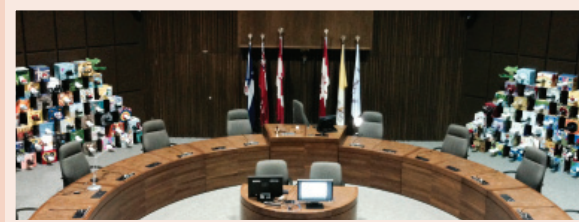
Participation in Board meetings provide student trustees with learning opportunities in governance; this learning is then used to lead CSLIT and ECSLIT meetings.

Rolled-out new technology to trustees for new term.

AREAS OF FOCUS/NEXT STEPS:

In 2019-2020:

- Survey topics of interest from trustees to develop capacity building sessions related to student achievement.
- Senior staff will continue to complete 2 modules per year created by OCSTA.

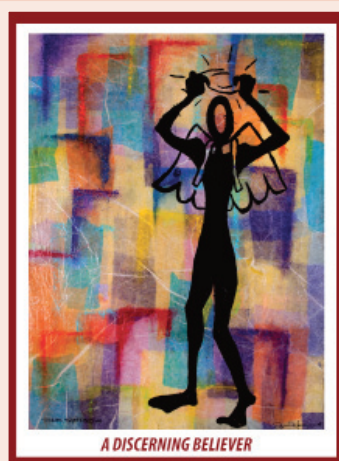
**Monitor****STATUS**

GOAL

Provide professional learning to strengthen leadership, accountability and transparency at all levels.

E8.2**TARGET**

All system leaders will participate in ongoing professional learning focused on the Catholic School Leadership Framework.

**EVIDENCE 2018 - 2019**

Ongoing Professional learning sessions for current and aspiring school leaders:

- Head Start
- Issues Series
- Succession Series
- Leadership Strategy Events
- Principal Meetings
- Aspiring Leader sessions
- Transition Series
- Fall and Spring Symposia for Department Heads focusing on culturally responsive and relevant pedagogy
- Foundations Series
- Leadership discernment (surveying) conducted in partnership with unions to inform/invite teacher leadership development

All sessions are linked to Ontario School Framework for Catholic Schools benchmarks.

Continue to enhance the capacity of principals as curriculum leaders.

Introduce targeted, timely professional learning for Administrators in key areas (e.g., Special Education for Administrators course).

Identify areas requiring professional development flowing out of the implementation of a Business Leader Appraisal process.

Business Leaders participated in focus groups and surveys to determine professional learning needs and interests based on growth goals.

On Target**STATUS**

E8.3

GOAL

Regularly review board meetings and committee meetings for the purpose of continually improving evidence-based decision making and accountability.

TARGET

There will be tracking of all action after items for all Board and Committee meetings.

There will be completion of all pending items within the prescribed timelines as stated in Board Agendas.

EVIDENCE 2018 - 2019

Tracking of all action after items:

- All approved Board and committee motions are posted on the TCDSB website.

Completion of all pending items:

- Senior staff review Action After items on a weekly basis during Education Council and Director's Council to ensure timely completion.

On Target

E8.4

GOAL

Develop appropriate managerial and trustee governance oversight to carry out the annual plan in a fiscally responsible and transparent process.

TARGET

An annual report back of the Multi-Year Strategic Plan (MYSP) will provide status information for each of the 6 strategic directions.

The budget will reflect the MYSP and provincial priorities.

EVIDENCE 2018 - 2019

The MYSP, with status assessment, has been presented to the Board of Trustees on an annual basis.

The budget reports to stakeholders reflect the 6 MYSP strategic directions and provincial priorities.

The Board's Audit Committee oversees budget priorities to ensure there is alignment with the MYSP.

On Target

STATUS

STRATEGIC
DIRECTION

F

INSPIRING AND MOTIVATING EMPLOYEES



PRIORITY ACTION #9

To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration we will:

GOAL

Create a culture of respect and professionalism that recognizes and supports excellence and innovation at all levels of the organization.

F9.1

BLIP AREA OF FOCUS:

- School and Classroom Leadership: Professional Learning, Collaboration and Engagement.

TARGET

Increase the number of Exemplary Practices submitted for the annual award ceremony.

Provide schools with opportunities to share innovative practices.

Increase the understanding of the Respectful Workplace Policy.

Provide professional learning for system and school leaders to support a culture of respect and professionalism.

EVIDENCE 2018 - 2019

In 2018-2019, there were 39 projects submitted (an increase of 18) and 16 Exemplary Practices were awarded (shared on portal).

- Increased and intentional inclusion of cultural responsiveness in all teacher collaborative inquiry professional learning sessions
- Conflict Resolution Department conducted 54 in-services relating to policy HM 14 (Harassment & Discrimination in the Workplace) involving a variety of employees. This represents a 59% increase compared to the number of sessions it conducted in the 2017-2018 academic year.

Professional learning includes:

- Uncovering Personal and Systemic Bias with specific consideration of Anti-Black Racism (ABR) – Principal and Vice Principal in-service
- Equity in-service for Facilities & Maintenance staff – focus on application of equity in the workplace.
- New Teacher Induction Program (NTIP) workshop for NTIP long-term occasional teachers on equitable classrooms with a focus on indigenous education. New permanent teacher hire professional learning series on supporting at-risk students, poverty mitigation and student mental health.
- Equity competency in-service for Elementary secretaries and clerk typists.

In the Fall 2019 provide:

- Building on our professional learning, we will focus on anti-black racism training for academic and business leaders.
- Work with the Chief of Communications to develop an Employee Induction Team at the CEC to promote intra-departmental leadership development.
- Upgraded the Employee Intranet to improve communication and engagement with staff.
- Upgraded P/VP computers to ensure school leaders have the tools necessary to promote 21st Century Learning.

On Target

STATUS

GOAL

Ensure ongoing leadership development grounded in the Catholic Leadership Framework for superintendents, principals, vice-principals, business management staff and aspiring leaders.

TARGET

Provide targeted leadership development opportunities for all school leaders.

Initiate dialogue with system/business leaders to identify areas requiring leadership development.



A COLLABORATIVE CONTRIBUTOR

EVIDENCE 2018 - 2019**Leaders took part in sessions focussed on:**

- leadership efficacy
- equity
- wellness

Leadership development through:

- Mentor/Mentee program (employees in new positions).
- Foundation Series (aspiring leaders).
- VP transition series (aspiring Vice Principals).
- Head Start (Summer Institute for short listed Vice Principals, Principals and newly appointed Business Leaders).
- Issues Series (first year Vice Principal).
- Succession Series (first year Principal).
- Leadership Strategy Events (all system/school leaders).
- Principal/Vice Principal meetings.
- Leadership Strategy sessions continue to collect feedback that informs future capacity building sessions.
- Engaged Business leaders in a pilot program designed to inform the formal implementation of a business leader appraisal system in Fall 2019.
- Principals, Vice Principals and Business leaders involved in equity leadership development through their work in a strategic advisory committee.
- Leadership discernment (surveying) conducted in partnership with unions to inform succession planning strategies.

AREAS OF FOCUS/NEXT STEPS:

- Develop a mentorship program and provide more professional learning opportunities to business system leaders.
- Extend pilot of the appraisal process to all Business Leaders and use feedback to inform targeted professional development.
- Use EFAP metrics to increase awareness of factors that impact leader wellness.

Monitor

STATUS

GOAL

Ensure effective succession planning strategies are in place for recruiting, selecting, cultivating, empowering and retaining leaders.

TARGET

Monitor the number of Principals, Vice Principals, Superintendents and Business Leaders retiring or eligible to retire.

Develop strategies to support succession planning and transition.

**EVIDENCE 2018 - 2019**

An annual summary statistical report highlighting projected attrition is created to inform succession planning/professional development needs.

In the spring, the Principal and Vice Principal transfers, placements and new appointments are reviewed by senior staff to best address system priorities.

Conducted a professional development session entitled Preparing For Structured Interviews for prospective VP candidates.

Expanded candidate pools through external recruitment activities.

Biannual information sessions for aspiring leaders and discernment sessions for those interested in becoming Vice Principals.

AREAS OF FOCUS/NEXT STEPS:

- Conduct an information session for aspiring business leaders to enhance leadership opportunity awareness.
- Creation of support resources to enhance procedural efficiency in handling difficult situational leadership challenges.
- Create a video resource bank to archive leadership practices and document instructional videos which can be accessed to enhance leadership efficacy.
- Foster a positive work environment by showcasing stories about staff on the intranet bulletin board ie. milestone years of service, marriage celebrations, etc.
- Strike a Steering Committee that focuses on initiatives to support inspiring and motivating employees.

Monitor**STATUS****F9.3**

F9.4

GOAL

Ensure that staff recruitment and promotion processes are transparent, inclusive, and reflect the mission, vision and values of the board.

TARGET

Compliance with legislation regulating hiring process for teaching staff.

Increase the number of opportunities for interviews to include a broad range of applicants in order to reflect the diversity of our stakeholders.

