

# STUDENT ACHIEVEMENT AND WELLBEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE REGULAR MEETING Public Session

## REVISED AGENDA December 5, 2019

**Garry Tanuan, Chair**  
Trustee Ward 8

**Teresa Lubinski, Vice Chair**  
Trustee Ward 4

**Nancy Crawford**  
Trustee Ward 12

**Frank D'Amico**  
Trustee Ward 6

**Michael Del Grande**  
Trustee Ward 7

**Daniel Di Giorgio**  
Trustee Ward 10

**Taylor Dallin**  
Student Trustee

**Norman Di Pasquale**  
Trustee Ward 9

**Angela Kennedy**  
Trustee Ward 11

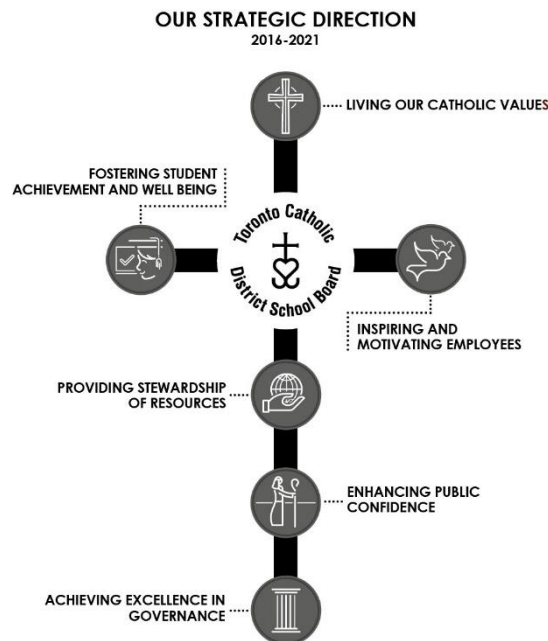
**Ida Li Preti**  
Trustee Ward 3

**Markus de Domenico**  
Trustee Ward 2

**Joseph Martino**  
Trustee Ward 1

**Maria Rizzo**  
Trustee Ward 5

**Kathy Nguyen**  
Student Trustee



### MISSION

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

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

### VISION

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

**Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293**

**Assistant Recording Secretary: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298**

**Rory McGuckin**  
Director of Education

**Joseph Martino**  
Chair of the Board

**TERMS OF REFERENCE FOR THE  
STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND  
HUMAN RESOURCES COMMITTEE  
(APPROVED BY BOARD JUNE 5, 2012)**

The Student Achievement and Well-Being, Catholic Education and Human Resources Committee shall have the responsibility for considering matters pertaining to:

**Terms of reference:**

- (a) The Multi-Year Strategic Plan in relation to Student Achievement and Well-Being, Catholic Education and Human Resources particularly focusing on the goals of the following pillars of the Multi-Year Strategic Plan: Living Our Values, Student Achievement and Well-Being and Inspired and Motivated Employees
- (b) Plans for the improvement of Student Achievement (Board Learning and Improvement Plans, School Learning and Improvement Plans)
- (c) Program alignment with Catholic Graduate Expectations
- (d) Building Catholic School Communities and strong relationships between School, Home and Church
- (e) Building Safe Schools and programs to support positive school climate
- (f) Program alignment with 21<sup>st</sup> Century learning fluencies as determined by program staff
- (g) Plans for Nurturing Our Catholic Community and the achievement of the aims and objectives of the Board in the area of Catholic Education
- (h) Program Reviews
- (i) Safe Schools Data
- (j) Continuing Education and Adult Education
- (k) Alternative Education
- (l) International Languages Programs
- (m) School Effectiveness Framework and School Reviews
- (n) System review to ascertain alignment with the deployment of Board resources
- (o) Student Achievement data (EQAO, PISA, local assessments)
- (p) Instructional leadership and practices
- (q) Equity and Inclusion Strategies
- (r) Professional Learning practices
- (s) Succession Planning
- (t) Collective Bargaining and Employee Relations
- (u) Advocacy and political action
- (v) Policy development and revision in the areas of responsibility of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee
- (w) Any matter referred to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee by the Board
- (x) Ratification of Principals, Vice-Principals and Supervisory Officers placement and transfers.

## **OUR MISSION**

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# **REVISED AGENDA THE REGULAR MEETING OF THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE**

## **PUBLIC SESSION**

**Garry Tanuan, Chair**

**Teresa Lubinski, Vice-Chair**

Thursday, December 5, 2019

7:00 P.M.

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Pages

1. Call to Order
2. Opening Prayer (Chair or designate)
3. Singing of O Canada
4. Roll Call & Apologies
5. Approval of the Agenda
6. Report from Private Session
7. Declarations of Interest
8. Approval & Signing of the Minutes of the Meeting held November 7, 2019  
for Public Session 1 - 28
9. Delegations
10. Presentations
  - 10.a Elementary Catholic Student Leadership Impact Team  
(ECSLIT) Annual Report (Refer 16a)

- 10.b International Education - Peter Aguiar, Superintendent Area 7 and International and Alternative Education (Refer 16c)
11. **Notices of Motion**
12. **Consent and Review**
13. **Consideration of Motions for which previous notice has been given**
- 13.a From Trustee De Domenico regarding the Planned Activation of two Cell Towers near St. Gregory Catholic School and the Potential Harm the Radio Frequency Radiation may Pose to the Community 29 - 30
- 13.b From Trustee Tanuan regarding St. Michael the Archangel Prayer and Faith 31
14. **Unfinished Business**
15. **Matters referred or deferred**
- From the November 21, 2019 Regular Board Meeting
- 15.a Approved Minutes of the September 25, 2019 Catholic Education and Living Our Catholic Values Sub-Committee Meeting 32 - 45
- Recommendation to Student Achievement Committee:
- 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*
- 15.b Approved Minutes of the August 29, 2019 Catholic Education and Living Our Catholic Values Sub-Committee Meeting 46 - 55
- Recommendations to Student Achievement Committee:**
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.

15.c Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held October 16, 2019

56 - 66

**Recommendations to Board:**

1. That staff bring back a report in March 2020 on what the Toronto Catholic District School Board (TCDSB) is doing now and how it can help more of our FASD students (**Presentation: Toronto Fetal Alcohol Spectrum Disorder (FASD) Network – Sharron Richards (Former Delegate)**);

2. That staff provide a presentation to SEAC on the exclusion process (**Presentation: Safe Schools Annual Report – Superintendent Michael Caccamo**); and

3. That a presentation be done by Legal Council at a SEAC meeting regarding the review of the By-Laws relating to SEAC's Agenda Setting, and that staff bring supporting documents (**Inquiry from Tyler Munro regarding Processing and Agenda Setting**)

15.d	Revised Ontario Catholic School Trustees Association (OCSTA) Annual Fees (Recommendation)	67 - 76
15.e	Annual Report on the International Languages Elementary (ILE) Program for 2018-2019 (Information)	77 - 83
15.f	Update from the By-Law Review Ad Hoc Committee: Changes to the Toronto Catholic District School Board Operating By-Law Number 175	84 - 138
15.g	By-Law Review Ad Hoc Committee Meeting of September 9, 2019 <i>That the Delegation Policy be referred to the Governance and Policy Committee for review</i>	
<b>16.</b>	<b>Staff Reports</b>	
16.a	Elementary Catholic Student Leadership Impact Team (ECSLIT) (Information) (Refer 10a)	139 - 144
16.b	Accountability Framework for Special Services 2019-20 (Information)	145 - 186
16.c	Non-Resident Visa Student Fees for September 2020 (Recommendation) (Refer 10b)	187 - 192
<b>17.</b>	<b>Listing of Communications</b>	
17.a	From Catholic Parent Involvement Committee	193 - 194
<b>18.</b>	<b>Inquiries and Miscellaneous</b>	
<b>19.</b>	<b>Updating of Pending Lists</b>	
19.a	Annual Calendar of Reports and Policy Metrics	195 - 197
19.b	Monthly Pending List	198
<b>20.</b>	<b>Resolve into FULL BOARD to Rise and Report</b>	
<b>21.</b>	<b>Closing Prayer</b>	

## 22. Adjournment

## **OUR MISSION**

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# **MINUTES OF THE REGULAR MEETING OF THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE**

## **PUBLIC SESSION**

**HELD THURSDAY, NOVEMBER 7, 2019**

### **PRESENT:**

#### **Trustees:**

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

#### **Student Trustee:**

K. Nguyen

#### **Staff:**

R. McGuckin  
D. Koenig  
A. Della Mora  
L. Noronha  
P. Aguiar  
S. Camacho  
S. Campbell  
M. Eldridge  
F. Cifelli  
N. D'Avella

P. De Cock  
L. Di Marco  
C. Fernandes  
L. Latham  
K. Malcolm  
G. Iuliano Marrello  
L. Maselli-Jackman  
M. Meehan  
J. Shanahan  
S. Vlahos

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

**1. Call to Order**

The Director introduced Lavinia Latham, recently-appointed Equity and Human Rights Advisor at the Toronto Catholic District School Board (TCDSB), to the meeting.

**4. Roll Call & Apologies**

An apology was extended on behalf of Student Trustee Dallin.

**5. Approval of the Agenda**

MOVED by Trustee Rizzo, seconded by Trustee de Domenico, that the Agenda, as amended to include the Addendum and to reorder Items 10) Delegations and 17d) Policy S.S.09 Code of Conduct, Denominational Rights and Prohibited Grounds of Discrimination after Item 8) Approval and Signing of the Minutes, be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Martino, seconded by Trustee Li Preti, that the Agenda be reopened to add additional delegations.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Lubinski that Item 17d) Policy S.S.09 Code of Conduct, Denominational Rights and Prohibited Grounds of Discrimination be referred to the Catholic Education and Living Our Catholic Values Sub-Committee.

The Chair declared a recess.

The meeting resumed with Trustee Tanuan in the Chair.

The attendance list remained unchanged.

**5. Approval of the Agenda (Continued)**

MOVED by Trustee Martino, seconded by Trustee de Domenico, that the Agenda, as amended, to include Delegations, Items 10k) Carla DeSantis regarding TCDSB Code of Conduct; 10l) Ontario Association of Parents in Catholic Education (OAPCE) Toronto regarding TCDSB Code of Conduct; and 10m) Mary Laframboise regarding Code of Conduct – Vulnerability of Children and Youth to Indoctrination, 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. Report from Private Session**

MOVED by Trustee de Domenico, seconded by Trustee Crawford, that the Items discussed in PRIVATE Session regarding labour and employment matters, as well as legal advice, 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

**7. Declarations of Interest**

Trustees Del Grande, Kennedy, and Rizzo declared a conflict of interest in PRIVATE Session.

Trustee Kennedy declared an interest in Item 16b) Annual Report on the International Languages Elementary (ILE) as she has family members who are employees of this Board. Trustee Kennedy indicated that she would neither vote nor participate in discussion regarding that Item.

**8. Approval & Signing of the Minutes**

MOVED by Trustee Kennedy, seconded by Trustee de Domenico, that the Minutes of the Regular Meeting held October 2, 2019 for PUBLIC Session be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

Rizzo  
Tanuan

The Motion was declared

CARRIED

**10. Delegations**

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

- 10a) Lisa Landriault regarding French Immersion Program Expansion; and**  
**10b) Steve Platt regarding Lack of French Long Term Occasionals (LTOs) at  
Our Lady of Wisdom Catholic School** 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

Trustee Del Grande left the horseshoe at 9:13 pm.

MOVED by Trustee de Domenico, seconded by Trustee Kennedy, that Items 10c), 10d), 10e) and 10g) be adopted as follows:

- 10c) Elsa Passera regarding Electromagnetic Field (EMF) Safety and Children;**
- 10d) Michelle Laborde regarding EMF Safety and Children;**
- 10e) Ivana Chuvalo regarding EMF Safety and Children; and**
- 10g) Mandy Kulic regarding EMF Radiation and Children Safety received and referred to staff**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Del Grande returned to the horseshoe at 9:18 pm.

MOVED by Trustee Di Pasquale, seconded by Trustee de Domenico, that Item 10f) adopted as follows:

**10f) Kyle Iannuzzi 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

The Chair declared a recess.

The meeting resumed with Trustee Tanuan in the Chair.

The attendance list remained unchanged

**10. Delegations (Continued)**

MOVED by Trustee Crawford, seconded by Trustee Del Grande, that Item 10h) adopted as follows:

- 10h) Queenie Hu regarding Addition of Terms to 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 Lubinski, that Item 10i) adopted as follows:

- 10i) Christopher Elliott regarding Keeping Our Catholic Schools Catholic** 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

Time for business expired.

MOVED by Trustee Rizzo, seconded by Trustee de Domenico, that the remaining delegations and Item 17d) Policy S.S.09 Code of Conduct, Denominational Rights and Prohibited Grounds of Discrimination be completed, and that all Items not discussed be referred to the November 21, 2019 Regular Board Meeting.

MOVED by Trustee Del Grande that the remaining delegations be completed and that the meeting resolve back into PRIVATE Session.

MOVED by Trustee Crawford that the remaining delegations be completed, that the meeting resolve back into PRIVATE Session and that Item 17d) Policy S.S.09 Code of Conduct, Denominational Rights and Prohibited Grounds of Discrimination be referred to a Special Board meeting or the next available meeting.

Trustee Li Preti requested that the Question be called.

Results of the Vote taken to Call the Question, as follows:

**In Favour**

**Opposed**

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

The request to call the Question was declared CALLED.

Student Trustee Nguyen wished to be recorded as voted in favour of the Question being called.

Trustee Del Grande requested that the Question be split.

Results of the Vote taken on Part 1 of the Motion regarding the completion of remaining delegations, as follows:

**In Favour**

**Opposed**

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

Part 1 of the Motion was declared

CARRIED

Results of the Vote taken on Part 2 of the Motion regarding the completion of Item 17d) Policy S.S.09 Code of Conduct, Denominational Rights and Prohibited Grounds of Discrimination, as follows:

**In Favour**

**Opposed**

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

Part 2 of the Motion was declared

LOST ON A TIE

Student Trustee Nguyen wished to be recorded as voted in favour of the Motion.

Results of the Vote taken on Part 3 of the Motion regarding the referral of all Items not discussed to the November 21, 2019 Regular Board meeting, as follows:

**In Favour**

Trustees Crawford  
Di Giorgio  
Del Grande  
Kennedy  
Lubinski  
Li Preti  
Martino  
Tanuan

**Opposed**

D'Amico  
de Domenico  
Di Pasquale  
Rizzo

Part 3 of the Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Lubinski, that Item 10i) adopted as follows:

- 10i) Christopher Elliott regarding Keeping Our Catholic Schools Catholic** 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 Del Grande, seconded by Trustee Crawford, that Item 10j) adopted as follows:

Trustee Li Preti left the horseshoe at 11:27 pm and returned at 11:38 pm.

Trustees de Domenico and Di Giorgio returned to the horseshoe at 11:39 pm.

- 10j) Denise Gracias regarding Code of Conduct Changes** received and referred to staff.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Martino left the horseshoe at 11:42 pm.

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

**10k) Carla DeSantis regarding Toronto Catholic District School Board Code of Conduct** received and referred to staff.

Trustees de Domenico, Di Giorgio and Martino returned to the horseshoe at 11:55 pm.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Li Preti left the horseshoe at 12:04 am and returned at 12:07 am.

MOVED by Trustee Di Pasquale, seconded by Trustee Kennedy, that Item 10l) adopted as follows:

- 10l) Ontario Association of Parents in Catholic Education (OAPCE) Toronto regarding TCDSB's 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 Lubinski, that Item 10m) adopted as follows:

**10m) Mary Laframboise regarding Code of Conduct – Vulnerability of Children and Youth to Indoctrination** received and referred to staff.

Trustee D'Amico left the horseshoe at 12:22 am.

Trustee de Domenico left the horseshoe at 12:24 am.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee D'Amico returned to the horseshoe at 12:29 am.

Trustee de Domenico returned to the horseshoe at 12:30 am,

**17. Staff Reports**

MOVED by Trustee Di Pasquale, seconded by Trustee Di Giorgio, that Item 17d) Policy S.S.09 Code of Conduct, Denominational Rights, and Prohibited Grounds of Discrimination be reconsidered.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

Kennedy  
Li Preti  
Martino  
Rizzo

The Motion was declared

CARRIED

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

- 17d) Policy S.S.09 Code of Conduct, Denominational Rights and Prohibited Grounds of Discrimination** that the Item be referred to the Catholic Education and Living our Catholic Values Sub-Committee to continue the process of consideration.

