

STUDENT ACHIEVEMENT AND WELL-BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE REGULAR MEETING Public Session

AGENDA February 6, 2020

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

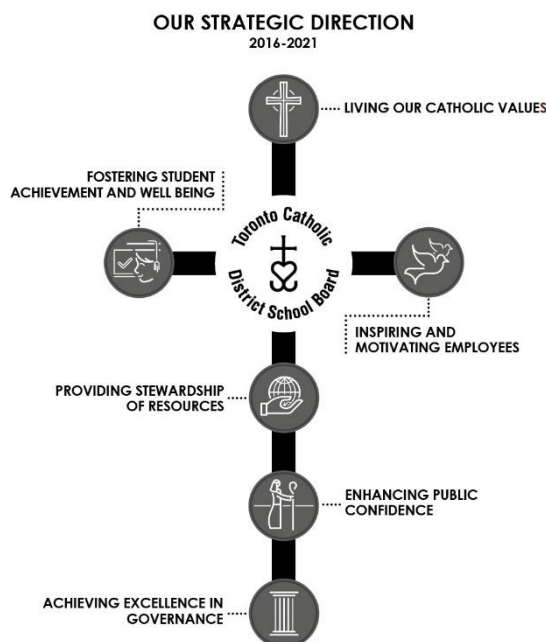
Ida Li Preti
Trustee Ward 3

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 21st 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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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, February 6, 2020

7:00 P.M.

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 January 9, 2020 for PUBLIC Session 1 - 30
9. Delegations
10. Presentations
 - 10.a Catholic Parent Involvement Committee (CPIC) Annual Report - John Del Grande, Chair of CPIC - Refer Items 16a) and 16b)

11. Notices of Motion

- 11.a From Trustee Angela Kennedy regarding Presentations from Ontario Catholic School Trustees' Association (OCSTA) on Code of Conduct, Integrity Commissioner and School Board Governance 31 - 79

12. Consideration of Motions for which previous notice has been given

13. Consent and Review

14. Unfinished Business

15. Matters recommended by Statutory Committees of the Board

- 15.a Approved Motion from the Catholic Parent Involvement Committee (CPIC) Meeting Held January 20, 2020

CPIC Recommendations to the Board of Trustees:

WHEREAS: There is potential for labour action from Teachers' Unions;

WHEREAS: Actions will adversely affect students, parents & families; and

WHEREAS: Parents need timely information in order to prepare and make appropriate arrangements.

BE IT RESOLVED THAT:

1. The Board ensure timely information to parents and guardians about possible and potential labour action and its impact;
2. In the event of a withdrawal of services, the Board advise parents of opportunities where they may be able to volunteer to continue to make some extra-curricular activities available; and
3. In the event of a strike, the Board make pre-arrangements, where feasible, with organizations that may be able to provide programs or childminding in schools during the school day with reduced permit fees.

16. Matters referred or deferred

From the January 6, 2020 Student Achievement and Well-Being Committee Meeting

- | | | |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 16.a | Catholic Parent Involvement Committee Annual Report, 2018-2019 (Information) | 80 - 95 |
| 16.b | Report on Metrics for the Catholic School Parent Council, Policy S.10 2018-2019 (Information) | 96 - 115 |
|
17. Staff Reports | | |
| 17.a | Response to Delegation Regarding International Languages Elementary (ILE) on January 9, 2020 (Information) | 116 - 119 |
| 17.b | External Research Conducted in the Toronto Catholic District School Board (TCDSB) - Policy S.19 February 2020 Update (Information) | 120 - 131 |
| 17.c | Electromagnetic Field (EMF) Assessment Plan for St Gregory Catholic School (Information) | 132 - 139 |
|
18. Listing of Communications | | |
| 18.a | Ontario Catholic School Trustees' Association (OCSTA) Letter to the Chair of the Board of Trustees, Joseph Martino | 140 - 141 |
|
19. Inquiries and Miscellaneous | | |
|
20. Updating of Pending List | | |
| 20.a | Annual Calendar of Reports and Policy Metrics | 142 - 143 |
| 20.b | Monthly Pending List | 144 |
|
21. Resolve into FULL BOARD to Rise and Report | | |
|
22. Closing Prayer | | |
|
23. Adjournment | | |