Improve transparency in the hiring process throughout the organization.
Support conflict of interest procedures in interviews and all HR practices.

EVIDENCE 2018 - 2019

Recruitment procedures are compliant with hiring practices legislation Regulation 274.

There has been a significant increase in the number of candidates interviewed and hired (see chart below).

Two Talent Acquisition positions added to recruitment team to increase capacity.

Revised the Board's fair hiring practice policy to ensure that bias does not influence hiring/recruitment practices.

Transparent processes and procedures established including the development of assessment tools.

All interview candidates received opportunities to debrief after unsuccessful interviews.

Exit interviews were conducted with business leaders to gather feedback and inform next steps regarding Human Resources practices.

Introduced an Emergency List of Retired Teachers to address job fill rate challenges and ensure continuity of curriculum delivery.

AREAS OF FOCUS/NEXT STEPS:

- Launch a Workforce Census to include voluntary self-identity statistics (Fall 2019).
- Prepare quarterly data analytics reports to monitor the number of minority candidates for recruitment and promotion opportunities.
- Explore and plan for investments in HR recruitment software to enhance recruitment practices and analytics.
- Provide cultural specific interview preparatory sessions.
- Refine a process for inviting candidates from minorities to self-identify and track their success on job interviews.

Monitor

Recruitment interview statistics

YEAR	CANDIDATES INTERVIEWED	CANDIDATES HIRED
2017-2018	583	340
2018-2019	774	544

Note: Recruitment interview statistics do not include non-union and APSSP.

STATUS

GOAL

Recognize excellence and support professional growth through performance appraisal, mentorship and other system strategies.

F9.5**TARGET**

Enhance and expand current performance appraisal and mentorship strategies.

Increase completion rates of Annual Learning Plans (ALP) and Teacher Performance Appraisals (TPA) by teachers and Annual Growth Plans (AGP) and Principal Performance Appraisal (PPA) by administrators by 2021.

AREA OF FOCUS/NEXT STEP:

- Formally launch a Leadership Goals Planning Tool for business leaders and create an appraisal process.

EVIDENCE 2018 - 2019**Support strategies currently in place:**

- Headstart session for newly appointed academic and business leaders.
- Leadership, Transition, Foundation, Issues, Succession and Renewal Series - designed to promote discernment and leadership capacity for academic leaders.
- Mentorship program for Administrators in their first 2 years of their appointment.
- Timely and regular HR support provided to all administrators via PAL sessions, K-12 Principal meetings and drop-in sessions.

Orientation, professional development and mentorship for beginning teachers through the New Teacher Induction Program (NTIP).

ALP and AGP completion rates:

ALP Completion Rates	2015-16	2016-17	2017-18	2018-19
Elementary Teachers	80%	84%	92%	96%
Secondary Teachers	65%	73%	89%	93%

AGP Completion Rates	2015-16	2016-17	2017-18	2018-19
Vice Principals	57%	60%	84%	82%
Principals	59%	86%	94%	91%

TPA and PPA completion rates:

TPA Completion Rates	2015-16	2016-17	2017-18	2018-19
Elementary Teachers	89%	89%	86%	87%
Secondary Teachers	77%	73%	78%	78%

PPA Completion Rates	2015-16	2016-17	2017-18	2018-19
Vice Principals	45%	26%	61%	89%
Principals	58%	63%	73%	94%

Monitor**STATUS**

GOAL

Work collaboratively and proactively with unions and associations to continue to build positive relationships of trust and mutual respect.

F9.6



TARGET

Meet on an ongoing basis with federation and association executives to dialogue and address any emerging issues in a timely manner.

EVIDENCE 2018 - 2019

Monthly meetings with senior staff, school leaders and executives from all associations.

Leaders of Your Own Learning Annual Professional Learning sessions informed by teacher Annual Learning Plans.

Senior team regularly reviews committee agendas (e.g., Principal Meetings, CPIC (Catholic Parent Involvement Committee), Director's Liaison, Health and Safety and CSPC (Catholic School Parent Council) to ensure issues are being addressed in a timely manner.

Implemented the Employee Family Assistance Plan (EFAP) to promote wellness and noted significant gains in utilization rates consistent with industry averages.

Added capacity to our Sick Leave & Disability team to consistently address increased case volume.

Involved union partners in leadership and wellness development (4 meetings with teacher unions on each topic per year) and co-designed union professional development sessions to build positive working relationships.

AREAS OF FOCUS/NEXT STEPS:

- Further refine our disability case management process with the goal of implementing a staff attendance support program with input from stakeholders in an advisory capacity.
- Use EFAP metrics to inform the development of marketing materials to encourage a greater Employee Family Assistance Plan utilization rate.

Monitor

STATUS

Multi-Year Strategic Plan Report Back: SUMMARY OF STATUS RESULTS

PRIORITY	GOAL	2016-2017	2017-2018	2018-2019
STRATEGIC DIRECTION A • LIVING OUR CATHOLIC VALUES • PRIORITY ACTION #1				
A1.1	Students will be instructed in a curriculum that is rooted and informed by the Ontario Catholic School Graduate Expectations.	T	T	T
A1.2	Staff and Trustees will participate in ongoing faith development through liturgical celebrations and opportunities for spiritual retreats.	T	M	M
A1.3	Parents will be supported in their integral role of nurturing the relationship between home, school and parish.	AR	M	T
A1.4	Senior Team and Trustees will develop decision-making processes and ensure setting policy priorities that reflect Catholic social values.	T	T	T
STRATEGIC DIRECTION B • FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING • PRIORITY ACTION #2				
B2.1	Students will meet or exceed the provincial average in literacy and numeracy as measured in Education Quality and Accountability Office (EQAO) assessments.	AR	AR	AR
B2.2	Students will exceed the provincial average in credit accumulation and graduation rate.	M	T	T
B2.3	Staff will implement effective assessment practices (for/as learning) that incorporate learning goals, co-created success criteria and provide descriptive feedback to support student learning.	AR	M	M
B2.4	Staff will share assessment practices with parents to ensure parent engagement with a common understanding of assessment for/as learning.	M	T	T
STRATEGIC DIRECTION B • FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING • PRIORITY ACTION #3				
B3.1	Use evidence-based teaching and learning strategies to provide students opportunities to become discerning believers, effective communicators, reflective thinkers, self-directed learners, collaborative contributors, caring family members and responsible citizens.	AR	AR	AR
B3.2	Use differentiated instruction to ensure that individual learning needs are accommodated and to engage students fully in their learning.	M	M	M
B3.3	Support investments in technology that continue to foster digital literacy, creativity, innovation and collaboration.	T	T	T
STRATEGIC DIRECTION B • FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING • PRIORITY ACTION #4				
B4.1	Provide all students with equitable access to learning and technology and strive to close the opportunity gap so that the most vulnerable students achieve their full potential.	AR	AR	M
B4.2	Strive to ensure that the physical, emotional, intellectual and spiritual needs of all students are met.	v	T	T
B4.3	Strive to ensure that all students are eating nutritionally and are physically fit.	M	M	M
B4.4	Provide all students with safe, healthy learning environments by promoting a positive school climate, inclusive and accepting of all pupils, and by promoting the prevention of bullying.	M	T	T
STRATEGIC DIRECTION C • ENHANCING PUBLIC CONFIDENCE • PRIORITY ACTION #5				
C5.1	Improve communication and consultation, that reflect the mission, vision and values of the board.	T	T	T
C5.2	Ensure timely and sensitive responses to stakeholder questions and concerns.	M	M	M