Trustee Martino requested that the Question be called.

Results of the Vote taken to Call the Question, as follows:

**In Favour**

Trustees Crawford  
Del Grande  
Lubinski  
Tanuan

**Opposed**

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

The request to Call the Question was declared LOST.

Student Trustee Nguyen wished to be recorded as voted against the Motion.

MOVED by Trustee Di Pasquale, seconded by Trustee de Domenico, that S.S.09 Code of Conduct policy, as amended on November 4, 2019 arising from dialogue between the TCDSB and the Archdiocese of Toronto, be referred back to the Governance and Policy Committee on November 12, 2019, and that the Board direct the Governance and Policy Committee to add *family status, marital status, gender identity and gender expression* to the protected categories of the Code of Conduct, as well as in all TCDSB policies and all relevant documents. The Board then directs the Governance and Policy Committee and staff to ensure that the Code of Conduct Policy and any other relevant policies are on the November 21, 2019 Board agenda.

With the consent of the Committee, Trustee Di Pasquale withdrew his motion.

MOVED by Trustee Di Pasquale, seconded by Trustee de Domenico, that S.S.09 Code of Conduct policy, as amended on November 4, 2019 arising from dialogue between the TCDSB and the Archdiocese of Toronto, be referred back to the Governance and Policy Committee on November 12, 2019.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Crawford, that the S.S.09 Code of Conduct policy be amended to include different gender and sexual expressions to the protected categories (list not included).

Trustee Kennedy left the horseshoe at 1:01 am and returned at 1:03 am.

The Chair ruled the AMENDMENT out of order.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Lubinski:

1. That we get all of the documentation provided by the Archdiocese including legal opinion and letter from the Cardinal; and

2. That staff respond to legal items, Chapter 29 of the *Charter of Rights and Freedoms*, 230.19 and 1(4) of the *Education Act*, Section 93 of the *Constitution Act* and Section 19 of the *Ontario Human Rights Code*.

MOVED by Trustee Di Giorgio, seconded by Trustee Kennedy, that the Question be called.

Results of the Vote taken to Call the Question, as follows:

<b><u>In Favour</u></b>	<b><u>Opposed</u></b>
Trustees D'Amico	Crawford
de Domenico	Del Grande
Di Giorgio	Lubinski
Di Pasquale	Tanuan
Kennedy	
Li Preti	
Martino	
Rizzo	

The Motion to Call the Question was declared

CARRIED

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

<b><u>In Favour</u></b>	<b><u>Opposed</u></b>
Trustees Crawford	D'Amico
Del Grande	de Domenico
Lubinski	Di Giorgio
Martino	Di Pasquale
Tanuan	Kennedy
	Li Preti
	Rizzo

Part 1 of the AMENDMENT was declared

LOST

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

**In Favour**

Trustees Crawford  
Del Grande  
Lubinski  
Tanuan

**Opposed**

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

Part 2 of the AMENDMENT was declared

LOST

MOVED in AMENDMENT by Trustee Di Giorgio, seconded by Trustee de Domenico, that *referred back to the Governance and Policy Committee on November 12, 2019* be replaced with *approved* so that the AMENDMENT reads:

That the S.S. 09 Code of Conduct policy, as amended on November 4, 2019 arising from dialogue between the TCDSB and the Archdiocese of Toronto be *approved*.

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

**In Favour**

**Opposed**

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

The AMENDMENT was declared

CARRIED

Student Trustee Nguyen wished to be recorded as voted in favour of the AMENDMENT.

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

**In Favour**

**Opposed**

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

The Motion, as amended, was declared

CARRIED

Student Trustee Nguyen wished to be recorded as voted in favour of the Motion, as amended.

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that all Items not discussed be referred to the next available meeting.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

**21. Resolve into FULL BOARD to Rise and Report**

MOVED by Trustee de Domenico, seconded by Trustee Di Pasquale, that the meeting resolve into FULL BOARD to Rise and Report.

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 Rizzo, 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  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**PRESENT: (Following DOUBLE PRIVATE Session):**

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

**Staff:** R. McGuckin  
D. Koenig  
M. Eldridge

S. Harris, Recording Secretary

**21. Adjournment**

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

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

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SECRETARY

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CHAIR



*Markus de Domenico  
Trustee Ward 2*

*E-mail: Markus.deDomenico@tcdsb.org*

*Voicemail: 416-512-3402*

**To: Student Achievement: December 5, 2019**

**From: Markus de Domenico, Trustee Ward 2**

**Subject: Consideration of Motion – Regarding the planned activation of two Cell Towers near St. Gregory CS. and the potential harm the radiofrequency radiation may pose to the community.**

---

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

**WHEREAS:** Studies have shown that radiofrequency radiation (RFR) emitted from cell towers increases cancer rates; and

**WHEREAS:** Two cell towers are planned to be activated on property leased by St. Gregory Church to Freedom Mobile; and

**WHEREAS:** St. Gregory Catholic School is located in close proximity to the church;

**WHEREAS:** Many parents in the St. Gregory community are very concerned about the potential effects of radiation on their children attending St. Gregory School if the planned towers are activated

**WHEREAS:** Concerned parents at St. Gregory C.S. feel frustrated that there has been only one recent consultation with their community and no

formal process for the community to express their concerns to their political representatives

**BE IT RESOLVED THAT:** The Board write a letter to The Honourable Navdeep Bains MP and Canadian Minister of Innovation, Science and Economic Development requesting that the regulations governing the licensing of the cell towers on St. Gregory Church property are fully compliant with all Federal regulations and;

**BE IT RESOLVED THAT:** The Board write to the Archdiocese of Toronto requesting that open and public consultations with the St. Gregory community commence quickly;

**BE IT RESOLVED THAT:** A report be issued by TCDSB technical staff to outline what measures are taken by staff to ensure that students and teaching staff are not exposed to harmful levels of radiation either by proximity to Cell towers or the use or overuse of wireless technology in TCDSB schools and more specifically at St. Gregory C.S.

**Markus de Domenico**  
**Trustee, Ward 2**



*Garry Tanuan  
Trustee Ward 8*

*E-mail: Garry.Tanuan@tcdsb.org*

*Voicemail: 416-512-3408*

**To: Student Achievement: December 5, 2019**

**From: Garry Tanuan, Trustee Ward 8**

**Subject: Consideration of Motion – St. Michael the Archangel Prayer and Faith**

---

**MOVED BY: Garry Tanuan,** Toronto Catholic District School Board

**WHEREAS:** St. Michael the Archangel is the Archdiocese of Toronto's Diocesan Patron Saint; and

**WHEREAS:** The Archdiocese of Toronto has urged all parishes to pray the St. Michael the Archangel Prayer after each Mass and the faithful to pray this individually.

**BE IT RESOLVED THAT:** The Toronto Catholic District School Board recite and pray the St. Michael the Archangel Prayer before any meeting at the Board.

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## **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.

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SECRETARY

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CHAIR

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## **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.

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SECRETARY

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CHAIR

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# **MINUTES OF THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE PUBLIC SESSION**

**HELD WEDNESDAY, OCTOBER 16, 2019**

## **PRESENT:**

**Trustees:** A. Kennedy, Chair  
N. Crawford

## **External**

**Members:** Sandra Mastronardi, Vice-Chair  
Melanie Battaglia  
Lori Ciccolini  
Lori Mastrogioseppe  
Tyler Munro  
Mary Pugh  
Glenn Webster  
George Wedge

**Staff:** D. Koenig  
M. Caccamo  
N. Adragna  
V. Cocco  
R. Macchia  
J. Mirabella  
D. Reid  
P. Stachiw

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

## **2. Roll Call & Apologies**

An apology was extended on behalf of Trustee Di Giorgio.

Absent was Gizelle Paine.

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

MOVED by Tyler Munro, seconded by George Wedge, that the Agenda, as amended to include Inquiries: Items 15c), 15d) and 15e) From Sandra Mastronardi regarding Update on November Resource Fair; Loss of Special Education Staff and Loss of Secondary Level Staff and the Number of College Level Courses due to the Changes to E-Learning and Class Sizes; and Tracking Report Card or Organizational Skills; and 15f) From Tyler Munro regarding Agenda Process and Setting, and that Item 16a) Integrated Action for Inclusion: TCDSB Suspension Rates 2017-18 and 2018-19 be reordered after Item 7c) Safe Schools Annual Report – Superintendent Michael Caccamo, be approved.

On the Vote taken, the Motion was declared

CARRIED

## **4. Declarations of Interest**

There were none.

## **5. Approval & Signing of the Minutes of the Meeting**

MOVED by Trustee Crawford, seconded by Lori Mastrogiuseppe, that the Minutes of the Regular Meeting held September 18, 2019 be approved with the following amendment:

Page 8 – Replace *OADA* with *AODA*.

On the Vote taken, the Motion was declared

CARRIED

## **7. Presentations**

MOVED by Mary Pugh, seconded by Tyler Munro, that Items 7a) and 7b) be adopted as follows:

- 7a) Fetal Alcohol Spectrum Disorder (FASD) Education and Awareness to the Curriculum - Irene Rodaro (Former Delegate); and**
- 7b) Toronto Fetal Alcohol Spectrum Disorder (FASD) Network – Sharron Richards (Former Delegate) received.**

MOVED in AMENDMENT by Trustee Crawford, seconded by Mary Pugh, that SEAC recommend to the Board of Trustees that staff bring back a report in March 2020 on what the Toronto Catholic District School Board (TCDSB) is doing now and how it can help more of our FASD students.

On the Vote taken, the Amendment was declared

CARRIED

On the Vote taken, the Motion, as amended, was declared

CARRIED

MOVED by Lori Mastrogiuseppe, seconded by Lori Ciccolini, that Item 7c) be adopted as follows:

- 7c) Safe Schools Annual Report – Superintendent Michael Caccamo** received.

MOVED in AMENDMENT by George Wedge, seconded by Trustee Crawford, that SEAC recommend to Board that staff provide a presentation to SEAC on the exclusion process.

On the Vote taken, the Amendment was declared

CARRIED

On the Vote taken, the Motion, as amended, was declared

CARRIED

## **16. Association Reports**

MOVED by Tyler Munro, seconded by Melanie Battaglia, that Item 16a) be adopted as follows:

- 16a)** Integrated Action for Inclusion: TCDSB Suspension Rates 2017-18 and 2018-19 received and that the chart (on pages 202-203 of the agenda) be attached to the SEAC Minutes to the Board of Trustees.

On the Vote taken, the Motion was declared

CARRIED

## **9. Notices of Motion**

The following Notices of Motions will be considered at the November 20, 2019 SEAC meeting:

- 9a) From Tyler Munro regarding Special Needs Children's Participation in Advanced Programs;**
- 9b) From Tyler Munro regarding Special Equipment Amount Processing Time;**
- 9c) From Tyler Munro regarding Gap in Individual Education Plan Process;**
- 9d) From Tyler Munro regarding Special Education Graduation Rate;**
- 9e) From Tyler Munro regarding New Member Recruitment for SEAC (Community and Association Reps);**
- 9f) From Tyler Munro regarding New Member Recruitment for SEAC (Association Reps);**
- 9g) From Melanie Battaglia regarding Third Party Protocol; and**
- 9h) From Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility**

## **10. Consent and Review**

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

- 11c) Tyler Munro and Melanie Battaglia;
- 14a) Sandra Mastronardi;
- 15a) Melanie Battaglia;
- 15b) Melanie Battaglia;
- 15c) Sandra Mastronardi;
- 15d) Sandra Mastronardi;
- 15e) Sandra Mastronardi; and

15f) Tyler Munro

MOVED by Lori Mastrogiuseppe, seconded by Lori Ciccolini, that the Items not held be received.

On the Vote taken, the Motion was declared

CARRIED

**ITEMS NOT HELD AS CAPTURED IN THE ABOVE MOTION**

11a) SEAC Monthly Calendar Review; and

11b) Special Education Superintendent Update

**11. Communications**

MOVED by Tyler Munro, seconded by Lori Ciccolini, that Item 11c) be adopted as follows:

- 11c) 2019-2020 TCDSB Special Education Plan Review** that this Item be tabled until the November 20, 2019 SEAC meeting.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Melanie Battaglia, that the meeting recess for five minutes.

**PRESENT:** (Following Recess)

**Trustees:** A. Kennedy, Chair  
N. Crawford

**External**

**Members:** Sandra Mastronardi, Vice-Chair  
Melanie Battaglia  
Lori Ciccolini  
Lori Mastrogiuseppe  
Tyler Munro  
Glenn Webster  
George Wedge

**15. Inquiries and Miscellaneous**

MOVED by Melanie Battaglia, seconded by Tyler Munro, that Items 15a) and 15b) be adopted as follows:

- 15a) Inquiry from Melanie Battaglia and Tyler Munro regarding Ontario Human Rights Commission (OHRC) Launches Right to Read Public Inquiry; and**
- 15b) Inquiry from Melanie Battaglia and Tyler Munro regarding Status of TCDSB 5th Block Programs received.**

On the Vote taken, the Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Glenn Webster, that Item 15c) be adopted as follows:

- 15c) Inquiry from Sandra Mastronardi regarding Update on November Resource Fair received.**

On the Vote taken, the Motion was declared

CARRIED

MOVED by Glenn Webster, seconded by Lori Ciccolini, that Items 15d) and 15e) be adopted as follows:

- 15d) Inquiry from Sandra Mastronardi regarding Loss of Secondary Level Staff and the Number of College Level Courses due to the Changes to E-Learning and Class Sizes;**
- 15e) Inquiry from Sandra Mastronardi regarding Tracking Report Card or Organizational Skills received.**

On the Vote taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Melanie Battaglia, that Item 15f) be adopted as follows:

- 15f) Inquiry from Tyler Munro regarding Processing and Agenda Setting** received and referred to staff for a presentation by Legal Council at a SEAC meeting regarding the review of the By-Laws relating to SEAC's Agenda Setting, and that staff bring supporting documents.

On the Vote taken, the Motion was declared

CARRIED

**19. Adjournment**

MOVED by Glenn Webster, seconded by Lori Mastrogiuseppe, that the meeting be adjourned.

On the Vote taken, the Motion was declared

CARRIED

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SECRETARY

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CHAIR

## Suspension Rates at the TCDSB for 2017/18 and 2018/2019 school years

A comparison of special needs students vs non-identified students. (with IEP and without IEP)

Prepared by Tyler Munro, SEAC association member representing Integrated Action for Inclusion.

Description	2017/18	2018/19	Net Change
All Students enrolled	91,107	91,818	+711
All Students Suspended	1,970	1,939	-31
% of Students Suspended	2.16%	2.11%	-0.05%
Students with IEPs	16,935	17,480	+545
IEP students Suspended	864	804	-60
% of IEP students Suspended	5.10%	4.60%	-0.50%
Students without IEPs	74,172	74,338	+166
Non IEP students Suspended	1,106	1,135	+29
% of non IEP students Suspended	1.49%	1.53%	+0.04%
Rate of Suspensions of IEP students above non-IEP students	342%	301%	-41%
Number of IEP students Suspended if the Suspension rate was the same as non-IEP students	252	267	+15
Excess suspensions of IEP students above non-IEP students	612	537	-75

Source SEAC Agenda Safe Schools Report  
Oct 17, 2018 2018-19 Tabled Sep.  
5, 2019

## Expulsion Rates at the TCDSB for 2017/18 and 2018/2019 school years

A comparison of special needs students vs non-identified students. (with IEP and without IEP)

Prepared by Tyler Munro, SEAC association member representing Integrated Action for Inclusion.