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through witness, faith, innovation and action.*



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

PUBLIC SESSION

HELD THURSDAY, JANUARY 9, 2020

PRESENT:

Trustees:

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

Staff:

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

J. Wujek
K. Malcolm
L. Maselli-Jackman
M. Meehan
J. Shanahan
S. Vlahos

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

External Guest: A. Robertson, Parliamentarian

1. Call to Order

Trustee de Domenico expressed condolences on behalf of the Board to Premier Ford on the loss of his mother, Mrs. Diane Ford – Trustee de Domenico.

Trustee Lubinski expressed requested a moment of silence for the 176 passengers, 63 of whom were Canadians, who lost their lives in the Ukrainian plane crash on January 8, 2020.

Trustee Tanuan prayed for the repose of the three siblings, former students of St. Rene Goupil Catholic School, who died tragically on January 1, 2020.

3. Roll Call and Apologies

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

4. Approval of the Agenda

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that the Agenda, as amended to include Item 14a) Inquiry from Trustee Di Pasquale regarding Grade 9 Education Quality & Accountability Office (EQAO) Mathematics Test, 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

5. Declarations of Interest

Trustees Del Grande and Kennedy declared an interest in Item 11a) Annual Report on the International Languages Elementary (ILE) Program for 2018-2019 as they have family members who are employees of the Board.

Trustees Del Grande and Kennedy indicated that they would neither participate in discussions regarding that Item nor vote.

6. Approval and Signing of the Minutes of the Meeting

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that the Minutes of the Meeting held December 5, 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

Trustee Di Giorgio left the horseshoe at 7:28 pm.

7. Delegations

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that Item 7a) be adopted as follows:

- 7a) Val Di Gregorio, representative of CUPE LOCAL 3155 regarding International Languages** received and referred to Staff to come back with a report at the February 6, 2020 Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting, PUBLIC and PRIVATE Sessions.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Report from Private Session

MOVED by Trustee Kennedy, seconded by Trustee Lubinski, that the matter discussed in PRIVATE Session be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Di Giorgio returned to the horseshoe at 7:34 pm.

8. Presentations

MOVED by Trustee Li Preti, seconded by Trustee de Domenico, that Item 8a) be adopted as follows:

- 8a) Toronto Health Check Report – Dr. Eileen de Villa, Medical Health Officer for Toronto** received and referred to Staff.

Trustee Martino left the horseshoe at 7:58 pm.

Trustee D’Amico left the horseshoe at 7:59 pm.

Trustee Martino returned to the horseshoe at 8:04 pm.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Di Pasquale, that Staff come back with a report as soon as possible.

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

In Favour

Opposed

Trustees Crawford
de Domenico
Del Grande
Di Giorgio

Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The AMENDMENT was declared

CARRIED

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

In Favour

Opposed

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

The Motion, as amended, was declared

CARRIED

Trustees Del Grande and Kennedy left the horseshoe at 8:15 pm due to a Declaration of Interest in Item 11a), as earlier indicated.

Trustee D'Amico returned to the horseshoe at 8:17 pm.

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

11a) Annual Report on the International Languages Elementary (ILE) Program for 2018-2019 received.

MOVED in AMENDMENT by Trustee Di Giorgio, seconded by Trustee Martino:

WHEREAS: A potential survey for a school which intends to withdraw out of the integrated day International Language (IL) model requires a return rate with a response of at least 90% of parents surveyed;

WHEREAS: This policy is outdated and was crafted when the IL Program was delivered in an extended day model and not the current integrated day model;

WHEREAS: Very few schools have ever received a response rate of 90% on an IL survey and this number is not realistic for any survey; and

WHEREAS: In a January report on IL, it states that, "surveys from 67% of all families in schools must be returned in order for the results to be considered viable."