T - On Target

M - Monitor

AR - Action Required

PRIORITY	GOAL	2016-2017	2017-2018	2018-2019
STRATEGIC DIRECTION C • ENHANCING PUBLIC CONFIDENCE • PRIORITY ACTION #5 <i>(continued)</i>				
C5.3	Create opportunities for meaningful dialogue, feedback and input from the community.	T	T	T
C5.4	Build and maintain community partnerships.	AR	M	M
C5.5	Ensure public accountability and transparency in all processes and policies.	T	T	T
C5.6	Strive to ensure equitable treatment of all stakeholders.	T	T	T
STRATEGIC DIRECTION D • PROVIDING STEWARDSHIP OF RESOURCES • PRIORITY ACTION #6				
D6.1	Ensure all students have the appropriate resources they need to support their learning within the available budget.	T	T	T
D6.2	Increase the use of research and evidence to guide decisions and actions in teaching, administration and governance.	M	M	M
STRATEGIC DIRECTION D • PROVIDING STEWARDSHIP OF RESOURCES • PRIORITY ACTION #7				
D7.1	Establish informed, accountable and ethical decision-making for policy development and resource management.	T	T	T
D7.2	Align operational and capital budgets with the Multi-Year Strategic Plan.	T	T	T
D7.3	Maintain a sustainable balanced budget that reflects ecological justice principles.	T	T	T
D7.4	Ensure regular financial analysis of the Board's operating revenues and costs in comparison to the Board's operating budget.	T	T	T
D7.5	Publicly report financial updates on a quarterly basis, as well as the Annual Financial Year-End Report.	T	T	T
STRATEGIC DIRECTION E • ACHIEVING EXCELLENCE IN GOVERNANCE • PRIORITY ACTION #8				
E8.1	Build trustees', senior staffs' and students' capacity for governance.	M	M	M
E8.2	Provide professional learning to strengthen leadership, accountability and transparency at all levels.	T	T	T
E8.3	Regularly review board meetings and committee meetings for the purpose of continually improving evidence-based decision making and accountability.	T	T	T
E8.4	Develop appropriate managerial and trustee governance oversight to carry out the annual plan in a fiscally responsible and transparent process.	T	T	T
STRATEGIC DIRECTION F • INSPIRING AND MOTIVATING EMPLOYEES • PRIORITY ACTION #9				
F9.1	Create a culture of respect and professionalism that recognizes and supports excellence and innovation at all levels of the organization.	T	T	T
F9.2	Ensure ongoing leadership development grounded in the Catholic Leadership Framework for superintendents, principals, vice-principals, business management staff and aspiring leaders.	M	M	M
F9.3	Ensure effective succession planning strategies are in place for recruiting, selecting, cultivating, empowering and retaining leaders.	M	M	M
F9.4	Ensure that staff recruitment and promotion processes are transparent, inclusive, and reflect the mission, vision and values of the board.	AR	AR	M
F9.5	Recognize excellence and support professional growth through performance appraisal, mentorship and other system strategies.	AR	M	M
F9.6	Work collaboratively and proactively with unions and associations to continue to build positive relationships of trust and mutual respect.	M	M	M
T - On Target M - Monitor AR - Action Required		Goals on target or monitoring:		79% 89% 95%



**TORONTO CATHOLIC DISTRICT SCHOOL
BOARD TRUSTEES 2019 - 2020**

Wards

- | | |
|--------------------------------|--------------|
| 1. Joseph Martino | 416-512-3401 |
| 2. Markus de Domenico | 416-512-3402 |
| 3. Ida Li Preti | 416-512-3403 |
| 4. Teresa Lubinski | 416-512-3404 |
| 5. Maria Rizzo | 416-512-3405 |
| 6. Frank D'Amico | 416-512-3406 |
| 7. Michael Del Grande | 416-512-3407 |
| 8. Garry Tanuan | 416-512-3408 |
| 9. Norm Di Pasquale | 416-512-3409 |
| 10. Daniel Di Giorgio | 416-512-3410 |
| 11. Angela Kennedy | 416-512-3411 |
| 12. Nancy Crawford | 416-512-3412 |
| Taylor Dallin, Student Trustee | 416-512-3413 |
| Kathy Nguyen, Student Trustee | 416-512-3417 |

Rory McGuckin, Director of Education
Maria Rizzo, Chair of the Board

80 Sheppard Avenue East,
Toronto, Ontario M2N 6E8
Phone: 416-222-8282
www.tcdsb.org

NOVEMBER 2019



REPORT TO

REGULAR BOARD

2020 CALENDAR OF BOARD AND COMMITTEE MEETINGS

All that he does is apt for its time; but although he has given us an awareness of the passage of time, we can grasp neither the beginning nor the end of what God does. Ecclesiastes 1:11

Created, Draft	First Tabling	Review
November 11, 2019	November 21, 2019	Click here to enter a date.
A. Finnis, Supervisor Legal Support and Corporate Services		
RECOMMENDATION REPORT		

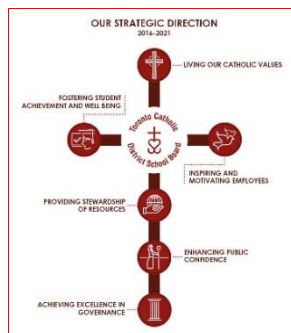
Vision:

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

The proposed 2020 Annual Calendar of Board and Committee meetings, attached as **Appendix A**, is presented to the Board for further input and approval.

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

B. PURPOSE

1. As per the Annual Calendar of Reports and Policy Metrics, a report for review and approval of the Annual Calendar of Board and Committee Meeting details for the following year is brought forward to the Board in November each year.

C. BACKGROUND

1. Article 4.2 of the Board's General Working By-laws requires the Board to meet on the third Thursday in each month unless otherwise ordered by a special motion.
2. The Student Achievement and Well Being, Catholic Education and Human Resources Committee meeting is typically held on the first Thursday of each month; and the Corporate Services, Strategic Planning and Property Committee is held on the second Thursday.
3. Below are the exceptions to the By-law requirement and adopted practices for scheduling the Committee meetings for the year 2020 and the reasons for those exceptions:

NEW DATE	MEETING	REASON
January 2020	All meetings	Scheduled one week later to accommodate the Christmas holidays.
March 2020	Board	Scheduled one week later to accommodate the March Break.
April 2020	Corporate Services & Board	Scheduled one week later to accommodate Holy Week (Monday, April 6 to Friday, April 10)

May 2020	Student Achievement	Scheduled twice in the month to accommodate the CCSTA AGM.
June 2020	Corporate Services	Corporate Services is scheduled on Tuesday to accommodate the Thursday Board Meeting
	Board	Board is scheduled one week earlier to accommodate June graduations; and
November 2020	Student Achievement	Scheduled on Wednesday to accommodate the Cardinal's Dinner (November 5).
December 2020	Corporate Services	Corporate Services moved to Wednesday to accommodate the Thursday Board meeting and Christmas events
	Board	Board scheduled one week earlier to accommodate advent celebrations

D. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Once approved, the 2020 Calendar of Meetings will be posted on the Board's website.

E. STAFF RECOMMENDATION

That the Board approve the 2020 Calendar of Board and Committee Meetings as per **Appendix A** in order to best meet the needs of the Board.

TORONTO CATHOLIC DISTRICT SCHOOL BOARD 2020 CALENDAR OF MEETINGS

JANUARY				
M	T	W	T	F
		1	2	3
6	GAP/PAC	8	SA	10
13	14	FAC	CS	17
CP	21	S	B	24
OAP	28	A	30	31

FEBRUARY				
M	T	W	T	F
3	4	5	SA	7
10	GAP	SSA/S	CS	14
17	18	S	B	21
OAP	25	26	NCC	28

MARCH				
M	T	W	T	F
CP	GAP	4	SA	6
9	10	11	CS	13
16	17	18	19	20
FAC	A	S	B	27
30	PAC			

APRIL				
M	T	W	T	F
		1	SA	3
6	7	8	9	10
13	GAP	SSA	CS	17
CP	21	S	B	24
OAP	28	NCC	30	

MAY				
M	T	W	T	F
				1
AN	5	6	SA	8
CP	GAP	13	CS	15
18	19	S	B	22
25	26	A	SA	29

JUNE				
M	T	W	T	F
OAP	GAP	SSA	4	5
CP	CS	S	B	12
15	16	17	18	19
22	23	24	25	26
29	30			

JULY				
M	T	W	T	F
		1	4	5
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	B	21
24	25	26	27	28
31				

SEPTEMBER				
M	T	W	T	F
		1	SA	3
7	GAP	9	CS	11
CP	15	S	B	18
21	22	23	24	25
28	29	A		

OCTOBER				
M	T	W	T	F
			SA	2
5	GAP	7	CS	9
12	13	S	B	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER				
M	T	W	T	F
2	3	SA	5	6
CP	GAP	11	CS	13
16	A/NCC	S	B	20
23	24	25	C/I	27
30				

DECEMBER				
M	T	W	T	F
	1	S	SA	4
CP/GAP	8	CS	B	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

A
AN
B
C/I
CP
CS
FAC

Audit Committee
Awards Night
Regular Board
Caucus/Inaugural
Catholic Parent Involvement Council
Corporate Services
Filipino Advisory Committee

GAP
OAP
PAC
S
SA
SSA
NCC

Governance and Policy
OAPCE
Portuguese Advisory Committee
SEAC
Student Achievement
Safe Schools Advisory
Nurturing Our Catholic Community

January 1	New Year's Day
January 2	Board Offices Reopen
January 6	Schools Reopen
February 14	Parent/Teacher Interview (Elementary)
February 17	Family Day
March 16-20	Mid Winter Break
April 10	Good Friday
April 13	Easter Monday
April 21	Exemplary Practice Awards
Apr 30 - May 2	OCSTA AGM
May 4-8	Catholic Education Week
May 4	Awards Night
May 18	Victoria Day

June 4-6	CCSTA AGM
June 25	School Ends
July 1	Canada Day
Jul 27-Aug 7	Board Offices Closed
Sept 7	Labour Day
Sept 8	First Instructional Day
Oct 12	Thanksgiving Day
October 28	System Wide Retirement
November 5	Cardinal's Dinner
November 11	Remembrance Day
November 24	Annual Memorial Mass
Dec. 23 - Jan 3	Christmas Break



REPORT TO

REGULAR BOARD

ANNUAL RENEWAL OF LONG TERM DISABILITY PLAN

"Listen to advice and accept discipline, and at the end you will be counted among the wise. Many are the plans in a person's heart, but it is the LORD's purpose that prevails."