<b>Description</b>	<b>2017/18</b>	<b>2018/19</b>	<b>Net Change</b>
All Students enrolled	91,107	91,818	+711
All Students Expelled	74	43	-31
% of students Expelled	0.081%	0.047%	-0.034%
Students with IEPs	16,935	17,480	+545
IEP students Expelled	43	22	-21
% of IEP students Expelled	0.254%	0.126%	-0.128%
Students without IEPs	74,172	74,338	+166
Non IEP students Expelled	31	21	-10
% of non IEP students Expelled	0.042%	0.028%	-0.014%
Rate of Expulsions of IEP students above non-IEP students	607%	450%	-157%
Number of IEP students Expelled if the Expulsion rate was the same as non-IEP students	7	5	-2
Excess Expulsions of IEP students above non-IEP students	36	17	-19

Source SEAC Agenda  
May 15, 2019

Safe Schools  
Report 2018-19  
Tabled Sep. 5,  
2019



## 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	<a href="#">Click here to enter a date.</a>

P. De Cock, Comptroller of Business Services & Finance

### RECOMMENDATION REPORT

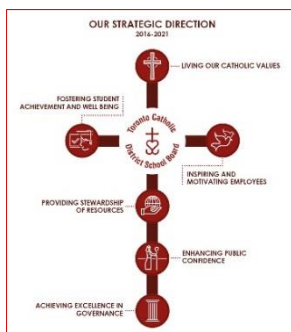
**Vision:**

*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 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 17<sup>th</sup> 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](http://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

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Toronto, Ontario M4R 1K8  
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ocsta@ocsta.on.ca [www.ocsta.on.ca](http://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](http://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>		
<b>2019 - 2020 Expense BUDGET</b>		
<b>Account Name</b>	<b>BUDGET 2019-2020</b>	<b>Sub-Total as % of Budget</b>
<b>Partnerships</b> CCSTA, ICE, Miscellaneous Membership Fees, Student Trustees'/1st Nations' Projects	\$ 210,040	9.8%
<b>Political Advocacy</b> Political Affairs & Government Relations, Catholic Curriculum & Education Research, Fees:Consultants, Authors of Briefs, Analysts, Joint Venture	\$ 162,200	7.6%
<b>Communications and Media Relations</b> Communications (Including Promotion of Catholic Education & Media) Public Relations, Advertising	\$ 43,770	2.0%
<b>Governance</b> Committee & Task Force Meetings, Directors' Meetings, Outside Conferences & Seminars	\$ 80,000	3.7%
<b>Operations</b> Rent, Office Expense, Furniture & Computers, Telephone, Postage & Courier, Audit, Insurance, Library, Miscellaneous	\$ 376,250	17.5%
<b>Legal</b>	\$ 45,000	2.1%
<b>OCSTA-hosted Meetings/Seminars/AGM</b>	\$ 235,000	10.9%
<b>Human Resources</b> Salaries & Fees & Contracted Services, Employee Benefits, Government Deductions & Taxes, Professional Development	\$ 996,000	46.4%
<b>TOTAL APPROVED EXPENSE BUDGET</b>	<b>\$ 2,148,260</b>	<b>100.0%</b>



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

## 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	<a href="#">Click here to enter a date.</a>

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

### 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**

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 70<sup>th</sup> 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
<b>GRANT &amp; OTHER REVENUES</b>				
(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)	<b>Total Calculated Grant</b>	<b>874,108.40</b>	<b>-</b>	<b>874,108.40</b>
	Revenue from Centro Scuola	170,000	136,825	33,175
	Revenue from Consulate General Portugal	37,523	30,200	7,322
<b>Subtotal - Grant &amp; Other Revenues</b>		<b>1,081,631</b>	<b>167,025</b>	<b>914,606</b>
<b>EXPENDITURES</b>				
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
	<b>Subtotal - Salaries</b>	<b>4,677,488</b>	<b>3,706,730</b>	<b>970,758</b>
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
	<b>Subtotal - Benefits</b>	<b>1,146,528</b>	<b>999,311</b>	<b>147,217</b>
	<b>Subtotal - Salaries &amp; Benefits</b>	<b>5,824,016</b>	<b>4,706,041</b>	<b>1,117,975</b>
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
	<b>Subtotal - Other Expenses</b>	<b>27,092</b>	<b>3,229</b>	<b>23,863</b>
	<b>Total Expenditures</b>	<b>5,851,108</b>	<b>4,709,270</b>	<b>1,141,838</b>
	<b>Program Surplus/(Deficit)</b>	<b>(4,769,477)</b>	<b>(4,542,245)</b>	<b>(227,232)</b>
	<b>2018-19 One-Time PPF (Priorities &amp; Partnership Funding)</b>	<b>3,600,000</b>	<b>3,600,000</b>	<b>0</b>
	<b>Net Surplus/(Deficit) after one-time funding</b>	<b>(1,169,477)</b>	<b>(942,245)</b>	<b>(227,232)</b>



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

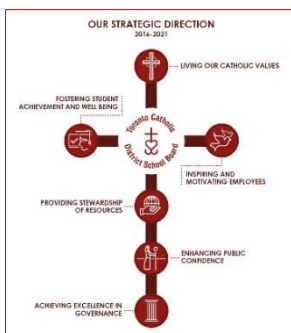
#### Vision:

*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:

<b>Article</b>	<b>Content</b>
5.6	<b><u>Composition of Ad-Hoc Committees</u></b> <i>Added:</i> ...it is strongly recommended that...
5.6.1	<b><u>New Sub-Article</u></b> 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	<b><u>New Sub-Article</u></b> 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	<b><u>New Sub-Article</u></b> 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	<b><u>New Sub-Article</u></b> 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	<b><u>New Sub-Article</u></b> 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	<b><u>New Sub-Article</u></b> 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	<b><u>Board Order Paper - New Sub-Article</u></b> Inquiries and Miscellaneous items must be submitted to staff and all Trustees at least 24 hours prior to the meeting

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



REPORT TO

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

**ELEMENTARY CATHOLIC STUDENT LEADERSHIP  
IMPACT TEAM REPORT**

*But you, Lord, are a compassionate and gracious God, slow to anger, abounding in love and faithfulness.  
(Psalm 85:15)*

Created, Draft	First Tabling	Review
November 25, 2019	December 5, 2019	Click here to enter a date.
M. Muluneh, CSLIT Director of Elementary Affairs C. Di Matteo, CSLIT Director of Elementary Affairs M. Consul, Catholic Student Leadership Resource Teacher M. Caccamo, Superintendent of Nurturing our Catholic Community, Safe Schools, and Continuing Education		
<b>INFORMATION REPORT</b>		

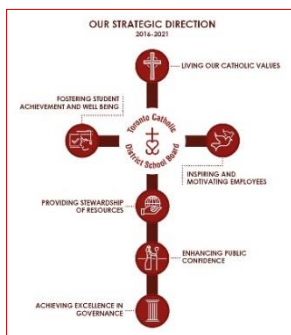
**Vision:**

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**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**

On November 7, 2019, Catholic Student Leadership Impact Team (CSLIT) Directors of Elementary Affairs Makeda Muluneh and Christopher Di Matteo held the second monthly Elementary CSLIT (ECSLIT) meeting at the Catholic Education Centre. Twenty-eight (28) elementary schools were represented from across the TCDSB, composed of 196 students. In order to capture elementary student voice, ECSLIT students were asked to complete a survey in their school teams identifying local and global issues important to them. ECSLIT wishes to further address and implement actions that address each issue to better serve the elementary students of the TCDSB.

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

## **B. PURPOSE**

1. This Information Report is on the Order Paper of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee through an approved motion requesting an annual report for information on the initiatives and activities of the Elementary Catholic Student Leadership Impact Team.
2. The report includes practical activities that elementary schools can perform to support initiatives that would address the recommendations made by elementary students.

## **C. BACKGROUND**

1. ECSLIT students were given the opportunity to voice their concerns and what they believe are pressing issues at the November 7, 2019, ECSLIT meeting. The input from elementary student leaders will give the Directors of Elementary Affairs a guide to directing the focus of ECSLIT for the 2019-2020 school year.
2. This report includes practical plans-of-action that elementary schools and ECSLIT can perform to support initiatives that would address the recommendations made by elementary student leaders.

## D. EVIDENCE/RESEARCH/ANALYSIS

1. Although over 200 secondary students were polled on September 24, 2019, during CSLIT's first general assembly meeting, the elementary student voice was not directly captured within this process. In order to best serve the needs of our elementary students, students attending ECSLIT on November 7, 2019, were asked to complete a short survey so that the CSLIT Directors of Elementary Affairs could compile ideas directly from elementary students.
2. Based on the recommendations made by members of ECSLIT, the following action plan is being proposed by our elementary student leaders in collaboration with CSLIT's Directors of Elementary Affairs and the CSLIT Executive. ECSLIT will be focusing on the following three pillars for the 2019-2020 school year: (1) Environmental Stewardship; (2) Mental Health and Well-Being; (3) Inclusion, Belonging and Respecting Differences.

ECSLIT 2019-2020 Recommended Actions
<p data-bbox="203 991 690 1029"><b>1. Environmental Stewardship</b></p> <p data-bbox="203 1066 1417 1491">As <i>Responsible Citizens</i>, elementary students have expressed concern for the environment and wish to improve the situation. ECSLIT will promote the use of reusable water bottles in their schools and encourage their use at all elementary school events (school plays/performances, parent/teacher nights, staff meetings). Water is a sacred gift and a basic human right. Due to the privatization of water and its negative effects on the environment, ECSLIT students want to promote and enforce the TCDSB's Plastic Water Bottle Free initiative. For this reason, although water will be made available at each ECSLIT meeting, no plastic or Styrofoam cups will be provided; students and staff will be encouraged to bring their own reusable bottle to reduce the amount of monthly waste produced.</p> <p data-bbox="203 1528 1417 1738">ECSLIT also recognizes that animal agriculture is the leading cause of greenhouse gases, water consumption, and clear cutting of the amazon rainforest. The choice of cheese pizza over pepperoni pizza at our monthly meetings will allow for ECSLIT's carbon footprint to be reduced and act as a reminder of the harmful effects that animal agriculture has on the environment.</p> <p data-bbox="203 1776 1417 1890">Lastly, ECSLIT would like to explore elementary school recycling practices to ensure that our schools are actively carrying out environmentally mindful disposing habits (e.g. sorting garbage and recycling, limiting contamination). We</p>

will ask a member of the Board's environmental committee to speak at a future monthly meeting.

## **2. Mental Health and Well Being**

Mental health and well-being is a crucial aspect of the human person. It affects everything – physical health, school success, family life, and relationships. Self care is extremely important to fully realize each of the Ontario Catholic School Graduate Expectations. As students within the Catholic system, we are called to be *reflective, creative, and holistic thinkers*. When safe environments are created, students can be more introspective and self-aware. When no stigma is attached to certain feelings, emotions, or particular states of well being, students will more likely and more openly seek assistance.

ECSLIT will designate a meeting to have a keynote speaker that can speak to the students about the realities of this pressing issue, and services that are available to provide support.

The Directors of Elementary Affairs will also take the time to compile a list of TCDSB resources that can help with the issues surrounding mental health and illness, as well as exterior supports, and de-stress techniques. This compilation will be made available to students through the Catholic Student Leadership website.

As well as helping students learn to cope and manage stress, the Directors of Elementary Affairs will take an interest in learning about the areas of stress and concern that students in Grade 8 face with their impending graduation to secondary school. It is paramount that students feel comfortable graduating to secondary school. To help put their minds at ease and answer questions they may have, one meeting will be designated for a Q&A session with a panel of CSLIT secondary school leaders.

### **3. Inclusion, Belonging, and Respecting Differences**

As *Caring Family Members*, our elementary students have shown a deep concern for the support and value of marginalized groups in our communities. Everyone needs to be treated with *Human Dignity* because everyone is created in the likeness and image of God.

ECSLIT would like to work to support the diverse communities present within the TCDSB. The Directors of Elementary Affairs will attempt to provide learning opportunities for ECSLIT students regarding Indigenous, International, Newcomer, physically and/or mentally challenged, and LGBTQ+ communities that are aligned with Catholic teachings and the elementary Religious Education and Family Life programs.

Bullying in schools is a topic discussed at SMILE Camp. The Directors of Elementary Affairs will attend elementary SMILE camp this year so they can engage with intermediate students to better understand some of the issues surrounding bullying most common in elementary schools. To address these issues, high school mentors attending SMILE Camp will help intermediate students create school based action plans that are aligned with Catholic teachings and the elementary Religious Education and Family Life programs.

The celebration of various TCDSB Heritage Months will be encouraged at each ECSLIT meeting. TCDSB Community relations liaisons will be invited to present at ECSLIT to share ways these heritage months can be celebrated within individual schools as well as promote board-wide cultural events that ECSLIT schools can get involved with.

#### **Additional Topics of Focus**

In addition to these three areas of focus, survey results listed other areas of need. When selecting guests speakers and workshop facilitators for various Catholic Student Leadership events (ex. iLITE, Camp Olympia), these topics can be touched upon since they are areas of importance brought forth by our elementary student leaders.

## **E. METRICS AND ACCOUNTABILITY**

1. Students should be stimulated to effect positive change in our world around injustices. Students feel a calling to live out their faith, thus involvement in social justice actions allow them to make their faith visible. The current Student Trustees will be engaging the ECSLIT so that they can work with various staff to address their specific recommendations. Students feel that Board policies must address and be in line with current global social justice issues relevant and important to students.
2. Moving forward, the Student Trustees and ECSLIT will report back to the Board on the impact of their initiatives in their annual report to the Board of Trustees.

## **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**

**ACCOUNTABILITY FRAMEWORK FOR SPECIAL  
SERVICES 2019-20**

*And the Lord said, "Look, they are one people, and they have all one language; and this is only the beginning of what they will do. Nothing that they propose to do will now be impossible for them." (Gn 11:6)*

Created, Draft	First Tabling	Review
November 25, 2019	December 5, 2019	Click here to enter a date.

Linda Maselli-Jackman, Superintendent of Education, Special Services  
Vanessa Cocco, Andrea Coke, Dr. Marie-Josée Gendron, Rachelina Macchia, Dr. Joseph Mirabella, Don Reid, and Peter Stachiw, Special Services Chiefs  
Dr. Marina Vanayan, Sr. Coordinator, Educational Research

**INFORMATION REPORT**

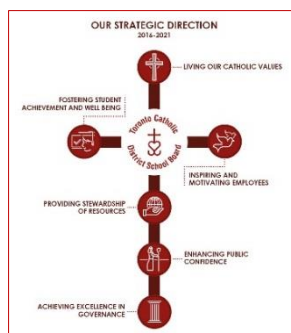
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Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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

## **A. EXECUTIVE SUMMARY**

1. The Accountability Framework for Special Education (AFSE) has changed its name to The Accountability Framework for Special Services (AFSS). This year's report-back document has a new look and feel and incorporates the following:
  - a) a focus on Special Education Programs as well as Services;
  - b) a clear alignment with the Toronto Catholic District School Board (TCDSB) Multi Year Strategic Plan (2018-2021) and the Board Learning and Improvement Plan (2018-2021) in content and approach; and
  - c) where applicable, a Report Back for 2018-19 with the launch of a reframed learning and improvement plan that looks ahead to 2019-2021.
2. This year, because of an approved motion from the Special Education Advisory Committee (SEAC), a new framework was established for the Physical Disability exceptionality. Additionally, consistent with priorities of the Ministry of Education there has been even further expansion of the Special Services Framework to include the newly established framework focused on Mental Health. The mandate of this framework committee has been to provide a foundation for health and wellbeing on which to build programs and services for all students and staff.

*The cumulative staff time required to prepare this report was 95 hours*

## **B. PURPOSE**

1. This Information Report is on the Order Paper of the December 5, 2019 Student Achievement and Well Being, Catholic Education and Human Resources Committee as an Annual Standing Report. The previous report was presented to the Board of Trustees on February 7, 2019.
2. The purpose of the Accountability Framework has been to conduct an annual review of Special Education programs through the lens of student achievement and wellbeing. This report summarizes the work of the various Framework committees during the 2018-19 school year including their goals, targets, and evidence of student achievement. It also captures the future focus of the committees as they look ahead to 2019-2021 with the benefit of the analysis of a variety of data, the setting of SMART goals and targets, the

engagement of evidence-based strategies, and the monitoring of student engagement, staff professional learning and collaboration, as well as program delivery.