BE IT RESOLVED: That the IL Program (Elementary) Policy S.P.05 be amended to read "a response of at least 67% of parents surveyed be required" in order to change an existing integrated day International Languages program at the elementary level; and

BE IT RESOLVED: That Policy S.P.05 be amended to read "While the Catholic School Advisory Council (CSAC) may initiate the process at any time, the report to the Trustees will be submitted annually, no later than May of any given year."

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that the policy changes contemplated be referred to the February 11, 2020 Governance and Policy (GAP) Committee Meeting.

Results of the Vote taken regarding Referral, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustees Del Grande and Kennedy returned to the horseshoe at 8:37 pm.

Consent and Review

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

- 11b) Update from the By-Law Review Ad Hoc Committee: Changes to the Toronto Catholic District School Board (TCDSB) Operating By-Law Number 175 - Trustee Rizzo;
- 11d) Communication from Catholic Parent Involvement Committee (CPIC) - Trustee Di Pasquale;
- 12b) Mental Health and Well-Being Annual Report - Trustee Crawford;

- 12c) TCBSB Parent Reaching Out (PRO) Grant Disbursement Report, 2019-2020 - Trustee Di Pasquale;
- 12d) CPIC Annual Report 2018-2019 - Trustee Di Pasquale;
- 12e) Report on Metrics for the Catholic School Parent Council, Policy S.10 2018-2019 - Trustee Di Pasquale; and
- 14a) Inquiry from Trustee Di Pasquale regarding the Education Quality & Accountability Office (EQAO) Mathematics Test - Trustee Di Pasquale

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that all Items not held be received and that the Trustees' recommendation 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

ITEMS NOT HELD AS CAPTURED IN THE ABOVE MOTION

- 11c) By-Law Review Ad Hoc Committee Meeting of September 9, 2019** *that the Delegation Policy be referred to the Governance and Policy Committee for review; and*
- 12a) Annual Report on the Accessibility Standards Policy (A.35)**

11. Matters Referred or Deferred

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

- 11b) Update from the By-Law Review Ad Hoc Committee: Changes to the TCDSB Operating By-Law Number 175** 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 175 (as amended at April 21, 2016) in Appendix A of the report; and

That the By Law Review Ad Hoc Committee consider the following:

Add new sections:

Purpose of By-Laws:

1. These By-Laws are enacted by the Board of Trustees with support of the Director of Education or designate;
2. The By-Laws govern the actions of Trustees in Board and Committee meetings and promote democratic decision-making through debate; and
3. The By-Laws will be in adherence with applicable legislation, including the Education Act, Municipal Act, and Municipal Conflict of Interest Act.

Temporary Suspending a Provision in the By-Laws

The Board may temporarily suspend one of the By-Laws' provisions on a one-time basis, with a two-third (2/3) majority vote of the members present, unless prohibited by the Education Act or other legislation.

A temporary suspension of a By-Laws' provision will expire no later than at the end of the meeting. The following provisions cannot be suspended:

- (a) Two-thirds (2/3) majority vote of the members present required to suspend provision(s) of the By-Laws;
- (b) Amendments to the By-Laws;
- (c) No New Business at Special Meetings;
- (d) Quorum for Board and Committee Meetings;
- (e) Open (Public) Session;
- (f) Closed (Private) Session;
- (g) Notice of Motion; and
- (h) Motion to Reconsider

The Board and Committees of the Board that rise and report may suspend a provision of the By-Laws.

Acknowledgement of Traditional Lands

All Board and Committee meetings will include an acknowledgement of the Traditional Territories/Ancstral Lands of Aboriginal peoples recited by the Chair or Vice-Chair of Committees.

In the case of Board meetings, the Chair or Vice Chair will recite the acknowledgement if students are not present for prayer and opening exercises.

When By-Laws and Legislation Are Silent - Robert's Rules of Order Applicable

Every effort will be made to ensure these By-Laws are up-to-date with the most current legislative requirements. In circumstances where the By-Laws are found to be inconsistent with or contradict any Legislative Act or Regulation, the Statute will prevail.

The current edition of Robert's Rules of Order may be followed if both the relevant Legislative Acts and By-Laws are silent.