Proverbs 19:20-21

Created, Draft	First Tabling	Review
October 15, 2019	November 21, 2019	Click here to enter a date
P. De Cock, Comptroller of Business Services & Finance A. Della Mora, Executive Superintendent of Human Resources B. Stavropoulos, Senior Coordinator of Benefits & Compensation		
RECOMMENDATION REPORT		

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



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Director of Education

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Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

The TCDSB and employee groups (CUPE and ETFO) co-share the costs associated with the Long Term Disability (LTD) Benefit Plan. The current LTD benefit plan expired on August 31, 2019, and was extended for three months until November 30, 2019. The extension provided additional time for the due consideration of any required changes to the plan and rates and allowed the board time to conduct a fulsome consultation with union partners while addressing labour disruption activities.

This report recommends the Board of Trustees approve the annual renewal of LTD benefit coverage using the existing insurance provider and LTD benefit plan arrangement for the 2019-20 fiscal year.

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

B. PURPOSE

1. This Recommendation Report is on the Order Paper of the Regular Board for approval as the renewal amount exceeds the \$50,000 procurement threshold.
2. The LTD Benefit Plan renewal is required by November 30, 2019, which coincides with the expiration of the three-month extension.

C. BACKGROUND

1. The Board Purchasing Policy FP.01 provides delegation of authority to the Director of Education to approve the award of all contracts and expenditures that do not exceed a threshold of \$50,000 where the Board of Trustees has approved the budget, project or report.
2. The current LTD benefit plan is renewed on an annual basis and operates on a stand-alone refund basis for the Toronto Catholic District School Board (TCDSB).
3. Alternate LTD benefit plans exist in the marketplace, and Human Resources (HR) and Business Services staff invested additional time to consider the pros and cons of alternate plans. CUPE union executives' advocacy to pursue a plan which would result in an immediate premium decrease possessed many

risks and unknown rate factors in the long term. Human Resources and Business Services staff concern with the risk of longer-term premium increase exposure was critical to the consultation process. Expert advice, based on the available information provided by both the Board's and union's consultants, informed staff's final decision. The maintenance and selection of LTD benefit plan carriers remain TCDSB's responsibility as per the existing collective agreements.

4. Alternate non-refund LTD plans operate in the same manner as basic auto and home insurance wherein the premiums are determined by the LTD Benefit providers and paid in full by the client. The existing LTD plan is operated in a co-pay format with the TCDSB paying 75% of the premium and union employees paying the residual 25% of the premium.
5. Charged with the task of developing and implementing a Request for Proposals (RFP) for alternative LTD providers, the Ontario Catholic School Trustees Association (OCSTA) LTD Working Group proposed a new LTD benefit plan for Education Workers in Ontario (EWO). This LTD benefit plan operates on a pooled and non-refund basis. Costs under this plan up to August 31, 2021, can be predicted, but there is uncertainty to the rating/costs after this point. While CUPE holds that the Board should capitalise on immediate premium reductions associated with joining a pooled EWO plan, Board staff agree with consultant advice that warns against significant longer-term premium spikes at the conclusion of the rate guarantee period (September 1, 2021).
6. TCDSB's current LTD benefit plan operates as a stand-alone and refund plan. Any positive or negative experience is reconciled annually and adjusted from future premiums resulting in either cost-savings or premium increases. A focus on effective management of LTD claims and ensuring that all employees utilize the TCDSB Employee Family Assistance Plan will enhance the Board's position on a go-forward basis.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Extensive research by Human Resources and Business Services staff in consultation with subject matter experts at Mercer, facilitated the required pro/con analysis of all plan options.

2. The risks associated with the EWO LTD Benefit plan include the following:
- The EWO LTD Benefit plan premiums are only guaranteed for years 1-2, leaving the remaining three years subject to premium variations based on actual pooled plan usage experience on a non-refund basis;
 - Given the infancy of the plan, little is known about the method for rating beyond the rate guarantee period. It is prudent for both the Board and the union to acknowledge the related risk exposure noted by Mercer as the attractive initial EWO rate will likely be subject to significant increases in two years to bring it back to the Great West Life manual rate for our group.
 - The current TCDSB LTD Benefit plan operates on a refund basis and maintains the LTD Benefit plan in compliance with existing collective agreements during the current climate of school board collective agreement central and local bargaining;
 - Any departure from the existing LTD Benefit plan effectively abandons any existing reserve amounts held by the current LTD Benefit plan provider, i.e., Great West Life Insurance. It is unclear what control the TCDSB will be surrendering under the EWO plan. Respectful of the Board's 75% co-pay, it is advisable to seek additional detail in this regard as the plan is implemented.
3. The benefits associated with renewing the existing Long Term Disability Benefit Plan include the following:
- Maintenance of goodwill with the LTD provider while reviewing LTD case management;
 - Support a long-term premium increase aversion strategy, which is mutually beneficial to the TCDSB and CUPE.
 - Refund format linked to usage.
 - TCDSB maintains control over plan maintenance;
 - TCDSB can observe EWO plan implementation and continue to actively pursue other market options respectful of the limited size of the Canadian Insurance marketplace.

E. METRICS AND ACCOUNTABILITY

1. The LTD Benefit Plan's actual usage experience and premiums are reviewed on an annual basis as part of the contract renewal process.
2. As per the regulations appearing in the TCDSB Purchasing Policy FP.01, an annual procurement award report to the Board of Trustees is required.

F. STAFF RECOMMENDATION

That the Board of Trustees approves the annual renewal of the existing Long Term Disability Benefit Plan on a stand-alone refund basis at the projected cost of \$5,062,700 (75% TCDSB/25% Union co-pay format) for the 2019-20 fiscal year.



REPORT TO

REGULAR BOARD

UPDATE FROM THE GOVERNANCE AND POLICY COMMITTEE ON BOARD VEHICLES POLICY B.G.04

“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
November 12, 2019	November 21, 2019	Click here to enter a date.

M. Farrell, Superintendent Environment Support Services (Acting)
P. De Cock, Comptroller of Business Services & Finance

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 adoption of the updated policy B.G.04 Board Vehicles to conform to current practice and policies.

The cumulative staff time required to prepare this report was 7 hours.

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends policy revisions.

C. BACKGROUND

1. The policy on Board Vehicles was first approved in 1970 and has not been amended since August 27, 2015.
2. The policy reflects current practice and alignment with related policies.
3. The policy was approved with amendments at the November 12, 2019 Governance and Policy Committee.

D. EVIDENCE/RESEARCH/ANALYSIS

1. This policy has been amended in consultation with staff from the Environmental Support Services Department, Risk Management, Transportation and Legal Services.
2. Further to a recommendation made at the Governance and Policy Committee meeting on November 12, 2019, staff will consider the placement of a sticker on TCDSB owned vehicles which will provide contact information to report the quality of the driver's driving.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by policy development staff and the Environmental Support Services Department.

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 Board Vehicles B.G.04 provided in Report Appendix A, and the accompanying Operational Procedures provided in Report Appendix B, be adopted.



POLICY SECTION: Buildings/Plants/Grounds

SUB-SECTION: School Grounds

POLICY NAME: Board Vehicles

POLICY NO: B.G. 04

Date Approved: August 27, 2015 1970	Date of Next Review: May 2019	Dates of Amendments: B. G. 04: 1970; 1986; 2015; 2019 S. 14: 1968; 1988; 2015; 2019
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Cross References:

- ~~(Consolidated) S. 14 Vehicles – Secondary Schools (Consolidated) B. G. 04 Motor Vehicles on School Property Administrative Procedure: Board Vehicles~~
- Hand-Held (Mobile) Wireless Communication Device – A.31
- Ontario **Highway Traffic Act, including** Regulation 3266/09 Display Screens and Handheld Devices ~~Highway Traffic Act S.78.1~~
- ~~http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h08_e.htm~~ Smoke Free Ontario Act
- City of Toronto **Idling Control By-law**
~~http://www.toronto.ca/health/idling/idling_bylaw.htm~~
- OSBIE Risk Management Advisory for Automobile Insurance Accident Reporting Procedure
- **School Excursions Policy S.E.0.1 and the School Excursion Handbook**
- Canadian Standards Association (CSA) Standard Z96-09**15** "High-Visibility Safety Apparel"
- **Logo Use – T.16**
~~http://www.ccohs.ca/oshanswers/prevention/ppe/high_visibility.html~~

Appendix

- Appendix A: B.G. 04 Operational Procedures



POLICY SECTION: Buildings/Plants/Grounds

SUB-SECTION: School Grounds

POLICY NAME: Board Vehicles

POLICY NO: B.G. 04

Purpose:

This Policy recognizes that the Toronto Catholic District School Board is committed to safety and responsibility. This policy requires all employees who operate Board vehicles do so in a lawful and safe manner. The Board also requires that all **Board** vehicles assets of the Board are managed responsibly throughout the vehicle's life cycle, and that vehicles are used solely for the purposes of conducting the business of the Board.