## **C. BACKGROUND**

1. The Toronto Catholic District School Board Accountability Framework for Special Education (AFSE), first established in 2010, guides renewal and improvement in the delivery of programs and services. Over the years, there was expansion of the Accountability Frameworks to nine (9) committees addressing the learning needs of students identified with different exceptionalities and in different placements. Further expansion this year has allowed for additional focus on the Physical Disability exceptionality as well as Mental Health and Well-being.
2. While the various accountability Framework Committees are planning their established goals, future considerations within the overall framework will incorporate goals and targets for students with Special Education needs who currently have not met criteria for formal identification as Exceptional.
3. Aligned with the TCDSB Multi-Year Strategic Plan and Board Learning Improvement Plan, and informed by the Ministry of Education's *Learning for All* foundational strategies, the Accountability Framework for Special Services supports the strategic direction to foster student achievement and well-being through four areas of focus:
  - 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; and
  - D. School and Classroom Leadership: Professional Learning, Collaboration and Engagement.
4. Eleven committees guide the work of the Accountability Framework. Each Committee meets at least four times per year. While the goals for improved achievement and well-being for all students with Special Education needs ground our collective commitments, each Accountability Framework focuses on unique and targeted areas of need. There are goals that pertain to the

population of students with Special Education needs and those that pertain to specific exceptionalities.

5. The Report Back (2018-19) presents Goals, Targets, and Evidence for 2018-2019. The status of each goal is reported using the following scale:
  - A. On Target (green) – on track
  - B. Monitor (yellow) – on track but requires additional support
  - C. Action Required (red) – not on track
6. The Looking Ahead (2019-2021) presents, for each area within Special Services, the following sections:
  - a. Data Analysis – lists of achievement, contextual and perceptual data reviewed (e.g. EQAO, Report Card marks, learning skills, attendance, student perceptions, teacher perceptions regarding their professional learning, and anecdotal comments) to identify a key area for growth.
  - b. SMART goals and Targets – (Specific, Measurable, Achievable, Realistic and Time-bound) Goals and Targets are informed by areas of need, building on strengths.
  - c. Evidence-Based Strategies – include classroom strategies and professional learning opportunities.
  - d. Monitoring Strategies – provide a framework for ongoing feedback using measurement tools and identifying staff responsibility for progress towards goals and targets.
7. Framework committees meet on a regular basis for the following Exceptionalities:
  - a. Autism
  - b. Behaviour
  - c. Blind/Low Vision
  - d. Deaf/Hard of Hearing
  - e. Gifted
  - f. Language Impairment
  - g. Learning Disability
  - h. Mild Intellectual Disability
  - i. Multiple Exceptionalities/Developmental Disability
  - j. Physical Disability (new)
  - k. Mental Health and Wellbeing (new)

## D. EVIDENCE/RESEARCH/ANALYSIS

### Looking Back (2018-2019)

The following chart incorporates the various categories of focus/exceptionalities for the Accountability Frameworks for Special Services. The goal status indicator column provides a description of the status of goal attainment in 2018-2019.

Category/Exceptionality	Goal Status
Student Voice – all students with an IEP <ul style="list-style-type: none"><li>• Home, School, and Parish: Nurturing Our Catholic Community</li></ul>	On Target
Student Voice – all students with an IEP <ul style="list-style-type: none"><li>• Pathways, Planning and Programming: Student Engagement and Well-being</li></ul>	Monitor
Student Achievement – Students with Special Education Needs (excluding Gifted) <ul style="list-style-type: none"><li>• Curriculum, Teaching and Learning: A Focus on Assessment Practices</li></ul>	Action Required
Autism	On Target
Behaviour	Monitor
Blind/Low Vision	On Target
Deaf/Hard-of-Hearing	Monitor
Giftedness	On Target
Language Impairment	Monitor
Learning Disability	Action Required
Mild Intellectual Disability	Action Required
Multiple Exceptionalities/Developmental Disability	Monitor
Physical Disability	New
Mental Health (New – but work began in Spring 2019)	Monitor

## E. METRICS AND ACCOUNTABILITY

1. Annual reporting on the work of the Accountability Frameworks for Special Services is undertaken in compliance with policy S.P. 01 Special Education Programs and Services.

2. The data, goals, targets, and evidence-based strategies will be continuously monitored by Special Services staff in collaboration with the Research Department members who serve on the various Framework committees.
3. This report will come before the Student Achievement Committee next during the 2020-2021 school year.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

# ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES 2019 - 2021



NOVEMBER 26, 2019



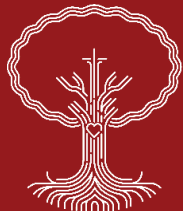
## OUR MISSION

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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.*



# 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>

# ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES

## 2019 - 2021

TORONTO CATHOLIC SCHOOL BOARD

80 Sheppard Ave East

Toronto, ON M2N 6E8

Phone (416) 222-8282

www.tcdsb.org

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## ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES 2018 - 2021

The TCDSB Accountability Framework for Special Education (AFSE), first established in 2010, guides renewal and improvement in the delivery of programs and services. Over the years, there was expansion of the accountability frameworks to 9 committees addressing the learning needs of students identified with different exceptionalities and in different placements. This year, a new framework was established for Physical Disability. Consistent with priorities of the Ministry of Education, there was further expansion to include a framework focused on Mental Health, providing a foundation for health and well-being on which to build for all students and staff. The purpose of the Accountability Framework has been to conduct an annual review of Special Services through the lens of student achievement and well-being.

This year's document, *Accountability Framework for Special Services (AFSS)* has a new look and feel.

- It incorporates a focus on Special Education Programs, as well as Services.
- It clearly aligns with the TCDSB Multi-Year Strategic Plan (2018 – 2021) and the Board Learning and Improvement Plan (2018-2021) in content and approach.
- It includes, where applicable, a Report Back for 2018-2019, and the launch of a reframed learning and improvement plan, Looking Ahead to 2019-2021.

While the various accountability framework committees are planning their established goals, future considerations within the overall framework will incorporate goals and targets for students with Special Education needs who currently have not met criteria for formal identification as Exceptional.



Aligned with the **TCDSB Multi-Year Strategic Plan** and **Board Learning Improvement Plan**, and informed by the Ministry of Education's *Learning for All* foundational strategies, the Accountability Framework for Special Services supports the strategic direction to **FOSTER STUDENT ACHIEVEMENT AND WELL-BEING** through four **AREAS OF FOCUS**:

- 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**

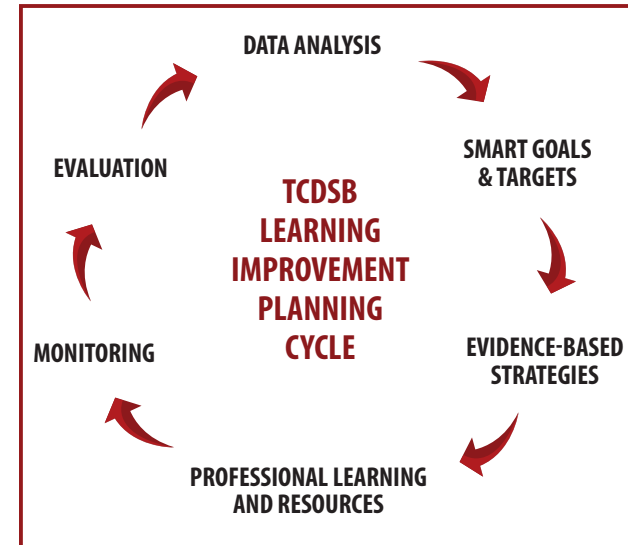


## TCDSB Accountability Framework for Special Services: Overview

Eleven committees guide the work of the Accountability Frameworks. Each committee meets at least 4 times per year. While the goals for improved achievement and well-being for all students with Special Education Needs ground our collective commitments, each Accountability Framework focusses on unique and targeted areas of need. There are goals that pertain to the population of students with Special Education needs and those that pertain to specific exceptionalities.

The **REPORT BACK** (2018-2019) presents Goals, Targets, and Evidence for 2018-2019. 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



The **LOOKING AHEAD** (2019-2021) presents, for each area within Special Services, the following sections: Data Analysis, Smart Goals and Targets, Evidence Based Strategies, and Monitoring Strategies.

- **Data Analysis** lists the achievement, contextual and perceptual data reviewed (e.g., EQAO, Report Card marks, learning skills, attendance, student perceptions, teacher perceptions regarding their professional learning, and anecdotal comments) to identify a key area for growth.
- **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 staff responsibility for progress towards goals and targets.

Exceptionality (based on Exceptionality 1 data)	Total number of students
Autism	1,870
Behaviour	166
Blind and Low Vision	12
Deaf and Hard-of-Hearing	88
Developmental Disability	123
Giftedness	1,930
Language Impairment	800
Learning Disability	2,265
Mild Intellectual Disability	304
Multiple Exceptionalities	167
N/A (students with an IEP only)	7,963
Physical Disability	74
Speech Impairment	3

## 2018-2019 Exceptionality 1\* Data

(\*Primary exceptionality)

As of June 30, 2019.



Exceptionality	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Autism	65	130	180	162	175	155	131	124	112	136	72	112	110	206
Behaviour	0	0	1	5	23	25	27	23	18	14	12	5	7	6
Blind and Low Vision	0	0	0	1	0	1	0	0	1	1	1	1	1	5
Deaf and Hard-of-Hearing	5	8	5	5	4	4	7	5	5	7	7	5	8	13
Developmental Disability	0	1	0	2	3	5	7	14	12	9	7	11	10	42
Giftedness	0	0	0	0	0	3	233	333	260	248	188	220	225	220
Language Impairment	0	0	44	69	73	64	76	83	90	59	68	52	68	54
Learning Disability	0	0	0	4	29	88	95	191	185	245	285	334	319	490
Mild Intellectual Disability	0	1	1	2	4	7	17	18	19	26	37	48	37	87
Multiple Exceptionalities	5	10	9	16	12	12	5	12	10	12	12	14	8	30
N/A (students with an IEP only)	80	71	120	462	735	803	846	795	797	760	671	595	540	688
Physical Disability	1	3	4	6	9	3	4	7	8	6	6	7	6	4
Speech Impairment	0	0	0	1	1	0	0	0	0	1	0	0	0	0



## STUDENT VOICE

### - All students with an IEP

**Safe and Caring Catholic School Climate Survey (Grade 6 & 8)**  
Students who reported they have an IEP (including gifted): N = 2012

**My School, My Voice (Grades 10 & 12)**  
Students who reported they have an IEP (including gifted): N = 1011

## HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY

### DATA ANALYSIS

In 2018 - 2019

Percentage of students with an IEP who responded positively to:

- My school promotes Catholic virtues and values – Elementary **94%**; Secondary **89%**
- My school promotes Catholic practices – Elementary **95%**; Secondary **91%**



### SMART GOALS & TARGETS / NEXT STEPS

Continue student engagement in faith development consistent with the Board Learning Improvement Plan

Continue to promote and implement initiatives and strategies that foster a strong home-school-parish connection



Goal status and explanation if goal not met:

On Target

Strategies and Monitoring: See Accountability Frameworks below and the Board Learning and Improvement Plan document.

<b>STUDENT VOICE</b> <b>- All students with an IEP</b>		<b>Safe and Caring Catholic School Climate Survey (Grade 6 &amp; 8)</b> Students who reported they have an IEP (including gifted): N = 2012  <b>My School, My Voice (Grades 10 &amp; 12)</b> Students who reported they have an IEP (including gifted): N = 1011
<b>PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING</b>		
<b>DATA ANALYSIS</b>	<b>SMART GOALS &amp; TARGETS / NEXT STEPS</b>	
<p>In 2018 - 2019 the percentage of students with an IEP who responded positively to:  <i>(*Values in parentheses = All students)</i></p> <ul style="list-style-type: none"> <li>✓ In general, I like the way I am – Elementary <b>70% (69%)</b>; Secondary <b>62% (59%)</b></li> <li>✓ Overall, I have a lot to be proud of – Elementary <b>67% (66%)</b>; Secondary <b>55% (56%)</b></li> <li>✓ A lot of things about me are good – Elementary <b>67% (66%)</b>; Secondary <b>60% (59%)</b></li> <li>✓ When I do something, I do it well - Elementary <b>60% (61%)</b>; Secondary <b>60% (62%)</b></li> <li>✓ I like the way I look – Elementary <b>61% (59)</b>; Secondary <b>53% (51%)</b></li> <li>✓ Used my Blueprint to explore education and career life planning at least once a year – Elementary (Gr. 8 only) <b>74% (76%)</b>; Secondary <b>89% (93%)</b></li> <li>✓ My school provides opportunities to take part in events that help me learn more about different jobs or careers – Secondary <b>80% (80%)</b></li> </ul>	<p>By June 2021, there will be an increase in positive responses regarding students' self-image:          Elementary – from <b>60% -70%</b> range to <b>64% - 74%</b> range          Secondary – from <b>53% - 62%</b> range to <b>57% to 66%</b> range</p> <p>By June 2021, there will be an increase in the use of my Blueprint by elementary student from <b>74% to 78%</b></p> <p>Continue to engage parents' awareness regarding their child's use of my Blueprint</p>	
<b>Goal status and explanation if goal not met:</b>	<b>Strategies and Monitoring:</b> <b>See Accountability Frameworks below and the Board Learning and Improvement Plan document.</b>	
• Data informs current and future planning by the accountability frameworks for all exceptionalities.		

# STUDENT ACHIEVEMENT - Students with Special Education Needs *(excluding gifted)*

## CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES

### DATA ANALYSIS

#### EQAO RESULTS

Students with Special Education Needs (excluding Gifted) achieving Level 3 / 4:

	2017-2018				2018-2019			
	All		Participating		All		Participating	
	N	%	N	%	N	%	N	%
Primary Reading	1064	44%	940	49%	1091	43%	956	49%
Primary Writing	1064	51%	947	58%	1091	49%	962	55%
Primary Math	1083	27%	974	30%	1118	22%	995	25%
Junior Reading	1245	48%	1165	51%	1251	49%	1173	52%
Junior Writing	1245	51%	1162	54%	1251	57%	1172	61%
Junior Math	1245	13%	1158	14%	1253	12%	1170	13%
Grade 9 Academic Math	242	65%	241	65%	286	63%	283	64%
Grade 9 Applied Math	677	36%	663	37%	595	37%	583	38%

Students with Special Education Needs (excluding Gifted) successful:

	2017-2018		2018-2019	
	Participating		Participating	
	N	%	N	%
OSSLT	806	46%	764	54%

Goal status and explanation if goal not met:




**Action Required**

- Data informs current and future planning by all staff.




### SMART GOALS & TARGETS / NEXT STEPS

By June 2021, students with Special Education Needs will improve in literacy and numeracy achievement (BLIP Goals, 2018 - 2021):



Students achieving Level 3 / 4:

- Primary Reading **44% to 50%** 
- Primary Writing **51% to 57%** 
- Primary Math **27% to 33%** 

Students achieving Level 3 / 4:

- Junior Reading **48% to 54%** 
- Junior Writing **51% to 57%** 
- Junior Math **13% to 19%** 

Students achieving Level 3 / 4:

- Grade 9 Academic Math **65% to 70%** 
- Grade 9 Applied Math **36% to 42%** 

Successful:

- OSSLT: **46% to 52%** successful. 

Strategies and Monitoring:

See Accountability Frameworks below and the Board Learning and Improvement Plan document.

# STUDENT ACHIEVEMENT - Looking Ahead 2019-2021

## CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES

### DATA ANALYSIS

**ELEMENTARY:** Report Card Learning Skills: Self-Regulation (June 2019)

		Needs Improvement	
		N	%
Grade 3	All	6238	5.3%
	SE	1135	15.6%
Grade 6	All	6467	5.1%
	SE	1276	13.2%

**SECONDARY:** Report Card Marks: Pass Rates in English and Mathematics (June 2019)

ENGLISH		Academic		Applied		LDCC	
		N	%	N	%	N	%
Grade 9	All	4669	95.0%	1228	91.1%	162	91.4%
	SE	368	91.8%	602	90.5%	156	91.0%
Grade 10	All	4624	96.4%	1365	92.2%	114	94.7%
	SE	314	92.4%	585	92.1%	111	94.6%

MATHEMATICS		Academic		Applied		LDCC	
		N	%	N	%	N	%
Grade 9	All	4542	93.4%	1506	88.2%	435	93.1%
	SE	292	82.5%	532	86.1%	305	92.8%
Grade 10	All	4261	90.6%	1748	86.4%	259	94.2%
	SE	231	80.8%	563	83.3%	205	95.6%

*Note - All: All Students; SE: Students with Special Education Needs (excluding Gifted)*

### SMART GOALS & TARGETS / NEXT STEPS


By June 2021, there will be a reduction of **3%** in the percentage of students with Special Education needs rated as "Needs Improvement" for the Self-Regulation Report Card Learning Skill.

By June 2021, there will be a **3%** increase in the percentage of students with Special Education needs passing the English and Mathematics Academic and Applied Courses.

#### Strategies and Monitoring:

See Accountability Frameworks below and the Board Learning and Improvement Plan document.

## REPORT BACK from 2018 - 2019

<b>AUTISM (ASD)</b> <div> <b>ES=1370</b>    <b>SS=500</b>    <b>All n=1,870</b>  <b>ISP (ES only)</b>    <b>ISP n=568</b> </div>		
GOALS	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019
<p><b>Improve Self-regulation of students identified with Autism.</b></p> 	<p>The Self-regulation of Year 2 students in the PAST program will continue to be tracked. Using the Zones of Self Regulation, by the end of the school year, <b>75%</b> of students in the PAST program will be able to identify independently which zone they are in, identify a reason why they are in that zone and identify a strategy to help move towards the green zone.</p> <p>Students in PAST programs: n = 126 PAST Programs: n=7</p> <p>Collect data from PAST programs – use data regarding Zones of Regulation as a pilot to inform practice for all students with Autism in all learning environments</p>	<p>Pre- and post-measures (checklists) were developed to track students' ability to progress through the zones of regulation.</p> <p><b>Students identifying the zone they are in</b> The percentage of occasions where students identified their zone independently improved from <b>48%</b> in the pretest period to <b>77%</b> in the post-test period.</p> <p><b>Students describing one reason why they are in the zone</b> The percentage of occasions where students gave a correct reason for why they were feeling the way they were, without assistance or independently improved from <b>66%</b> in the pretest period to <b>79%</b> in the post-test period.</p> <p><b>Students identifying one strategy to move to the green zone</b> <b>21%</b> were already in the green zone in the post-test period compared to only <b>6%</b> in the pretest period. There was little change (a slight decrease) in the percentage of occasions where students gave a correct strategy to move to the green zone, without assistance or independently from <b>64%</b> in the pretest period to <b>60%</b> in the post-test period.</p>
<p>Goal status and explanation if goal not met: <span>On Target</span></p>		
<p><b>NEXT STEPS or STRATEGIES TO SUPPORT GOALS:</b></p> <ul style="list-style-type: none"> <li>Continue to collect data from PAST program – use the data to inform practice for all students with Autism in all learning environments</li> <li>Create list of resources and strategies to share with schools</li> <li>Refine and expand the use of the elementary social skills kit</li> </ul>		

## LOOKING AHEAD to 2019 - 2021 - **AUTISM (ASD)**

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Teacher tracking sheets ✓</p> <p>Report card marks, Learning Skills, Anecdotal Comments. ✓</p> <p>EQAO results ✓</p> <ul style="list-style-type: none"> <li>Grade 3</li> <li>Grade 6</li> <li>Grade 9</li> <li>OSSLT</li> <li>Exemptions/Deferrals</li> <li>Accommodations</li> </ul> <p>Feedback forms to inform professional learning goals</p> <p><b>Area for growth:</b> Student Self-Regulation</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>By June 2021, improve Self-regulation of students identified with Autism.</p> <p>In 2019-2020,</p> <ul style="list-style-type: none"> <li><b>80%</b> of targeted students in the PAST program will be able to understand their emotions and use strategies to be flexible in their thinking as measured by teacher checklists tracked over a pre- and post-test period.</li> </ul> <p>By June 2021, there will be a <b>3%</b> improvement in Self-regulation learning skills rated as Excellent or Good (Grade 4 2020-2021 Cohort)</p>	<p>When teaching the students about emotions, strategies include:</p> <ul style="list-style-type: none"> <li>Understanding facial expressions</li> <li>Understanding body language and gestures</li> <li>Interpreting contextual cues</li> <li>Attending to physical sensations</li> </ul> <p>Daily use of:</p> <ul style="list-style-type: none"> <li>Role play</li> <li>Playing games</li> <li>Drawing of cartoons (emotions)</li> <li>Feelings/emotions chart</li> <li>Establishing a safe spot</li> </ul> <p>Teachers, Principals and VPs will engage in professional learning focused on students with Autism</p> <p>Communicate to staff at various levels</p> <ul style="list-style-type: none"> <li>Tips for supporting students with Autism</li> </ul>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>Monitor school improvement planning that incorporates the learning needs of students with Autism</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor the implementation of IEP goals specific to the learning profiles of students with Autism</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor students using assessment for learning strategies</li> </ul>
	<p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, promising practices in the area of Self-regulation and resources will be shared with elementary schools.</p> <ul style="list-style-type: none"> <li>In 2019-2020, <b>75%</b> of elementary schools will plan learning opportunities in the area of Self-regulation for students based on the resources and information shared with them.</li> </ul> <p>By June 2021, there will be deepened professional learning for school administrators focused on supporting students with Autism.</p> <ul style="list-style-type: none"> <li>In 2019-2020, <b>75%</b> of vice-principals and principals will attend a workshop to have a better understanding of resources available to share with staff in order to support students with Autism and continue to build capacity.</li> </ul>		

## REPORT BACK from 2018 - 2019

BEHAVIOUR (BEH)			ES=136 ISP (ES only)	SS=30	All n=166 ISP n=113
GOALS	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019			
<p><b>Increase the capacity of classroom teachers and educational assistants to support the integration of students registered in a Behavioural ISP and/or support the Self-regulation of students registered in a non-Special Education classroom setting.</b></p>	<p>Increase opportunities for classroom teachers and support staff to obtain evidence-based knowledge and strategies that support the Self-regulation of students.</p>	<ul style="list-style-type: none"> <li>• In 30 TCDSB classrooms the Student Support Response Teams (SSRT) supported at least one student experiencing Self-regulation difficulties. The interventions modelled evidence-based strategies for the classroom teacher/CYW.</li> <li>• A new CPI training format increased the yearly number of TCDSB employees who are certified in Crisis Prevention Intervention(CPI): n=235.</li> <li>• The format for Behavioural Support Plans, used in conjunction with Individual Education Plans, has been revised to include monitoring of Self-regulation strategies.</li> <li>• The ISP Behaviour teacher and CYW provided information to school staff on the principles and language of the Stop Now and Plan (SNAP) programme and Zones of Regulation.</li> <li>• ISP Behaviour teachers and CYWs shared the students' individual measurable goals and specific strategies with each of the integration teachers.</li> <li>• The ISP Behaviour teachers and CYWs worked collaboratively with integration teachers to evaluate student progress on a weekly basis to revise/create new goals and strategies together for each student.</li> <li>• Working collaboratively, ISP Behaviour Teachers, CYWs and the integration teachers developed a strategy of tracking and revising individual measurable goals and strategies.</li> </ul>			
<p><b>Goal status and explanation if goal not met:</b></p>			<p><b>Monitor</b></p> <ul style="list-style-type: none"> <li>• The collaboration process among Behaviour ISP teachers, Child and Youth Workers, and non-Special Education classroom teachers is a time-honoured, intentional process that requires the ongoing commitment of all staff involved in supporting students' Self-regulation goals.</li> </ul>		
<p><b>NEXT STEPS or STRATEGIES TO SUPPORT GOALS:</b></p>			<ul style="list-style-type: none"> <li>• Behavior Support Plans and Safety Plans continue to be revised and are before the Forms Committee and Corporate Services for review and consideration.</li> </ul>		

## LOOKING AHEAD to 2019 - 2021 - BEHAVIOUR (BEH)

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Teacher tracking sheets ✓</p> <p>Report Card marks ✓</p> <p>Learning Skills</p> <p>Anecdotal Comments</p> <p><b>Area for growth:</b> Parent Engagement</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p>	<p>There will be individual tracking of all primary ISP students regarding access to integration.</p> <p>Behavior Matters focuses on the following:</p> <ul style="list-style-type: none"> <li>Increases <b>Relationship Quality</b></li> <li>Increases <b>Social Networks</b> and <b>Connections</b></li> <li>Strengthens <b>Communication</b> skills</li> <li>Increases school, work and overall life <b>Success</b></li> <li>Develops ability to effectively <b>Problem Solve</b> and <b>Manage Conflict</b></li> <li>Improves <b>Resiliency</b></li> <li>Increases <b>Self Awareness</b> and <b>Emotional Awareness</b></li> <li>Improves <b>Coping</b> and <b>Calming</b> Abilities</li> <li>Develops <b>Perspective Taking</b> Skills</li> <li>Encourages a <b>Problem Solving</b> and <b>Solution Focused</b> Mindset</li> <li>Boosts <b>Motivation</b> and <b>Gratitude</b></li> <li>Creates a <b>Safe Space</b> for <b>Self Expression</b></li> </ul> <p>Teachers, Principals and VPs will engage in collaborative inquiry based professional learning focused on students with Behavior Needs.</p> <p>Communicate to staff at various levels Tips for supporting students with Behavior needs, including opportunities to attend Lunch 'N Learns.</p>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field Superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>Monitor school improvement planning that incorporates the learning needs of students with Behavior Needs</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor the implementation of IEP goals specific to the learning profiles of students with Behavior</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor students using assessments for learning strategies</li> </ul>
	<ul style="list-style-type: none"> <li>By June 2021, <b>85%</b> of primary students in ISP behavior classes will have increased access to integration because of improved Self-regulation strategies using Behavior Matters program.</li> </ul>		
	<p><b>Home, School &amp; Parish: Nurturing Our Catholic Community</b></p> <ul style="list-style-type: none"> <li>By June 2021, <b>100%</b> of parents of students in ISP behavior classes will have an opportunity to attend two sessions on engagement and collaboration between school and home. Participants will be asked to complete exit surveys to assess their awareness and satisfaction with content.</li> </ul>		


## REPORT BACK from 2018 - 2019

<b>BLIND AND LOW VISION (B/LV)</b> <div> <b>ES=4</b>      <b>SS=8</b>      <b>All n=12</b>  <b>ISP (ES only)</b>      <b>ISP (ES/SS)</b> </div>		
GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019
<b>Support full inclusion of students with Blind/Low Vision (BLV) needs through student-specific accommodations and assistive technology.</b>	<p>All students with BLV needs who receive support (Tiers 1, 2 and 3) from the TDSB Blind/Low Vision Program will access the curriculum with accommodations appropriate to the areas specified in students' IEPs (including participation in EQAO test with alternate format materials).</p> <p>All students with BLV needs (as assessed by the TDSB Blind/Low Vision Program) who require assistive technology to access the curriculum (past and present students with BLV SEA claims) will be trained in the use of that equipment in order to access the curriculum as independently and efficiently as possible.</p> <p>All teachers involved with direct teaching of students with Tier 3 BLV needs will participate in at least one professional learning session (provided by TDSB Blind/Low Vision personnel) focussed on addressing the needs of students with visual impairment in the regular classroom.</p>	<p><b><i>IEP Blind/Low Vision-specific content written by the TDSB Itinerant Blind/Low Vision Teacher and/or TDSB Orientation &amp; Mobility Instructor.</i></b></p> <p>Students who received Tier 1 (consultative support = two to three visits per year) and Tier 2 (program support = one visit per month) BLV support had BLV-related accommodations listed on page 2 of the IEP. Students who received Tier 3 support (i.e., direct instruction, one or more hours per week) had BLV Alternative Curriculum goals/pages in their IEPs.</p> <p><b><i>Students with BLV SEA equipment have undergone an Assistive Technology assessment by the TDSB Blind/Low Vision Program and SEA claim submitted in conjunction with the TCDSB SEA Department (Special Education Services).</i></b></p> <p>Ongoing training and support for students with past BLV SEA claims.</p> <p><b><i>Teachers of students with Tier 3 BLV needs received professional learning, modelling, and assistance with accommodation and inclusion strategies specific to visual impairment.</i></b></p> <p>TDSB Itinerant Blind/Low Vision Teachers and/or Orientation &amp; Mobility Instructors present in students' classrooms on a weekly basis to provide professional learning.</p>
<b>Goal status and explanation if goal not met:</b> <div>On Target</div>		
<b>NEXT STEPS or STRATEGIES TO SUPPORT GOALS:</b> <ul style="list-style-type: none"> <li>Continue to provide direct support to teachers and support staff in schools where students with BLV needs attend.</li> <li>Continue to work directly with the TCDSB SEA department regarding support of previous BLV SEA claims and new claims.</li> <li>Refine and revise IEP goals and inclusion strategies—TDSB Blind/Low Vision Program personnel working with TCDSB personnel.</li> </ul>		

## LOOKING AHEAD to 2019 - 2021 - BLIND AND LOW VISION (B/LV)

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Student use of assistive devices ✓ on a daily basis.</p> <p>Completion of BLV Special Equipment Amount (SEA) claims. ✓</p> <p>Teacher feedback from BLV ✓ professional learning (provided by the TDSB Blind/Low Vision Program).</p> <p><b>Area for growth:</b> Improved BLV Special Equipment Amount (SEA) claim process and assistive technology support of previous BLV SEA equipment already in place.</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>By June 2021, enhance processes by which BLV students access assistive technology resources in accordance with Ministry guidelines.</p> <p>In 2019-2020,</p> <ul style="list-style-type: none"> <li>• <b>100%</b> of BLV students receiving Tier 1, 2, or 3 support who have received an SEA device will receive technology training via Bridges complemented with additional training by the in-house Assistive Technology (AT) team.</li> </ul>	<p>School personnel will</p> <ul style="list-style-type: none"> <li>• Consult/work with TDSB BLV personnel to write IEPs with appropriate BLV accommodations, including the inputting of BLV Alternative pages in the IEP.</li> <li>• Implement BLV IEP accommodations and strategies</li> <li>• Collaborate with TDSB BLV personnel in a timely manner to provide accessible materials to the student with BLV needs at the same time as his/her normally sighted peers</li> </ul> <p>TDSB BLV Program personnel will:</p> <ul style="list-style-type: none"> <li>• Provide professional learning opportunities to appropriate schools students with BLV needs attend</li> <li>• Provide or coordinate training to students (and staff, if needed) who use BLV-related assistive technology</li> <li>• Provide BLV-specific information to be included in students' IEPs</li> </ul> <p>Students with BLV needs will:</p> <ul style="list-style-type: none"> <li>• Use their assistive technology as independently as possible</li> <li>• Be included in the regular classroom as independently as possible</li> <li>• Have access to the curriculum (with BLV accommodations) as independently as possible</li> </ul>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>• Monitor effectiveness of professional learning in conjunction with the TDSB Blind/Low Vision Program Coordinator</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>• Monitor inclusion of students with Blind/Low Vision needs and their ability to access the curriculum as independently as possible</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>• Monitor, together with teachers, the implementation of IEP goals specific to the learning profiles of students with Blind/Low Vision needs</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Monitor students using assessment for learning strategies</li> </ul>
	<p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <ul style="list-style-type: none"> <li>• <b>100%</b> of staff supporting Tier 3 BLV students will receive additional training in support of incorporating the use of technology in their daily curriculum.</li> </ul>		

## REPORT BACK from 2018 - 2019

DEAF AND HARD-OF-HEARING (D/HH)		ES=55	SS=33 ISP (ES only)	All n=88 ISP n=28
GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019		
<p>Improve achievement of students identified with Deaf/Hard of Hearing.</p> 	<p>By June 2019, review results from D/HH Student Survey and D/HH Teacher Survey and based on results, identify one elementary and two high schools to track usage of Hearing Assistance Technology over two years.</p>	<ul style="list-style-type: none"><li>• Surveys were analyzed to examine and explore student and teacher usage of Hearing Assistance Technology as part of a multi-year comprehensive plan: Year 1 (2017-2018) - Data collection; Year 2 (2018-2019) - plan development (revised); and Year 3 (2019-2020) - plan implementation (revised)</li><li>• Progress with the individual student goals was reviewed with parents/guardians through the regular teacher and parent communication as well as the annual IPRC</li><li>• Survey results identify a need to increase the level of engagement for junior students who are D/HH, to address better their social communication needs</li><li>• Research supports better social, emotional and academic outcomes for D/HH students who have opportunities to develop positive social interactions, peer acceptance and meaningful friendships</li><li>• D/HH-ISP teachers received professional development materials to address the hearing technology needs of individual students in the D/HH-ISP classroom</li><li>• <b>100%</b> of school age students referred who had diverse hearing levels received loaner classroom equipment and Hushh-ups<sup>®</sup> to support auditory access to the curriculum</li><li>• All students referred for auditory processing deficits received loaner amplification systems for equipment trials</li><li>• More than <b>84%</b> of students (preschool to high school) identified as D/HH and/or those receiving itinerant support engaged in face-to face social networking and communication enrichment experiences, such as Girls' Talk and Boys' Club</li></ul>		
Goal status and explanation if goal not met:		Monitor		
<ul style="list-style-type: none"><li>• Goal for 2018/19 was revised due to small student cohort and changes in student circumstances and needs.</li></ul>				
NEXT STEPS or STRATEGIES TO SUPPORT GOALS:				
<ul style="list-style-type: none"><li>• Continue to review data from DHH-ISP teacher and student surveys and use the data to inform practice for all students with an identification of Deaf/Hard of Hearing in all learning environments.</li><li>• Develop evidence-based and evidence-informed resources and strategies to share with schools.</li></ul>				