Scope and Responsibility:

This policy applies to all staff of the Toronto Catholic District School Board who are assigned a vehicle and/or who are required to operate a vehicle **that is owned or rented or leased by the TCDSB** in conducting his/her job, or for the purpose of transporting groups of students, staff, other employees or visitors. The Director of Education, supported by the Superintendent of Facilities **Environmental Support Services**, is responsible for this policy. **Where Board staff drive students / other staff / volunteers in non-Board owned, leased or rented vehicles, they are required to have insurance and abide by all applicable laws and Board policies.**

Alignment with MYSP:

~~Providing Stewardship of Resources~~
~~Strengthening~~ **Enhancing** Public Confidence
~~Achieving Excellence in Governance~~
Inspiring and Motivating Employees

Financial Impact:

~~Vehicles represent a significant financial cost to the board, both in terms of initial~~



POLICY SECTION: Buildings/Plants/Grounds

SUB-SECTION: School Grounds

POLICY NAME: Board Vehicles

POLICY NO: B.G. 04

~~investment and in relation to maintenance. Adherence to the policy and procedures outlined herein will ensure that TCDSB realizes effective stewardship of their resources. That is, lifespan of vehicles will be maximized and the risk of potential liability will be minimized.~~

Legal Impact:

~~Safe and responsible operation of TCDSB owned vehicles will ensure a minimized legal risk. Strict adherence to the regulations herein will ensure TCDSB operates all vehicles responsibly. Further, the Highway Traffic Act S.78.1 and Board Policy A.31 Hand Held (Mobile) Wireless Communication Device also require the TCDSB to ensure its assets are maintained and operated in a safe and lawful manner.~~

Policy:

The TCDSB is committed to the safe and lawful operation of its vehicles assets, ensuring that all **motor vehicle** standards, **laws and regulations** are **upheld followed** and maintained.

Regulations:

1. Employees are expected to take all steps necessary to avoid endangering themselves and others while operating Board vehicles.
2. Employees **must have all required licences and the licences must be in good standing** ~~are expected to take all necessary steps to ensure all required licences are maintained in good standing.~~
3. Proof of insurance in the form of a liability certificate must be carried in each Board vehicle. If waiting for a liability certificate for a newly acquired vehicle, a facsimile (FAX) or scanned copy of the liability



POLICY SECTION: Buildings/Plants/Grounds

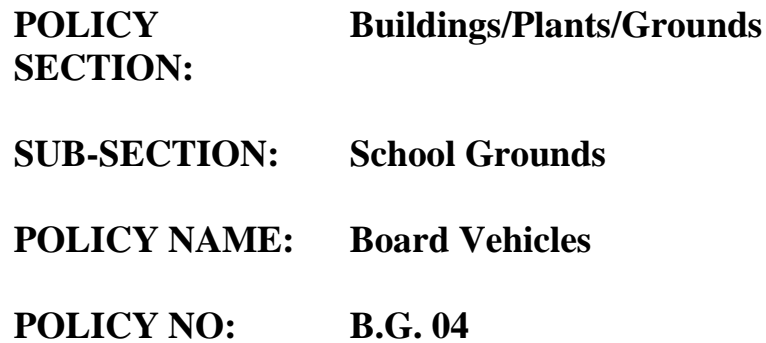
SUB-SECTION: School Grounds

POLICY NAME: Board Vehicles

POLICY NO: B.G. 04

certificate is acceptable.

4. Employees, trustees, **and** volunteers, ~~parents, students and other individuals are protected~~ **covered** while operating a **rental** vehicle **in the name of the Board and approved by authorized TCDSB staff and** ~~not owned by them~~ if on **B**oard business. Driving to and from work is not considered ~~to~~ **B**oard business.
5. Any staff member who is in violation of Board **Policy and Procedures** ~~safety expectations~~ may be subject to disciplinary action by the Board up to and including termination.
6. Recording of Maintenance, Warehouse, Portable Crew and Courier vehicles' ~~assets~~ information, insurance, safety recalls will be the responsibility of Facilities **Environmental Support** Services Department. ~~Recording of other Board vehicle assets will be the responsibility of the Transportation Department.~~
7. Any school **or person acting on behalf of the Board** ~~which who~~ engages in vehicle rental must ensure that the vehicle has been rented in the name of the TCDSB **and is approved by the Risk Management Department, Environmental Support Services Department or delegate** ~~their superordinate~~, in order to ensure appropriate liability insurance.
8. a) Vehicles that are rented as temporary substitute vehicles to replace ~~to~~ **B**oard owned vehicles damaged in an accident ~~would~~ **are** be covered by the ~~to~~ **B**oard's fleet automobile insurance policy.
b) Vehicles rented for specified projects, for 30 days or more, need to **be** ordered through the TCDSB's **Materials Management**



8-9. All TCDSB schools shall adhere to the License Requirements for Vehicles owned and operated as TCDSB vehicles. Vehicles are divided into three categories based on seating capacity; (*see Operational Procedures, **section 4 b***).

10. 44. Maintenance, licensing and registration, plating and vehicle logs will be the responsibility of each department and school that are assigned a Board vehicle. Departments will be responsible for gas, mileage and any costs incurred on tolled highways, and will also be responsible to ensure that vehicles have yearly safety inspections.

Page 5 of 7



POLICY SECTION: Buildings/Plants/Grounds

SUB-SECTION: School Grounds

POLICY NAME: Board Vehicles

POLICY NO: B.G. 04

numbered and identified by function or location and model year. Exceptions for special circumstances such as vehicle wrapping may be approved by the Superintendent of Facilities **Environmental Support Services and the Chief of Communications and Government Relations.** ~~Individual Departments will be responsible in ensuring vehicle standards will be upheld and maintained.~~

12. All laws, regulations and Board policies must be followed when using a Board owned, leased or rented vehicle.

13. The Operational Procedures, appended hereto as Appendix A and as may be amended from time to time, must be followed.

14. Where this Policy or the Operational Procedures refer to coverage, coverage will be provided in accordance with the terms of the applicable insurance policy(ies).

Definitions:

Board vehicle:

Board vehicle refers to any motorized vehicle such as car, truck or van that is owned, rented or leased by the Board expressly for the purpose of carrying out Board business.



POLICY SECTION: Buildings/Plants/Grounds

SUB-SECTION: School Grounds

POLICY NAME: Board Vehicles

POLICY NO: B.G. 04

Maintenance

All work required by vehicle manufacturer to keep the vehicle in proper working order, up to and including gas, oil changes, tire pressure, vehicle fluid levels and changes, safety checks and rust proofing as required.

Evaluation and Metrics:

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

1. Implementation of the Board Vehicle Policy is the responsibility of the Superintendent of Facilities **Environmental Support Services**.
2. In the case of a school which maintains a Board vehicle, it is the joint responsibility of the principal, the school superintendent and the Superintendent of Facilities **Environmental Support Services** to ensure the Board Vehicle Policy is implemented.

Operational Procedures

TCDSB Board Vehicles

1. **PURPOSE:**

The purpose of this procedure is to set forth the requirements applicable to all Board organizations and Board employees who are assigned Board vehicles for conducting Board business. This procedure is intended to safeguard people, protect Board vehicles assets, increase efficiencies and the safety of their operation, and reduce the frequency and severity of accidents, both on and off TCDSB locations, involving Board vehicles operated for Board business.

Driving a Board vehicle is a privilege and the Board reserves the right to deny or revoke the driving privileges of any employee in the event that the employee does not meet the requirements of this procedure.

2. **JOB FUNCTIONS / SCHOOL PROGRAMS WHICH REQUIRE A BOARD-OWNED VEHICLE:**

A Board-owned vehicle may be assigned:

- a) To staff whose job function requires a specific type of vehicle, not normally owned by an employee, to deliver services.
- b) To certain supervisory staff who are on-call after hours, i.e., required to respond to emergencies and therefore need to have a vehicle available at all times.
- c) Staff to whom the Board grants the privilege of operating a Board vehicle to conduct Board business.

3. **BOARD VEHICLE AND DRIVER LICENCE RECORDS:**

Each department will have the responsibility for maintaining a database of authorized drivers for their vehicles, including copies of their licences as well as vehicle registration information. The types of licence required are governed by the Ministry of Transportation. Maintenance vehicles require a type 'G' licence and warehouse vehicles require a type 'DZ' licence.

- a) Each department must validate the information in their database once a year, at the start of the school year and whenever there is a change in authorized drives or vehicles.
- b) Each department shall provide the Facilities Services Department with current and updated vehicle and driver licence information **as often as this information is updated but no less than once a year.**
- c) Facilities Services Department shall on an annual basis, provide a copy of the current database to the Board's insurance representative in Business Services.