## LOOKING AHEAD to 2019 - 2021 - DEAF AND HARD-OF-HEARING (D/HH)

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Report Card marks, ✓ Learning Skills Anecdotal Comments</p> <p>Professional learning ✓ feedback forms to inform professional learning goals</p> <p><b>Area for growth:</b> Hearing Technology Usage</p>	<p><b>Pathways, Planning and Programming: Student Engagement and Well-Being</b></p> <p>By June 2021, there will be an increase in the level of participation in social networking events for students who are D/HH in the Junior Division:</p> <ul style="list-style-type: none"> <li>• 80% of identified D/HH students in junior grades will engage in social networking events</li> </ul> <p>Revise Girls' Talk/Boys' Club events based on grade division</p> <p>Provide speakers and activities for students at D/HH picnic, Girls' Talk/Boys' Club that focus on positive self-image and self-advocacy</p> <p>By June 2021, there will be an increase in positive responses regarding D/HH students' understanding of themselves as learners and well-being</p> <ul style="list-style-type: none"> <li>• D/HH Family Picnic feedback survey</li> <li>• D/HH Girls' Talk feedback</li> <li>• D/HH Boys' Club feedback</li> </ul>	<p>Teachers will engage in collaborative inquiry based professional learning focused on students identified as Deaf/Hard of Hearing</p> <p>Engage in co-teaching and co-planning</p> <p>Differentiate support based on student needs</p> <p>Identify students with learning gaps in use of hearing assistance technology and plan appropriate and timely interventions</p> <p>Develop video highlighting importance of hearing assistive technology to share board-wide</p>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>• Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>• Monitor school improvement planning that incorporates the learning needs of students with a D/HH identification</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>• Monitor the implementation of IEP goals specific to the learning profiles of students who are Deaf/ Hard of Hearing</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Monitor students using assessment for learning strategies</li> </ul>
	<p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, evidence informed practices in the area of hearing and use of hearing assistive technology will be shared with all schools.</p> <ul style="list-style-type: none"> <li>• 80% of D/HH-ISP teachers will plan learning opportunities that support effective hearing assistance technology use based on the resources and information shared with them.</li> </ul>		

## REPORT BACK from 2018 - 2019

**GIFTEDNESS (GI)**

ES=1,077    SS=853    All n=1,930  
ISP (ES only)    ISP n=153

GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019															
Improve Self-regulation and organizational skills for Gifted students.	<ul style="list-style-type: none"><li>Increase the percentage of students with Giftedness whose Self-Regulation and Organizational skills are rated as “Excellent” on the Provincial Report Card.</li><li>Building capacity for Gifted Withdrawal and Congregated Program Teachers, through professional development activities (October 2018 Newsletter titled Time Management Skills, distributed to all TCDSB staff; presentation of Supporting Minds-Anxiety Module from School Mental Health Assist (December 2017).</li><li>PD presentation on Supporting the emotional health of students with Giftedness: How to recognize depression/ anxiety and how to help in December 2017; Supporting regular classroom teachers by offering a bank of IEP Accommodation comments for Gifted students.</li></ul>	<p>Provincial Report Card Learning Skills</p> <table><tr><th>2016/2017 Grade 6 Cohort</th><th colspan="2">Baseline: 2015/2016 Grade 5 Term 1</th><th colspan="2">2018/2019 Grade 8 Term 2 (242)</th></tr><tr><th></th><th>Organization</th><th>Self- Regulation</th><th>Organization</th><th>Self- Regulation</th></tr><tr><td>Excellent</td><td>63.3%</td><td>60.6%</td><td>70.2%</td><td>71.5%</td></tr></table> <p>The “Excellent” ratings of the Learning Skills: <i>Organization and Self-regulation</i> have increased.</p> <p>Continue to implement strategies to address anxiety/perfectionism in students with Giftedness.</p>	2016/2017 Grade 6 Cohort	Baseline: 2015/2016 Grade 5 Term 1		2018/2019 Grade 8 Term 2 (242)			Organization	Self- Regulation	Organization	Self- Regulation	Excellent	63.3%	60.6%	70.2%	71.5%
2016/2017 Grade 6 Cohort	Baseline: 2015/2016 Grade 5 Term 1		2018/2019 Grade 8 Term 2 (242)														
	Organization	Self- Regulation	Organization	Self- Regulation													
Excellent	63.3%	60.6%	70.2%	71.5%													
Goal status and explanation if goal not met: <div>On Target</div>																	
NEXT STEPS or STRATEGIES TO SUPPORT GOALS: <ul style="list-style-type: none"><li>Continue to collect data from report cards.</li><li>Create list of resources and strategies to share with schools.</li><li>Refine and expand the use of the Social Skills Kit.</li></ul>																	

## LOOKING AHEAD to 2019 - 2021 - GIFTEDNESS (GI)

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Report Card marks ✓ Learning Skills and Work habits Anecdotal Comments</p> <p>Feedback forms ✓ to inform future professional learning goals</p> <p><b>Area for growth:</b> Student Self-regulation</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <ul style="list-style-type: none"> <li>By June 2021, there will be 3% improvement in Organization and Self-regulation skills rated as "excellent" (2019-2020 Grade 6 cohort).</li> </ul>	<p>Circulate annual newsletter to school staff and parents on the following topics:</p> <ul style="list-style-type: none"> <li>Improving time management and organizational skills. (2018-19)</li> <li>Debunking misconceptions about the identification of Giftedness. (2019-20)</li> <li>Describing the importance of Gifted programming, focusing on student and parent voice. (2020-21)</li> </ul> <p>Gifted teachers (withdrawal, congregated and secondary) will participate in at least one professional development (PD) session annually focused on the needs of their students.</p> <p>Teachers, Principals and VPs will engage in collaborative inquiry based professional learning focused on students identified as Gifted</p>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>Monitor school improvement planning that incorporates the learning needs of students with Giftedness</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor the implementation of IEP goals specific to the learning profiles of students with Giftedness</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor students using assessment for learning strategies</li> </ul>
	<p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <ul style="list-style-type: none"> <li>By June 2021, there will be deepened professional learning for <b>100%</b> of elementary and secondary teachers of Gifted students on relevant topics such as <ul style="list-style-type: none"> <li>Characteristics of Giftedness</li> <li>Supporting the various learning needs of students with Giftedness</li> <li>Promoting continuous engagement and self-motivation</li> <li>Maintaining a balanced focus on curricular and co-curricular activities</li> <li>Executive functioning skills</li> <li>Time management strategies</li> <li>Organizational strategies</li> </ul> </li> <li>By June 2021, prepare and circulate annual newsletters across the TCDSB community to expand the understanding of Giftedness.</li> </ul>		

LANGUAGE IMPAIRMENT (LI)			ES=558 ISP (ES only)	SS=242 ISP (ES only)	All n=800 ISP n=175
GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019			
<b>Improve achievement of students identified with Language Impairment</b>	<p>Administer functional speaking and listening measures in Fall 2018 and Spring 2019 by LI- ISP teachers.</p> <p>Data will inform goal setting and capacity to refine the teaching/learning cycle and student achievement.</p> <p>Survey results will inform goal setting for 2019/2020.</p>	<ul style="list-style-type: none"> <li>• Pre- and post-measures were developed to track teachers' perceptions of students' progress in nine measures of oral language, as part of a three-year comprehensive survey beginning in 2017-2018.</li> <li>• Results for eighty students' functional speaking and listening skills were analyzed in the pre- and post-survey.</li> <li>• Preliminary results indicate a increase in performance between September and June across all measures, but one.</li> <li>• Year two data September and June indicate that the proportion of students rated at rarely demonstrating positive oral language skills decreased significantly over time on the following:               <ul style="list-style-type: none"> <li>- Use correct grammar and talk in complete sentences. (Reduced from <b>49.4%</b> of students to <b>32.9%</b>)</li> <li>- Engage others in conversation. (Reduced from <b>32.9%</b> to <b>22.5%</b>)</li> </ul> </li> <li>• Speech-language pathologists facilitated promotion of the board-wide Early Identification Strategy in support of PPM 11 by providing targeted consultation and resources to more than <b>90%</b> of kindergarten classrooms.</li> <li>• SLPs provided screening, assessment, consultation and/or intervention to more than 3,000 students across all panels to address specific communication needs of students.</li> <li>• All schools were provided access to four informational videos that highlight the link between communication, behaviour and mental health.</li> <li>• LI-ISP teachers were provided with professional development materials to address the oral language and literacy skills of individual students in the LI-ISP classroom.</li> </ul>			
<b>Goal status and explanation if goal not met:</b>			<div>Monitor</div>		
<ul style="list-style-type: none"> <li>• Evidence continues to be gathered during this three-year process timeline which includes: 2017-18, 2018-19, and 2019-20.</li> </ul>					
<b>NEXT STEPS or STRATEGIES TO SUPPORT GOALS:</b>					
<ul style="list-style-type: none"> <li>• Continue to collect data from LI-ISP teacher surveys and use the data to inform practice for all students with Language Impairment in all learning environments.</li> <li>• Develop evidence-based and evidence-informed resources and strategies to share with schools.</li> <li>• A comprehensive analysis of all data from three years of the survey administration will be completed by June 2020.</li> </ul>					

## LOOKING AHEAD to 2019 - 2021 - LANGUAGE IMPAIRMENT (LI)

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Report Card marks ✓ Learning Skills Anecdotal Comments</p> <p>Feedback forms to inform ✓ professional learning goals</p> <p><b>Area for growth:</b> Expressive Language</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p>	<p>Focus on the following oral language skills:</p> <ul style="list-style-type: none"> <li>Follow multi-step spoken directions.</li> <li>Understand the meaning of words.</li> <li>Understand what people are saying.</li> <li>Understand new information.</li> <li>Ask and answer questions of peers and teachers.</li> <li>Describe things to people.</li> <li>Put events in right order when telling stories or describing events.</li> <li>Use correct grammar and talk in complete sentences.</li> <li>Engage others in conversation.</li> </ul>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>Monitor school improvement planning that incorporates the learning needs of students with Language Impairment</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor implementation of IEP goal specific to the learning profiles of students with Language Impairment</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor students using assessment for learning strategies</li> </ul>
	<p>In June 2020, there will be a significant reduction (September-June) in the proportion of students rarely demonstrating each of the 9 student oral language skills.</p>		
	<p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, evidence informed practices in the area of communication and Self-regulation will be shared with elementary schools.</p> <ul style="list-style-type: none"> <li>At least <b>85%</b> of students in the LI-ISP classroom will have teacher survey data administered, collected, and analysed.</li> </ul> <p>By June 2021, increase teacher capacity to support achievement for students with Language Impairment.</p> <ul style="list-style-type: none"> <li><b>75%</b> of LI-ISP teachers will plan learning opportunities that support communication and Self-regulation based on the resources and information shared with them.</li> </ul>		


## REPORT BACK from 2018 - 2019

LEARNING DISABILITY (LD)			ES=837 ISP (ES only)	SS=1428 ISP (ES only)	All n=2,265 ISP n=114
GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019			
By year-end increase teachers’ understanding of LD and its impact on teaching and learning in math and reading and their use of effective teaching strategies.	<ul style="list-style-type: none"><li>• In-servicing of teachers to increase understanding of students with LD to increase math achievement (December 2017, February 2018). Math instructions supported by a variety of interventions (Focus on Fundamentals - formerly the Renewed Math Strategy).</li><li>• Empower Reading Intervention (Decoding/Spelling Grade 2-5 and 6-8; Comprehension/ Vocabulary Grade 2-5): offered in 71 TCDSB elementary schools.</li><li>• Lexia Reading Intervention to support the learning of Decoding, Comprehension and Vocabulary: offered in 65 schools (73 Teachers and 5 APTs attended the October 2016 Lexia training).</li><li>• Students with LD are supported to learn self-advocacy and social-emotional skills. LD ISP teachers offered one-day training with FRIENDS Resilience classroom intervention program.</li></ul>	<p>The number of schools using Lexia program licenses increased from 98 to 110 (total assignment is 500 licenses).</p> <p>Training, mentoring, consolidation of professional learning to support continued delivery of EMPOWER programming.</p> <p>Improved the accessibility of the EMPOWER program by redistributing current programs to locations previously underserved (number of schools increased by 6).</p>			
<div>Goal status and explanation if goal not met:</div> <div>Action Required</div> <ul style="list-style-type: none"><li>• While an ongoing target for the implementation of <b>Empower Reading Programs</b> in elementary schools is to offer equity of opportunity to students in as broad an array of schools as possible, the operational limit for the staffing of this category of program assignment is 100 (programs) across the board.</li><li>• There are 67 school locations with Empower programs.</li><li>• The number of sessions of an Empower program varies depending on the program, but ranges from 70-110 one-hour sessions.</li><li>• The parameters for use of the <b>Lexia Reading Intervention</b> licenses are somewhat broader and currently include 500 licenses. Equity of opportunity for schools is a goal also for the assignment of Lexia licenses. While there has been growth in the number of schools assigned Lexia licenses from 98 to 110, there are plans in 2019-2020 to significantly increase the availability of Lexia licenses from 500 to 1500.</li></ul>					
<div>NEXT STEPS or STRATEGIES TO SUPPORT GOALS:</div> <ul style="list-style-type: none"><li>• Continue to provide professional learning opportunities for elementary teachers in LD ISP classrooms.</li><li>• Provide Elementary LD ISP classroom teachers supports for social-emotional learning for students with a Learning Disability.</li></ul>					

## LOOKING AHEAD to 2019 - 2021 - **LEARNING DISABILITY (LD)**

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Report Card marks ✓ Learning Skills Anecdotal Comments</p> <p>EQAO Results ✓</p> <ul style="list-style-type: none"> <li>Grade 3</li> <li>Grade 6</li> <li>Grade 9</li> <li>OSSLT</li> <li>Exemptions/Deferrals</li> <li>Accommodations</li> </ul> <p>Current distribution of intervention programs ✓</p> <p>Professional learning feedback forms ✓</p> <p><b>Area for growth:</b> Social Emotional Learning</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>Students with the LD exceptionality in grades 2-5 using the Lexia Reading intervention will have an average gain of at least 1.0 grade levels over the course of the year.</p> <p>Students with the LD exceptionality in Empower Reading: Decoding and Spelling Gr. 2-5 will make a Running Record gain on average of 6 Running Records levels over the course of the year.</p>	<p>Teachers, Principals and VPs will engage in collaborative inquiry based professional learning focused on academic and social emotional needs of students with Learning Disabilities</p> <p>Determination of placement of tier 2 and 3 intervention programs aimed at optimizing equity and accessibility across the board</p> <p>Communicate to staff at various levels - Tips for supporting students with LD</p>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>Monitor school improvement planning that incorporates the learning needs of students with LD</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor the implementation of IEP goals specific to the learning profiles of students with LD</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor students using assessment for learning strategies</li> </ul>
	<p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, <b>100%</b> Special Education teachers will participate in at least one professional learning session focussed on understanding and addressing the academic and social emotional needs of students with learning disabilities.</p> <p>By June 2021, increase equity and availability of Lexia licences from 500 to 1500.</p> <p>By June 2021, the assigned number of Empower intervention programs will be distributed among a greater number of elementary schools (75 school) in order to enhance equity of access of this program across the Board.</p>		

## REPORT BACK from 2018 - 2019

MILD INTELLECTUAL DISABILITY (MID)		ES=95	SS=209 ISP (ES only)	All n=304 ISP n=98
GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019		
<p>By June 2020, a more comprehensive set of criteria will be shared with the System to describe the profile of the MID learner.</p> <p>By June 2021, MID ISP teachers will have gained a better understanding of strategies and promising practices that they can implement in their classroom.</p>	<p><b>90%</b> of Psychology providers and Special Education staff will have a better understanding of the criteria for identifying a student with the exceptionality of MID.</p> <p><b>90%</b> of the teachers in MID ISP classrooms will participate in the professional learning opportunity focused on the reading resource program Lexia which will help to increase student engagement and student progress.</p>	<p>Psychology staff drafted a resource that clarified the criteria for identifying students with the exceptionalities of Multiple Exceptionalities (ME), Developmental Disability (DD), and Mild Intellectual Disability (MID).</p> <p>Consultation took place with the Psychology team and staff from other branches of the Special Education Department.</p> <div></div>		
<p><b>Goal status and explanation if goal not met:</b> <span>Action Required</span></p> <ul style="list-style-type: none"><li>The process to develop a more comprehensive set of criteria to describe the profile of the MID learner continues to be undertaken by TCDSB Psychology staff.</li></ul>				
<p><b>NEXT STEPS or STRATEGIES TO SUPPORT GOALS:</b></p> <ul style="list-style-type: none"><li>Continue to provide professional learning opportunities for elementary teachers teaching in MID ISP classrooms.</li><li>Provide elementary and secondary teachers with a reference resource of promising practices that can be utilized to enhance the engagement and achievement of students identified with an MID.</li></ul>				

## LOOKING AHEAD to 2019 - 2021 - MILD INTELLECTUAL DISABILITY (MID)

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Report Card marks ✓ Alternative Report Cards Learning Skills Anecdotal Comments</p> <p>Feedback forms to inform ✓ professional learning goals</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>By June 2021, <b>100%</b> of students in MID Intensive Support Programs (ISP) classrooms will start to use Lexia reading intervention software.</p> <p>By June 2020, students with an identification of MID who currently are using Lexia reading intervention software will have an average of 0.5 grade-level reading improvement gain.</p>	<ul style="list-style-type: none"> <li>• use of multi-modality learning experiences to meet the various needs of students</li> <li>• use descriptive feedback to engage students in ongoing assessment for learning and improvement</li> <li>• implement Lexia reading intervention software to all students in MID ISP classrooms</li> </ul>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>• Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>• Monitor school improvement planning that incorporates the learning needs of students with an MID</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>• Monitor the implementation of IEP goals specific to the learning profiles of students with an MID</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Monitor students using assessment for learning strategies</li> </ul>
	<p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, <b>100%</b> of MID ISP classroom teachers will receive Lexia program training.</p>		

## REPORT BACK from 2018 - 2019

MULTIPLE EXCEPTIONALITIES (ME) / DEVELOPMENTAL DISABILITY (DD)		ME ES=103 SS=64	DD ES=53 SS=70	All DD=123 ISP DD=110 ISP DD (ES/SS)	All ME=167 ISP ME =133 ISP ME (ES/SS)
GOAL	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019			
Increased teacher understanding and use of EQUALS to address the numeracy program for elementary students with ME/DD	Make available to all elementary ME/DD ISP classes the EQUALS program to address the functional numeracy skills of their students and increase student engagement.	<p>Responses from teachers:</p> <p><b>61%</b> reported that the use of the EQUALS program has had to a great extent and somewhat an impact on student engagement in numeracy.</p> <p><b>48%</b> indicated that the use of the EQUALS program has had to a great extent and somewhat an impact on student learning in numeracy.</p> <p>Almost <b>40%</b> reported that lack of staffing and <b>35%</b> reported time constraints as reasons for preventing teachers from using EQUALS to support student learning in the manner they would like.</p> <p><b>44%</b> also indicated that they were not able to use the EQUALS program yet and so did not see evidence of impact on student engagement or student learning.</p>			
Goal status and explanation if goal not met:		Monitor			
<ul style="list-style-type: none"><li>Some teachers, were unable to attend the Professional Development workshop due to later hiring date. As a result, they were not able to implement the program and see evidence of impact</li></ul>					
NEXT STEPS or STRATEGIES TO SUPPORT GOALS:					
<ul style="list-style-type: none"><li>Schedule another professional learning opportunity to review the EQUALS program with staff.</li><li>Invite staff that were unable to attend the Professional Learning opportunity in 2018-2019.</li></ul>					

## LOOKING AHEAD to 2019 - 2021 - **MULTIPLE EXCEPTIONALITIES (ME) / DEVELOPMENTAL DISABILITY (DD)**

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Report Card marks ✓ Alternative Report Cards Learning Skills Anecdotal Comments</p> <p>Feedback forms to inform ✓ professional learning goals</p> <p><b>Area for growth:</b> Functional literacy and functional numeracy skills of students</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>By June 2021, <b>75%</b> of secondary teachers will respond positively regarding the literacy learning engagement of students in their ME/DD ISP class.</p> <p>By June 2021, <b>75%</b> of elementary teachers will respond positively regarding the numeracy learning engagement of students in their ME/DD ISP class.</p>	<p>Secondary ME/DD Literacy</p> <ul style="list-style-type: none"> <li>• Use of visuals to engage students in learning</li> <li>• Age appropriate content to help to teach emergent literacy skills to students at various levels</li> </ul> <p>Elementary ME/DD Numeracy</p> <ul style="list-style-type: none"> <li>• Use of real math instruction to help students gain math skills</li> <li>• Use of multi-sensory learning experiences to meet the needs of the students</li> <li>• Offer adaptations to think, choose, move, talk and write while working through numeracy activities</li> </ul>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>• Monitor effectiveness of professional learning using Common Feedback Forms</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>• Monitor school improvement planning that incorporates the learning needs of students with ME/DD</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>• Monitor the implementation of IEP goals specific to the learning profiles of students with ME/DD</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Monitor students using assessment for learning strategies</li> </ul>
	<p><b>School &amp; Classroom Leadership: Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, <b>75%</b> of secondary teachers of the ME/DD ISP class will implement the use of Early Literacy Builder resource with students to address their functional literacy skills.</p> <p>By June 2021, <b>75%</b> of elementary teachers of the DD/ME program will implement the use of EQUALS program to address the functional numeracy skills of their students and increase student engagement.</p>		

## LOOKING AHEAD to 2019 - 2021

<b>PHYSICAL DISABILITY (PD)</b> <div> <b>ES=51</b>      <b>SS=23</b>      <b>All n=74</b>  <b>ISP (ES/SS)</b>      <b>ISP n=6</b> </div>			
DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Identify the range of physical disability and the supports currently in place. ✓</p> <p><b>Area for growth:</b> To be determined by June 2020.</p>	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>By Spring 2020, create a framework to support staff who work with students with the Physical Disability identification.</p> <p>The framework will focus on understanding the learning environments and profile of students with Physical Disabilities. It will set targets for June 2021 in support of full inclusion of students identified with the Physical Disability exceptionality.</p>	<p>Survey schools to identify the specific nature of the physical disability of students and the locally developed supports that are in place to assist them with the curriculum.</p> <p>Chronicle best practices currently in place to support students with Physical Disabilities.</p> <p>Provide professional development to build capacity in support of students with Physical Disability.</p>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning.</li> </ul> <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> <li>Monitor inclusion of students with Physical Disability needs and their ability to access the curriculum as independently as possible.</li> </ul> <p>Administrators will:</p> <ul style="list-style-type: none"> <li>Monitor the implementation of IEP goals specific to the learning profiles of students with a Physical Disability.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Monitor students using assessment for learning strategies</li> </ul>
	<p><b>Curriculum Teaching and Learning: A Focus on Assessment Practices</b></p> <p>By June 2021, there will be full inclusion of students identified with Physical Disability through student-specific accommodations and assistive technology.</p>		
	<p><b>Professional Learning, Collaboration and Engagement</b></p> <p>By June 2021, there will be increased professional learning opportunities and sharing of effective practices to support students with Physical Disability identification.</p>		

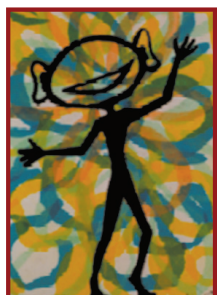




**A CATHOLIC SCHOOL GRADUATE IS EXPECTED TO BE:**



A DISCERNING BELIEVER



AN EFFECTIVE COMMUNICATOR



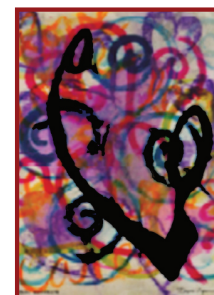
A REFLECTIVE, CREATIVE  
AND HOLISTIC THINKER



A SELF-DIRECTED, RESPONSIBLE,  
LIFELONG LEARNER



A COLLABORATIVE CONTRIBUTOR



A CARING FAMILY MEMBER



A RESPONSIBLE CITIZEN

## REPORT BACK from 2018 - 2019

**MENTAL HEALTH**

GOALS	TARGETS IN 2018-2019	EVIDENCE 2018 - 2019
<p><b>Increase capacity throughout the system in regards to student mental health and well-being.</b></p> <p><b>Increase mental health services in secondary schools.</b></p> <p><b>Increase social-emotional learning in the classroom.</b></p> <p><b>Engage external stakeholders with regards to mental health services in our schools.</b></p>	<p>To provide professional development to the system in the following areas: suicide awareness training, suicide intervention training as well as various modules from Supporting Minds, as determined by local needs.</p> <p>Hire 6 mental health professionals, provide training in Brief Intervention for School Clinician and integrate their services in 6 targeted secondary schools within a multi-disciplinary team to provide counseling services to students.</p> <p>Mental health professionals facilitated social-emotional programs into classrooms at the secondary panel and teachers at the elementary panel were invited to participate in the Faith &amp; Wellness pilot, bringing everyday mental health activities into the classroom.</p> <p>Collaboration with about 12 mental health agencies that bring mental health programs into our schools.</p>	<ul style="list-style-type: none"> <li>• 180 staff members were trained in suicide awareness skills</li> <li>• 60 staff members were trained in suicide intervention skills</li> <li>• 60 staff members trained in anxiety disorders</li> <li>• 40 staff members trained in mentally-healthy classroom</li> </ul> <ul style="list-style-type: none"> <li>• Mental health professionals* delivered social-emotional programs in 12 classrooms in 6 high schools</li> <li>• The percentage of students (total of 186) that felt they could not cope with all the things they had to do went down from <b>45%</b> at pre-test to <b>34%</b> at post-test.</li> <li>• Mental health professionals* counselled 41 students</li> </ul> <p>*MH professionals were hired in April 2019.</p> <ul style="list-style-type: none"> <li>• Faith &amp; Wellness program in 4 schools</li> <li>• Mental health professionals* delivered social-emotional programs in 12 classrooms in 6 high schools.</li> </ul> <p>*MH professionals were hired in April 2019.</p> <p>Memoranda of Understanding were renewed with about 12 mental health agencies with whom we continue to collaborate in bringing mental health programs into our schools for students.</p>
<p><b>Goal status and explanation if goal not met:</b> <span style="background-color: yellow; padding: 2px;">Monitor</span></p> <ul style="list-style-type: none"> <li>• Some teachers were unable to attend the Professional Development workshop due to later hiring date. As a result, they were not able to implement the program and see evidence of impact.</li> </ul>		
<p><b>NEXT STEPS or STRATEGIES TO SUPPORT GOALS:</b></p> <ul style="list-style-type: none"> <li>• Continue to provide professional development to the system by adding the ADHD module of <u>Supporting Minds</u>, continue suicide intervention training to our clinicians, guidance counselors and school administrators and suicide awareness training to the system, as well as other training from <u>Supporting Minds</u>.</li> <li>• The team of mental health professionals continue to offer social-emotional programs in classrooms including <u>Stress Lessons</u> and <u>STRONG</u> to our newcomer students.</li> <li>• The team of mental health professionals continue to counsel students in 12 targeted high schools to complement mental health services provided by the psychology and social work service providers.</li> <li>• Collaborative work continues with our mental health agency partners to bring evidence-based and evidence-informed programs and interventions to our students.</li> </ul>		

## LOOKING AHEAD to 2019 - 2021 - MENTAL HEALTH

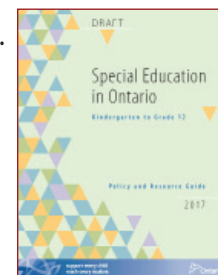
DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Student Voice survey ✓ Teacher Voice survey Administrator Voice survey Feedback Forms Mental Health Initiatives Mental Health Professionals</p> <p><b>Areas for Growth:</b></p> <p>Increase students' social-emotional competency</p> <p>Student Mental Health and Well-Being initiative in Elementary</p> <p>Inquiry-based professional learning and teacher involvement</p> <p>Staff well-being</p>	<p><b>Student Engagement and Well-Being</b></p> <p>By June 2021, there will be an increase in positive responses regarding students' self-image or social-emotional competency (based on a range of questions): Elementary – maintain positive range (<b>78% to 88%</b>) Secondary – from <b>71% - 83%</b> range to <b>75% to 85%</b> range</p> <p>By June 2021, there will be an increase in "Stop the Stigma" Mental Health and Well-being initiatives from 54 to 80 elementary schools</p>	<ul style="list-style-type: none"> <li>Implement the Student Mental Health &amp; Well-Being Strategic plan and "Faith &amp; Wellness" resource from School Mental Health Ontario in partnership with OECA.</li> <li>Promote the integration of Student Well-being within schools' existing teams to ensure cohesive implementation of Student Mental Health and Well-Being Strategy.</li> <li>Increase awareness and use of classroom strategies to support mental health and well-being for all TCDSB students by implementing "Supporting Minds" PD series for educators K-12.</li> <li>Promote implementation of social-emotional programs in classrooms.</li> <li>Implement a Staff Well-Being Committee with representatives from all 14 Employee groups.</li> <li>The Staff Well-Being Committee will develop a Staff Well-Being Strategic Plan that is informed by the results of the Workforce Census data.</li> <li>Build the foundational conditions necessary for the successful implementation of the Staff Well-Being Strategic Plan.</li> <li>Launch targeted Staff Well-Being campaigns to promote personal resiliency and healthy/respectful work environments.</li> </ul>	<p>Central staff will:</p> <ul style="list-style-type: none"> <li>Track elementary and secondary Student Voice survey regarding sense of self</li> <li>Monitor progress and implementation of the Student Mental Health and Well-Being Strategy using the elementary and secondary Student Voice surveys regarding engagement and well-being</li> </ul> <p>Field Superintendents will:</p> <ul style="list-style-type: none"> <li>Monitor progress in the integration of Student Well-Being as part of schools' existing teams to ensure implementation of Student Mental Health &amp; Well-Being Strategy.</li> </ul>
	<p><b>Professional Learning, Collaboration and Engagement</b></p> <p><b>By June 2021, there will be an increase in positive responses regarding staff well-being:</b> Workforce Census – 2019-2020 Baseline</p>		

## ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES: RESOURCES

The following **RESOURCES** have informed our plan:

1. [http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2017e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf)
2. <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>
3. [http://www.edu.gov.on.ca/eng/general/elemsec/speced/caring\\_safe\\_school.pdf](http://www.edu.gov.on.ca/eng/general/elemsec/speced/caring_safe_school.pdf)
4. <http://www.edu.gov.on.ca/eng/general/elemsec/speced/autismspecdis.pdf>
5. <http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf>
6. <https://www.tcdsb.org/ProgramsServices/SpecialEducation/mhs/Documents/TCDSB%20Student%20MH%20and%20WB%20Strategy%202015-18%20Draft%2010.pdf>
7. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
8. <http://www.edu.gov.on.ca/eng/policyfunding/GSKindergartenAddendum2018.pdf>
9. <http://www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf>
10. <https://www.tcdsb.org/ProgramsServices/SpecialEducation/ParentsGuide/Pages/default.aspx>
11. [https://www.tcdsb.org/Board/EIE/Documents/TCDSB\\_Equity\\_Action\\_Plan\\_Web\\_2019.pdf](https://www.tcdsb.org/Board/EIE/Documents/TCDSB_Equity_Action_Plan_Web_2019.pdf)

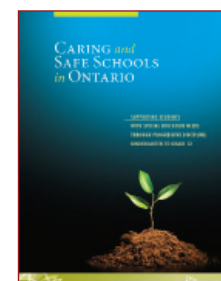
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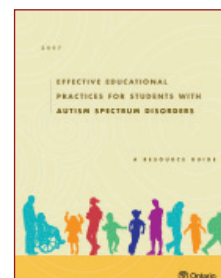
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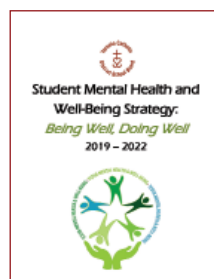
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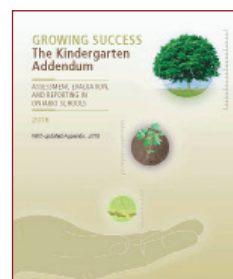
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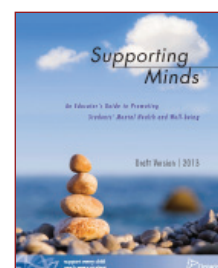
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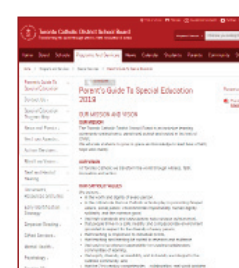
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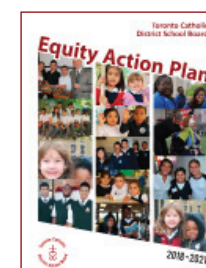
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11.