4. LICENSING AND VEHICLE REQUIREMENTS FOR PASSENGER VEHICLES:

5 Passenger seats plus the driver: If the vehicle is owned, leased or rented in the name of the Board, must carry a valid "G" class licence and vehicle must have safety inspection stickers and carry a logbook.

5 to 9 passenger seats plus the driver: If the vehicle is owned, leased or rented in the name of the Board, must carry a valid "G" class licence and vehicle must have safety inspection stickers and carry a logbook. As far as the Ministry of Transportation is concerned, any form of remuneration (i.e., mileage, gas allowance, flat fee, etc.) paid by the Board to anyone to transport students enters into a contract with the Board. Therefore, any vehicle in this category owned, leased or rented by a volunteer, teacher, employee, parent, student, etc. used to transport students in return for some form of remuneration is deemed to be under contract with the Board.

10 to 24 passenger seats plus the driver: If the vehicle is owned, leased or rented in the name of the Board, the driver must carry a class "E" licence and the vehicle must meet all "school purposes bus" regulations under the Highway Traffic Act. If the vehicle is owned, leased, or rented by a volunteer, teacher, parent, student, employee, etc. and no payment is made by the Board for the occasional transportation of students, then the driver must carry a class "F" licence if the vehicle will seat more than 11 passengers and the vehicle need not meet the "school purposes bus" regulations under the Highway Traffic Act.

Regulations under the Highway Traffic Act are very stringent and violation of these regulations could result in a fine, licence suspension or such other penalty as permitted by the Highway Traffic Act.

a) Maintenance:

Each department that has a Board vehicle in its control is responsible for ensuring that such vehicle(s) is/are properly inspected and maintained. The departments with owned vehicles are responsible for all costs of operation including annual vehicle safety inspections, maintenance, repairs, and gas. Repairs and maintenance should only be performed by trained auto professionals.

- i. Vehicles shall be maintained to ensure the safe operation and longevity of the vehicle. Any required repairs are to be reported by the employee assigned to that vehicle, to the employee's supervisor.
- ii. All vehicle repairs shall be approved by the supervisor/manager.
- iii. Each vehicle shall have an annual safety check.
- iv. All vehicles shall be rust-proofed by ~~it~~ annually.
- v. Maintenance logs shall be maintained for each department Board vehicle.

b) Safety:

- i. Vehicles shall be operated within the legal speed limits at all times, or at a lower speed as dictated by poor road conditions.
- ii. Vehicles shall be operated at all times in a proper and safe manner following all provincial and municipal laws. If improper operation of a vehicle results in a traffic infraction, payment of a fine or legal representation is the responsibility of the employee. Vehicle infractions may involve further disciplinary action depending on

the severity of the event.

- iii. The use of either Board-owned or personal electronic devices will not be permitted while the vehicle is in use consistent with ~~the~~ ~~Distracted Driving Laws (HWT S.78-1)~~ and as set out in Hand-Held (Mobile) Wireless Communications Device – A.31.
- iv. At the beginning of each work day, prior to the use of the vehicle, the employee assigned to a vehicle will perform a circle safety check and complete an entry in the vehicle log. The log shall be kept in the vehicle at all times.
- v. All staff who operate a Board vehicle must maintain the appropriate class of driver's licence. At any time, the employer may require a Statement of Driving Record from employees assigned to vehicles. Past traffic infractions must be disclosed and subsequent traffic infractions or parking tickets must be immediately reported to the employee's supervisor.
- vi. Board vehicles shall be equipped with a global positioning system (GPS) device to ensure the security and safety of both the operator and the vehicle.
- vii. Individuals not employed by the Board are not permitted to drive Board vehicles, unless for the purposes of servicing the vehicles.

c) Vehicle Operation:

The following applies to all drivers of a Board vehicle:

- i. Board vehicles shall be used only for authorized Board business. At no time shall the vehicle be used for an employee's personal use. Should a personal emergency occur, which may require the personal use of the vehicle, the employee's supervisor, or on-call supervisor shall be notified first to obtain approval. Failure to abide by this restriction constitutes improper use of Board assets and may result in disciplinary action up to and including termination of employment.
- ii. Vehicles shall not be left idling for more than 1 minute in a 60

minute period – City of Toronto idling By-Law.

- iii. Vehicles shall be driven in a direct route between assigned workplace sites. Vehicles shall never be used to go to unassigned locations, with the exception of Maintenance staff that are permitted to use the Board Vehicle during the 1-hour unpaid lunch period.
- iv. Board vehicles shall not congregate at off-Board sites.
- v. All vehicle occupants are required to wear seat belts while the vehicle is in motion. The vehicle must not be operated unless all passengers are properly belted.
- vi. At no time shall the number of occupants exceed the maximum capacity of the vehicle.
- vii. The speed limit and all provincial and federal traffic laws shall be obeyed at all times.
- viii. Drivers shall refrain from alcohol consumption while on duty or to/from home. It is strongly advised that drivers refrain from alcohol consumption for at least 24 hours before driving. Driver shall take prescription and over-the-counter medication only as prescribed or recommended, and shall heed all warnings with respect to driving or operation of machinery.

ix. Drivers shall not drive impaired.

- x. The use of **any impairing substance, including but not limited to cannabis,** illicit or prescription drugs by a driver (or **by** any other vehicle occupant that impairs **a the driver's** ability) shall be strictly prohibited at all times. **If a medical accommodation is potentially required, the request for accommodation must be made prior to assuming driving duties and written approval to drive must be given by the Sick Leave and Disability Department before driving.**
- xi. Cell phone use by the driver while the vehicle is in motion is not allowed. When appropriate, drivers must pull the vehicle over (only if exiting lane or re-entry into traffic can be done safely) if it is necessary to answer or place a cell phone call, as per the

Policy A.31 “Hand-Held (Mobile) Wireless Communication Device.”

- xii. Drivers shall at all times be well-rested and focused on driving duties. No loud music or other driver distractions will be permitted in the vehicle cab.
- xiii. Only Board-affiliated passengers will be permitted to be transported in any Board vehicle.
- xiv. Drivers will always turn the vehicle off, remove the keys, and lock the vehicle when it is unattended.
- xv. Drivers shall at all times during operation of a Board vehicle have a valid driver’s licence on their person and shall ensure that the vehicle’s registration documents and insurance card are in the glove compartment.
- xvi. Smoking is not permitted in any Board vehicle.

d) GPS System:

- i. All Facility Services vehicles will be equipped with a GPS device to ensure the safety and security of Board employees and vehicles.
- ii. Information gathered by the system including vehicle travel, stop, idling, speed and location will be stored in a database while the Board owns the vehicle.
- iii. Weekly reports will be printed and reviewed by the vehicle operations supervisor to ensure the vehicle has been operated in a safe and environmentally responsible manner.
- iv. Online access to the data shall be restricted to the Facility Services Managers.
- v. The GPS system shall be used to provide information in support of the following situations:
 - a. Determination/investigation of missing/stolen vehicle
 - b. Public concern of vehicle activity

- c. Excessive speed occurrence
- d. Location of vehicle for emergency response
- e. Data to improve efficiency
- f. Safety/Vehicle Operation
- g. Excessive idling

5. ACCIDENTS, BREAKDOWNS AND/OR TRAFFIC VIOLATIONS:

In the event of an accident while driving a Board vehicle, drivers should follow these instructions:

- a) Take whatever steps are immediately necessary to render emergency medical care, salvage property, or reduce the further extent of the loss. If possible, do not disturb the evidence or hazard which caused the claim until the conditions are recorded.
- b) Report the accident to your supervisor as soon as you can get to a phone. If it is after normal business hours contact the –on-call supervisor. If you are at-fault, you are also responsible for obtaining a copy of the police report. When you receive the report provide the original to you supervisor.
- c) Report the accident at once to the local police department or highway patrol. Get the police report number, the police officer's name, badge number, and department. If the information provided at the scene does not have a telephone number, get a number where the police department can be called.
- d) Specify as many facts (not opinions) as you can that will help determine who was at fault. Note any objects that may have impaired your vision. Do not leave the scene without writing down the name, address, phone number and insurance company of all other drivers involved.
- e) Get written driver and witness statements where possible. If you have a camera or a camera cell phone with you, take some pictures. The police

may not take pictures and it will be beneficial to all parties involved if the accident scene and damages are documented.

- f) It is the responsibility of the applicable department to get the Board vehicle to a repair shop, if the vehicle needs to be towed contact the Board Vehicle Towing Vendor; if a repair shop has been designated by our claims administrator then the applicable department shall take the Board vehicle to such designated repair shop.

The Board is not responsible for personal cost or inconvenience that may occur because of an accident.

6. TRAFFIC VIOLATIONS:

Drivers shall personally assume responsibility for any and all fines, penalties, or traffic violations associated with use of any Board vehicle or issued while the driver is conducting Board business. The Board will not defend any driver who has operated such a vehicle in violation of traffic laws. Any traffic violation incurred while driving a Board vehicle must be reported to Facilities Service.

7. ENFORCEMENT OF PROCEDURE:

Failure to meet the conditions of this procedure may result in revocation of driving privileges, reassignment to a non-driving position, as well as disciplinary action up to and including termination of employment.

8. VEHICLE TYPE AND STANDARDS:

Vehicle Standards:

- a) The Board fleet colour is burgundy/maroon and/or White with burgundy/maroon (depending on the age of the vehicle).
- b) The Board logo will be clearly placed on all Board-owned vehicles, on each side of the vehicle on the door panels of school board vehicles
- c) All vehicles will be clearly numbered and identified by function or location and model year.
- d) Exceptions for special circumstances such as vehicle wrapping may be approved by the Superintendent of Facilities Services.

CROSS – REFERENCES:

Hand-Held (Mobile) Wireless Communication Device – A.31
<http://www.tcdsb.org/board/policies/pages/A31.aspx>

Highway Traffic Act S.78.1 http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90ho8_e.htm

City of Toronto Idle Bylaw
http://www.toronto.ca/health/idling_bylaw.htm

OSBIE Risk Management Advisory for Motor Vehicles
<http://osbie.on.ca/risk-management/advisories/automobile.aspx#advisories>



REPORT TO

REGULAR BOARD

UPDATE FROM THE GOVERNANCE AND POLICY COMMITTEE ON FOOD & BEVERAGE SOLD IN SCHOOLS POLICY S.M.08

*"He has made us competent as ministers of a new covenant – not of the letter but of the spirit; for the letter kills, but the spirit gives life."
2 Corinthians 3:6*

Created, Draft	First Tabling	Review
November 14, 2019	November 21, 2019	Click here to enter a date.

J. Charles, Manager Purchasing, Materials Management
D. Reid, Sr. Coordinator, Material Management
P. De Cock, Comptroller of Business Services & Finance

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 reviews and proposes revisions to the Food and Beverage Sold in Schools Policy S.M.08, in order to better align with Ministry of Education policies and as required by the policy review calendar.

This report recommends that the Board approve the revised Food and Beverage Sold in Schools Policy S.M.08 as amended at the Governance and Policy Committee Meeting on November 12, 2019.

B. PURPOSE

This Recommendation Report is on the Order Paper of the Regular Board as it recommends policy revisions.

C. BACKGROUND

1. The Food and Beverage Sold in Schools Policy S.M.08 approved in January 2015 requires a review as per the policy review calendar.
2. Changes to this policy reflect current practice and alignment with related Ministry of Education policies, including Program Policy 150.
3. This report contains amendments to the Food and Beverage Sold in Schools policy arising from consultation with staff from Facilities, Communications, Field Superintendents, Materials Management and Legal Services.
4. In addition, this report derives feedback from the Report to Student Achievement Committee meeting on October 2, 2019 titled “Voices that Challenge 2019 CSLIT”. The report identifies a pillar of priority regarding the need for environmental stewardship, in which “God has called upon us to take care of His creation, to love and nurture planet earth for future generations to enjoy.” The Catholic Student Leadership Impact Team (CSLIT) believes that we can further reduce our carbon footprint by implementing *Meat-Free Fridays* and reducing our overall use of plastic.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The changes made to the policy reflect changes and updates from the Ministry of Education.

2. The additional regulations 6-8 respond to approved motions at the Governance and Policy Committee meeting on October 8, 2019. The motions requested new regulations to address the issues of fair trade coffee, meatless Fridays and minimizing the use of single use plastics.
3. The Environment Committee reviewed the proposed regulations regarding fair trade coffee, meatless Fridays and minimizing the use of single use of plastics, and identified the following issues:
 - a) Legal risks with bring-your-own-cutlery/containers for vendors serving food on bring-your-own-containers;
 - b) Students from high socioeconomic needs communities may not be able to afford reusable cutlery/containers;
 - c) School cafeterias may not possess adequate equipment to was the high volume of cutlery containers and
 - d) Vendors contracted for School Events and/or Community Use of Schools activities will be impacted operationally and cost-wise.

E. IMPLEMENTATION

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

F. STAFF RECOMMENDATION

That the Board approve the proposed revisions to the Food and Beverage Sold in Schools Policy S.M.08 provided in Report Appendix A.



POLICY SECTION: **Students**
 SUB-SECTION: **Miscellaneous**
 POLICY NAME: **Food and Beverage Sold in Schools**
 POLICY NO: **S.M. 08**

Date Approved: January 29 th , 2015	Date of Next Review:	Dates of Amendments: December 1987; September 1981; May 1967; March 1966; January 2015
<p>Cross References</p> <p>Policy Program Memorandum 150: School Food and Beverage Policy Ministry of Education Nutritional Standards for Ontario Schools Ministry of Education School Food and Beverage Policy Resource Guide Education Act Part XIII.1 Nutritional Standards Ontario Regulation 200/08 “Trans Fat Standards” Online learning Modules at http://healthy.apandrose.com/ Ministry of Education Quick Reference Guide www.ontario.ca/healthyschools EatRight Ontario (ERO) www.ontario.ca/eatright www.UnlockFood.ca Ministry of Education Online learning Modules at http://hs.curriculum.org/sb/ Institute for Catholic Education Resource Curriculum Links Between the Ontario Curriculum, Grades 1-8 Health and Physical Education and Fully Alive Program, Ontario S. M. 04 Fund Raising in Schools S. M. 15 Anaphylaxis S.M. 17 Prevalent Medical Conditions Sabrina’s Law, An Act to Protect Anaphylactic Pupils, 2005 PPM 161- Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools.</p>		
<p>Appendix A—PPM 150 and Ministry of Education Nutritional Standards for Ontario Schools</p>		



POLICY SECTION: Students
SUB-SECTION: Miscellaneous
POLICY NAME: Food and Beverage Sold in Schools
POLICY NO: S.M. 08

Purpose

The health and well-being of all students of the TCDSB is foundational to all children realizing their full potential, consistent with our Catholic Graduate Expectations and it is a key priority for all schools of the board. Consistent with our Catholic Social Teachings and the papal encyclical *Centesimus Annus* (1996), this policy has a foundation in the tenet that, “*Our environmental ‘common goods’ are not only available for careful use and enjoyment today, but are held in trust for the use and enjoyment of future generations.*” Educating students on healthy active living practices and social responsibility in our eating habits is critical. Schools can teach students by modelling good choices and responsible practices. This policy identifies the nutritional standards for food and beverages sold in all schools of the TCDSB, in alignment with Ministry Policy Program Memorandum 150.

Scope and Responsibility:

This policy applies to all schools of the TCDSB. The Director of Education is responsible for this policy.

Alignment with MYSP:

Fostering Student Achievement and Well-Being
Living Our **Catholic** Values

Financial Impact

~~There is no notable financial impact (positive or negative) to ensuring schools are selling and promoting nutritionally sound food choices.~~

Legal Impact

~~There is no notable legal impact (positive or negative) to ensuring schools are selling and promoting nutritionally sound food choices.~~



POLICY SECTION: Students

SUB-SECTION: Miscellaneous

POLICY NAME: Food and Beverage Sold in Schools

POLICY NO: S.M. 08

Policy

Food and beverages are permitted to be sold to pupils in Toronto Catholic District School Board schools and should promote and sustain a healthy school environment in which students have the ability to achieve to their full potential. The nutritional value of such sustenance must be consistent with the development of sound health habits and align with all relevant Ministry of Education directives.

Regulations

1. All food and beverages sold in all venues (for example, cafeterias, vending machines, tuck shops), through all programs and at all events are subject to the scope of this policy.
2. The TCDSB Physical Education and Health Department will support the in-servicing and distribution of educational materials for both staff and students to support implementation of this policy.
3. a) All food and beverages sold on school premises for school purposes must comply with the Ontario Nutritional Standards found in the appendix to Program Policy Memorandum 150.

b) The standards do not apply to food and beverages that are:
 - i) offered in schools at no cost
 - ii) brought from home or purchased off school premises and not for resale in schools
 - iii) available for purchase during field trips off school premises sold in schools for non-school purposes (e.g., sold by and outside organization that is under a permit).
 - iv) sold for fundraising activities that occur off school premises
 - v) sold in staff rooms to staff



POLICY SECTION: **Students**
SUB-SECTION: **Miscellaneous**
POLICY NAME: **Food and Beverage Sold in Schools**
POLICY NO: **S.M. 08**