**TORONTO CATHOLIC DISTRICT SCHOOL  
BOARD TRUSTEES 2019 - 2020**

**Ward**

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, Vice-Chair	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](http://www.tcdsb.org)

**NOVEMBER 2019**



## REPORT TO

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

## NON-RESIDENT VISA STUDENT FEES FOR SEPTEMBER 2020

*“There is neither Jew nor Greek, there is neither slave nor free, there is neither male nor female;  
For you are all one in Christ Jesus”*  
**Galatians 3:28**

Created, Draft	First Tabling	Review
September 10, 2019	October 10, 2019	December 5, 2019
D. de Souza, Co-ordinator of Revenue, Grants & Ministry Reporting A. Mazzucco Co-ordinator of International & Continuing Education P. Aguiar, Superintendent of Safe Schools, Alternative Ed. & SSI P. De Cock, Comptroller of Business Services & Finance		
<b>RECOMMENDATION REPORT</b>		

**Vision:**

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

**Mission:**

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

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



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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

## **A. EXECUTIVE SUMMARY**

This report recommends that the Toronto Catholic District School Board (TCDSB) increase the fees for Non-Resident VISA students. TCDSB does not receive any provincial grants for Non-Resident VISA students and the Toronto District School Board (TDSB) has increased its fees for elementary by \$3,000 to \$16,000 and for secondary by \$1,500 to \$16,000 for the 2020-21 school year.

To maintain parity with TDSB and cover the International student recovery amount which reduced TCDSB revenues by \$1,300 per student in 2019-20, Business Services and International Education staff are recommending increasing TCDSB's fees of \$13,000 to \$16,000 for elementary and \$14,500 to \$16,000 for secondary, for September 2020. The application fee will also increase from \$250 to \$350, and the \$40 wire transfer fee will remain unchanged. The \$40 wire transfer will only be charged if applicants do not use the board recommended on line payment process. It is anticipated that the TCDSB will continue to remain competitive and attractive to Non-Resident VISA students for September 2020.

Included in this report is the analysis of the effects of the rates that may impact future revenues.

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

## **B. PURPOSE**

1. To set the TCDSB Non-Resident VISA student fees for the 2020-21 school year, enhance recruitment efforts and remain competitive with the co-terminus school board, the TDSB.

## **C. BACKGROUND**

1. *This is an annual report provided to the Board for its consideration.* In 2002, the Board approved a motion requesting staff to prepare an annual report on the setting of Non-Resident VISA student fees and updates on any changes that have occurred with surrounding boards.

2. ***The Ministry sets a minimum, but no maximum for non-resident fees.*** In March 2000, the Ministry of Education announced the Regulation made under the Education Act, "Calculation of fees for non-residents" for the 2000-01 school year. The regulation pertaining to the charging of tuition fees to VISA students does not set a maximum ceiling on how high the fees should be set, only a required minimum fee since the board does not receive any grants for Visa students.
3. ***The Ministry has added an International Student recovery beginning in the 2019-20 fiscal year.*** In the preparation of the 2019-20 budget the TCDSB was faced with what amounted to a loss of revenue as the Province implemented a plan to recover \$1,300 per International Student beginning in the 2019-20 fiscal year. While the Board originally intended on increasing the tuition for the 2019-20 year to offset this revenue loss, staff advised that 95% of the tuition fees had already been collected for the following year and increasing fees could be seen as a breach of contract. As such, the Board passed the budget with a deficit, partially as a result of providing a one-year phase-in for these tuition fees with the intention of increasing fees in September 2020.

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

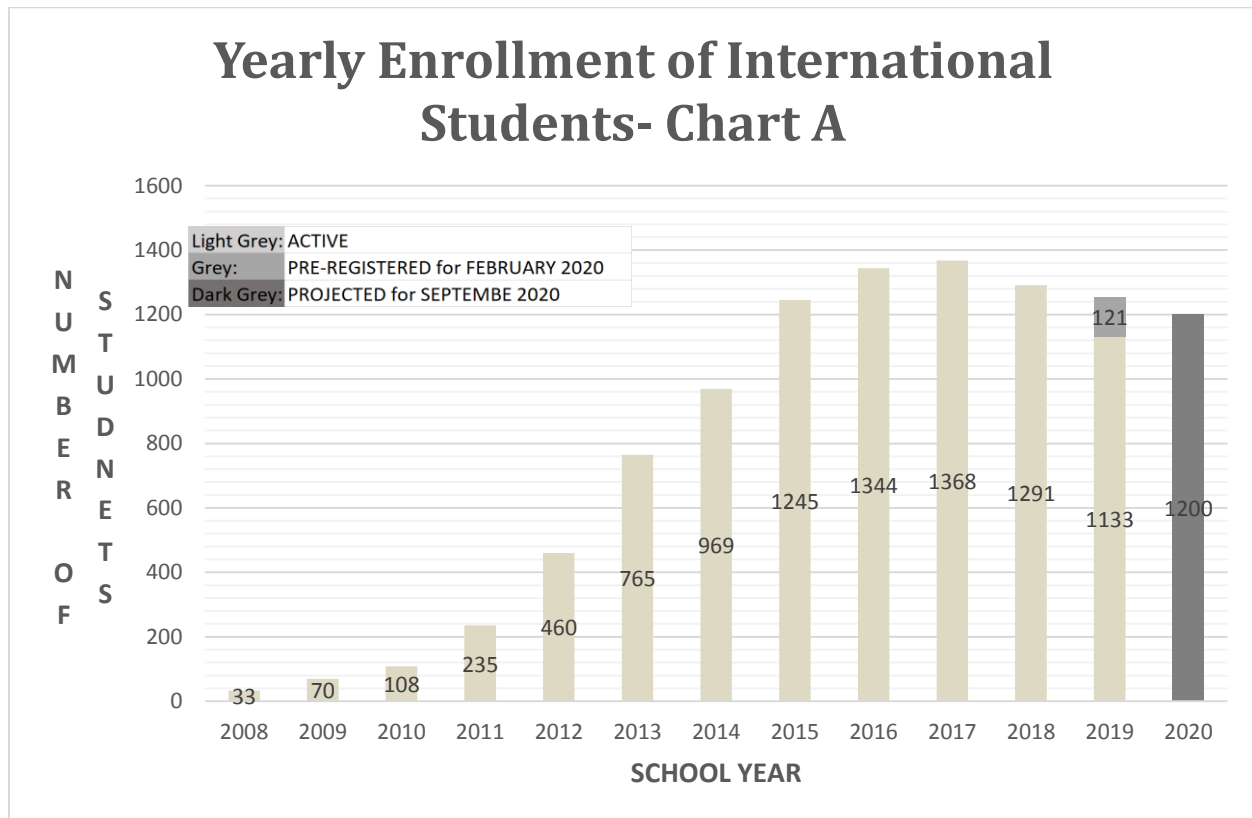
1. ***TCDSB remained comparable for both the Elementary and Secondary Visa Student fees in the 2019-20 School year.*** Most boards will not set their fees for the following school year 2020-21 until March or April of 2020 so there is very little comparative data. At this time the only board to set its fees for September 2020-21 is the TDSB. Staff expect that other boards will follow this example to cover the International student recovery amount which effectively reduced revenues by \$1,300 per student in 2019-20.
2. ***International Student Fee amounts was a topic during budget discussions.*** On June 11, 2019 at a Special Board meeting the Board of Trustees approved the following motion "That the TCDSB International Visa Student tuition fees be increased by \$2,000 (elementary and secondary)". The chart below shows the 2019-20 approved fees as per the approved board motion to increase the fees by \$2,000 and it also shows what the market will bear based on TDSB setting their fees at \$16,000.

Panel	Sept, 1 2018 Board Approved Rate (2018- 19 School Year)	March 26, 2019 SAWB (Student Achievement & Well Being) Approved Rate Increase for Sept. 1 2019	Sept. 1 2019 Approved Rate for 2019-20 Communicated to Agents world wide	June 11, 2019 Board Motion	Sept. 1 2020 Fee as per June 11 2019 Board Motion	Staff Suggested adjustment to market rates	Sept 1, 2020 Market Rate Suggested by Staff (TDSB posted rate)
Elementary	\$ 12,500	\$ 500	\$ 13,000	\$ 2,000	\$ 15,000	\$ 1,000	\$ 16,000
Secondary	\$ 14,000	\$ 500	\$ 14,500	\$ 2,000	\$ 16,500	\$ (500)	\$ 16,000

Business Services and International Education staff recommend that the tuition for elementary increase by \$3,000 to \$16,000 and secondary increase by \$1,500 to \$16,000, the application fee will increase by \$100 from \$250 to \$350, and the administration fee of \$40 for those paying by wire transfer as the TCDSB incurs additional costs and tracking and reconciling wire transfers. The administration fee may also encourage parents to make their child's payment using CIBC's on-line banking services, which would not incur the \$40 additional fee.

3. ***All Boards exceed the minimum fee level set by the Ministry.*** For context, the Ministry of Education's Grants for Student Needs (GSNs) requires a minimum VISA tuition fee charge of \$10,844 for elementary and \$11,505 for secondary.
4. ***The TCDSB implemented Director's Caps in 2018-19.*** In collaboration with the International Students department, Planning Services and Director's Council, caps for International VISA students have been developed for all secondary schools, with a particular focus on oversubscribed schools. These CAPS were approved at the February 2, 2018 meeting of the Student Achievement and Well-Being Committee and are applicable as a total for all grade level International students per school.
5. ***TCDSB will continue to monitor the market.*** In the event TDSB or surrounding boards increase or decrease their fees for the 2020-21 school year, TCDSB staff will reevaluate and recommend adjustments to the tuition fee as appropriate.

6. The increase/decrease in fees could result in an increase or decrease in enrollment which would affect the additional revenue generated by the International students. Currently these additional revenues are used to offset costs from other program areas in the budget. A decrease in enrollment or a reduction in fees could result in loss of this additional income which could mean other program cuts would be required to balance the budget. The chart A below provides some projections for enrollment and Chart B provides some estimates on revenue and expenditures.



## Revenue and Expenditure Projections based on enrollment

International Education Department - Chart B	2018-19	2019-20	2020-21	2020-21	2020-21
	\$M	\$M	\$M**	\$M***	\$M****
<b>Revenues Received from International Students</b>	<b>19.20</b>	<b>17.40</b>	<b>18.50</b>	<b>16.6</b>	<b>16.7</b>
Salaries and Benefits	10.50	9.8	9.6	9.0	9.6
Agent Commissions	3.30	3.0	2.9	2.6	2.9
Health Care costs	0.50	0.6	0.6	0.5	0.6
School Block Budget Allocation	0.50	0.3	0.3	0.3	0.3
Supplies Resources and Departmental Expenses	0.30	0.3	0.3	0.3	0.3
International student Recovery Amount*	-	1.5	1.5	1.3	1.5
<b>Total Expenditures</b>	<b>15.10</b>	<b>15.50</b>	<b>15.20</b>	<b>14.00</b>	<b>15.20</b>
<b>Net Revenue over Expenses</b>	<b>4.10</b>	<b>1.90</b>	<b>3.30</b>	<b>2.60</b>	<b>1.50</b>
<b>NOTES:</b>					
* Ministry of Education to Charge \$1300.00/Per student effective 2019-20 School year					
** Increase in fees based on the new rates assuming no effect on enrollment					
*** Estimating a 10% reduction in enrollment due to increase in fees					
**** Estimating a 10% reduction in Tuition fees					

### E. STAFF RECOMMENDATION

1. That the fees for Non-Resident VISA students for September 2020 for Toronto Catholic District School board increase from \$13,000 to \$16,000 for elementary and from \$14,500 to \$16,000 for secondary, inclusive of the \$500 mandatory cost of Health Insurance.
2. That the administrative fee increases from \$250 to \$350.

<u>Panel</u>	<u>Yearly Fee</u>	<u>Pro-Rated Fee</u>
Elementary	\$16,000	or \$1,600 per month
Secondary (under 21)	\$16,000	or \$1,600 per month
Secondary (over 21-Fraser)	\$16,000	or \$2,000 per additional course



November 29, 2019

TCDSB Board of Trustees

Via: Student Achievement and Well-Being, Catholic Education & HR Committee

Members of the Board of Trustees,

On behalf of the Catholic Parent Involvement Committee, I wanted to congratulate the new Chair/Vice-Chair of the Board and other standing Committee Chairs. We look forward to Trustees appointed to support the work of CPIC.

As you recently took part in reciting the annual “Rite of Renewal for Trustees”; we hope that despite differences in opinion and methods to bring upon change, you will continue to work together to achieve the common purpose of educating all our children to their fullest potential in a system that is accountable to TCDSB stakeholders and Toronto separate school supporters. As parents we continue to look to you as Catholic leaders, to ensure we remain the system of choice that is entrenched in Catholic teachings, traditions and in full harmony with the Magisterium of the Church.

CPIC has undergone a significant change in renewing its Bylaws re-shaping the makeup of the Committee and its operations. We have brought on many new Parent Members and have a refreshed focus. As Committee Chair, I foresee three main goals that will guide our mission:

- 1) Providing knowledge and tools to Parent Councils (CSPC) to support their work and being an effective advisory body
- 2) Teaching parents ways to make their voices heard and opportunities to engage within our system.
- 3) Bringing meaningful advice and recommendations to the Director and Trustees in the hopes of improving policy, decision making, transparency and soliciting input from Parents.

We hope that you will continue to support the work of this Committee throughout the upcoming year and create opportunities to further engage parents on topics of value.

We look forward to continued collaboration and dialogue,

A handwritten signature in black ink, appearing to read "John Del Grande", with a long horizontal flourish extending to the right.

John Del Grande  
CPIC Chair

## 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 (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
2	January (P)	Student Achievement	<u>A.35 Accessibility Standards</u> Policy Metric	Associate Director Academic Services
3	February (P)	Student Achievement	<u>S. 19 External Research</u> Policy Metric	Associate Director Academic Services
4	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
5	May (A)	Student Achievement	Staffing Status Report for Next School Year	A.D. Facilities, Business, Community Development
6	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
7	June (P)	Student Achievement	<u>B.B.04 Smoke &amp; Vapour Free</u> Policy Metric	Associate Director Academic Services
8	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start</u> Policy Metric	Associate Director Academic Services
9	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services
10	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion</u> Policy Metric	Associate Director Academic Services
11	September (P)	Student Achievement	<u>T.07 Community Engagement</u> Policy Report and <u>A.37 Communications</u> Policy Metric	Director of Education
12	October (A)	Student Achievement	Board Learning Improvement Plan Report	Associate Director Academic Services
13	October (A)	Student Achievement	Student Trustees: Voices that Challenge- CSLIT	Associate Director Academic Services

## 2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

14	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
15	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
16	October (A)	Student Achievement	<u>S.22 Religious Accommodation Policy Report</u> and <u>S.S.02 Opening or Closing Exercises Policy Report</u>	Associate Director Academic Services
17	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
18	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report	Associate Director Academic Services
19	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services

## 2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

20	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
21	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services
22	December (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services

**STUDENT ACHIEVEMENT AND WELL BEING  
PENDING LIST TO DECEMBER 5, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	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 ( <b>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)</b> )	General Legal Counsel