4. Schools of the TCDSB are encouraged to:
 - a) choose Ontario food and beverages first (e.g., offer Ontario grown and/or produced food and beverages when available and practical),
 - b) be environmentally aware (e.g., reduce food waste, reuse containers, recycle food scraps),
 - c) avoid offering food and beverages as a reward or incentive for good behavior, achievement or participation,
 - d) ensure that drinking water is freely available and accessible throughout the school day, and
 - e) ensure that all foods sold in a TCDSB school **are** reasonably priced.
 - f) choose products from industries which do not mis-treat animals and respect the bounty of God's creation.
 - g) to limit the selling of **G**enetically **M**odified **F**oods, where possible.
 - h) to purchase fair trade products where possible. ~~e.g., St Basil's coffee for "special events"~~.
5. ~~That~~ Schools ~~should~~ **shall** not distribute or sell bottled water in alignment with our Bottle Water Free zone vision for the Board, **subject to the terms of existing contracts.**
6. **All TCDSB schools will request that service providers provide only fair trade coffee. Upon the expiry of the existing service provider contracts, the TCDSB will include this requirement in future contracts with food and beverage service providers.**
7. **All TCDSB schools will request that service providers provide only meatless food on Fridays. Upon the expiry of the existing service provider contracts, the TCDSB will include this requirement in future contracts with food and beverage service providers.**



POLICY SECTION: **Students**

SUB-SECTION: **Miscellaneous**

POLICY NAME: **Food and Beverage Sold in Schools**

POLICY NO: **S.M. 08**

8. **All TCDSB vendors selling food and beverages in schools will minimize the use of single use plastic items to the greatest extent possible, i.e. straws, cutlery, etc.**
6. **9.** a) Schools shall sell ~~the most (equal to or greater than 80%)~~ **80% or more** of products found within the Nutrition Standards for Ontario Schools, that fall within **the “Sell Most”** that category (per PPM 150, Appendix A)
- b. Schools shall sell ~~less (equal to or less than 20%)~~ **20% or less** of products found within the Nutritional Standards for Ontario Schools, that fall within **the “Sell Less”** that category (per PPM 150, Appendix A)
- c. Schools Products not permitted for sale are also found within the Nutritional Standards for Ontario Schools appendices, and are those foods and beverages that generally contain few or no essential nutrients and/or contain high amounts of fat, sugar and/or sodium.
- d. When assessing the food and beverage choices offered for sale, all food choices are assessed together, all beverage choices are assessed together and food choices are assessed separately from beverage choices.
- e. There are separate standards for elementary and secondary schools as to limits on serving sizes and limitations on particular items (e.g., coffee, tea, sports drinks).
7. **10.** The school principal may designate up to 10 days (or fewer) as “special event days”. On such days, the school would be exempt from the nutritional standards. School principals must consult with the school council, and are encouraged to consult with students, prior to designating special-event days.



POLICY SECTION: Students

SUB-SECTION: Miscellaneous

POLICY NAME: Food and Beverage Sold in Schools

POLICY NO: S.M. 08

- 8- **11.** TCDSB Policy S. M 15 Anaphylaxis must be enforced in the application of this policy.
- 9- **12.** Schools are highly encouraged to implement ~~Ss~~ student nutrition ~~Pp~~ programs (healthy breakfast / snack programs) to ensure all students are ready to learn.
- 10- **13.** School staff will also work with parents and guardians, encouraging and educating them regarding healthy, nutritious eating. Schools can assist through school communication tools and through modelling.
- 11- **14.** All elementary students will receive nutrition education within the Physical Education Curriculum (Grades 1-8), Healthy Living Strand.
- 12- **15.** All secondary school students will receive nutrition education within Physical Health Education courses, and other relevant areas of the curriculum, as they develop decision making skills, in keeping with the Catholic Graduate Expectations.
- 13- **16.** Every effort will be made to promote strategies to involve students, families, parish and the community in healthy eating education, and in endorsing and sustaining a healthy school nutrition and well-being environment, consistent with TCDSB strategic priorities.

Definitions

Healthy Eating



POLICY SECTION: Students
SUB-SECTION: Miscellaneous
POLICY NAME: Food and Beverage Sold in Schools
POLICY NO: S.M. 08

Eating adequate portions to provide the body with all the nutrients required. Students' physical, mental and social well-being will be strengthened through regular implementation of healthy eating habits.

Nutritional Standards for Food

All food sold in schools must meet the standards set out in Ontario Regulation 200/08, "Trans Fat Standards", made under the Education Act. PPM 150 also provides Nutrition Standards criteria for three categories: Sell Most, Sell Less and Not Permitted for Sale.

Maximum Nutritional Value

Foods which meet or exceed the PPM 150 Nutritional Standards

Metrics

1. Central staff will review the results of the school climate surveys administered to ascertain student perceptions regarding matters of their well-being.
2. Special event day templates will be completed by schools in order to track the number of special event days occurring at each school throughout the year.
3. Curriculum-linked learning and assessment related to healthy active living will be infused into the classroom to help reinforce and support the healthy eating messages in the policy and promote changes to a school environment that support the selection of nutritional foods.

TO SHINE A LIGHT OVER DARKNESS

Inside Social Action and Development and Peace's search for the causes of the Boko Haram Crisis – and for a way out of it.

DEVELOPMENT AND PEACE – Caritas Canada
is pleased to host the after-launch event for

BOILING OVER: Global Warming, Hunger and Violence in the Lake Chad Basin

NOVEMBER 27, 2019
AT 5:30 P.M.

BOILING OVER: Global Warming, Hunger and Violence in the Lake Chad Basin

All is not well in the Lake Chad Basin. The Boko Haram Islamist insurgency there has triggered a major humanitarian catastrophe, which is particularly affecting Northeast Nigeria.

*Following three years of research involving displaced communities, local activists, journalists, academics and government officials in Borno and Adamawa States, Nigeria, Social Development Integrated Centre (Social Action) and Development and Peace – Caritas Canada present the report, **Boiling Over: Global Warming, Hunger and Violence in the Lake Chad Basin**.*

The report examines the underlying conditions that enabled the growth of violent extremism in this region. Even before the advent of Boko Haram, adverse ecological changes linked to climate change and state development projects created the conditions for impoverishment and massive displacement.

Presented here are the voices of the victims of this conflict, in particular traumatized women and other community members grappling with hunger, rape and an uncertain future for their children.

The urgency of the issues they raise is underscored by the reality of an ongoing conflict. Beyond the immediate challenges of addressing the humanitarian crisis in the region, this report highlights ecological justice issues for victims of climate change, and national and multilateral development failures.

Military actions might be containing the Boko Haram insurgency, but the humanitarian disaster in the area will take years to resolve. Furthermore, the problem of impoverishment cannot be addressed without adequate measures to adapt to climate change.

THANK YOU

*to our donors and stakeholders
whose support makes our work possible,*

including:

Archdiocese of Toronto – ShareLife
Assembly of Catholic Bishops of Ontario
Catholic Women's League
Dufferin-Peel Catholic District School Board
Durham Catholic District School Board
Ontario English Catholic Teachers' Association
Toronto District School Board
York Catholic District School Board

and

*Development and Peace's more than 10,000 members,
our Diocesan Councils and National Council*



1425 René-Lévesque Blvd West, 3rd Floor
Montréal (QC) H3G 1T7 CANADA
devp.org

Charity number: 1 1882 9902 RR0001



33, Oromineke Layout, Off Emekuku Street,
D-Line, Port Harcourt, NIGERIA
saction.org

National Advocacy Center:
20 Yalinga Street, Wuse2, Abuja, FCT, NIGERIA

Development and Peace is pleased to invite you to the after-launch event for *Boiling Over*, Social Action's latest report.
Join us for a cocktail-dinner and conversation with Dr. Isaac Osuoka, Director of Social Action, and Development and Peace's team.

TO SHINE A LIGHT OVER DARKNESS

A CONVERSATION WITH DR. ISAAC OSUOKA

NOVEMBER 27, 2019, AT 5:30 P.M.

TRIMANI RISTORANTE
8555 Jane Street # 6
Concord, ON L4K 5N9

Vegetarian options will be served
Free parking spaces available at the venue

Please confirm by November 20, 2019

Christiane Nguyen
514 257-8710 ext. 363
CNGUYEN@DEVP.ORG

Natalie Rizzo
416 922-1592 ext. 227
NRIZZO@DEVP.ORG



Ontario Catholic School
Trustees' Association

P.O. Box 2064, Suite 1804
20 Eglinton Avenue West
Toronto, Ontario M4R 1K8
T. 416.932.9460 F. 416.932.9459
ocsta@ocsta.on.ca www.ocsta.on.ca

Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

November 5, 2019

TO: Chairs (or Alternates where applicable) and Directors of Education
- Catholic District School Boards

FROM: Patrick Daly, Chair, Labour Relations Committee

RE: Bargaining Update Memo

Further to our memorandum of November 1, 2019 we provide the following update with respect to central bargaining.

CUPE

We are pleased to report effective November 3, 2019, the Central terms as agreed to in the October 6, 2019 Memorandum of Settlement are fully ratified.

MASTER PENDING LIST AND ROLLING CALENDAR TO NOVEMBER 21, 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	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
4	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
5	Sep-19 Student Achievement	Dec-19	Regular Board	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

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
6	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))	
7	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 Policy Metric</u>	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 Policy Metric</u>	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 Policy Metric</u>	Associate Director Academic Services
39	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start Policy Metric</u>	Associate Director Academic Services
40	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

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

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

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