Review Cycle

The By-Laws will be updated as required and reviewed at a minimum every four (4) years.

Audio/video Recording of Meetings

Every Committee/Board meeting (PRIVATE and PUBLIC) shall be recorded.

Dissolution of Committees

The Board may dissolve any Committee at the organizational meeting or by resolution at any time as required, subject to adhering to applicable legislation.

Changes/Amendments to By-Laws

Advance notice is to be given at a previous Committee/Board meeting for consideration to amend the By-Laws at a subsequent meeting. Two-thirds

majority vote of all Board members is required to make changes to the By-Laws.

Minority Report

A record of a member's view or opposition related to a certain recommendation at the Committee of the Whole, Standing Committee, Statutory Committee, Special Committee or a Subcommittee, which is included in the subsequent Committee report to the Board, may be added to the Order Paper.

A Minority Report is the way to present an alternate recommendation or record of a member's view at Committee/Board for information and review;

Recorded Votes

All votes of Committee and Board shall be recorded.

Reports

Trustees must receive reports 24 hours prior to being considered by Committee or Board.

Identification at Meetings

Trustees and staff will be identified by name plates, ward numbers and positions that are visible to the public.

Any new senior staff will be introduced by the Director of Education following roll call.

All staff making presentations to the Board will be introduced by the Director of Education prior to the presentation.

Purpose of Organizational Meeting

The purpose of the organizational meeting is to:

- (a) Elect the Chair and Vice-Chair of the Board;
- (b) Establish and review terms of reference and committee structure of the Board, Statutory Committees and Advisory Committees;
- (c) Appoint members to Committees of the Board;
- (d) Elect the Chair and Vice-Chair of Committees of the Board; and
- (e) Appoint members to represent the Board on external organizations.

Student Trustees

2.5.1 Student Trustees are not municipally elected members of the Board but are elected by their peers. They are an important role in representing the interests of students through their participation in meetings of Catholic Student Leadership Impact Team (CSLIT), the Board and its Committees. As outlined in the Education Act and its regulations including Ontario Regulation 7/07, Student Trustees:

- (a) Attend Board and Committee meetings but may not exercise a binding vote on a matter;
- (b) May request that a matter before the Board be put to a recorded vote;
- (c) Must disclose any conflict of interest to the Board or Committee. During the discussion of the matter that gives rise to conflict, the Student Trustee cannot participate in the discussion, attempt to influence the vote of Board members, cannot suggest a motion or exercise a non-binding recorded vote;

- (d) May not move or second motions but are entitled to suggest a motion to be moved by a member;
- (e) May attend closed session except on issues of personnel. Student Trustees may attend in camera (PRIVATE) sessions but must not disclose or release to any member of the public, any confidential information acquired by virtue of their office or during private session, in accordance with the Education Act and Ontario Regulation 7/07.
- (f) Student Trustees may not participate electronically in meetings that are closed to the public in accordance with the Education Act.

Add to Definitions

“Code of Conduct” means the Trustee Code of Conduct for the Toronto Catholic District School Board;

“Conflict of Interest Registry” means the registry of Trustees’ conflict of interest declarations, established in accordance with the Municipal Conflict of Interest Act;

“Integrity Commissioner” means the Integrity Commissioner appointed by the Board of Trustees;

Change Definitions

“Urgent” means the a situation or threat of a situation that is time sensitive in nature which may adversely affecting health, safety or well being or resulting in financial damage or 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 which by its serious nature requires an immediate response

Change / add to existing By-Laws:

Committee of the Whole Board

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 the Board of Trustees. A Committee with a membership composition that includes all Board members with full participation and voting privileges. A Committee of the Whole meeting may be held in open (public) or closed (private) session;

New Article:

Duties Roles and Responsibilities of the Board of Trustees

The Board of Trustees is the collective governing body of the Toronto Catholic District School Board (TCDSB). Its decision-making authority rests with the entire Board of Trustees and not with individual Trustees.

As outlined in Section 169(1) of the Education Act, the Board of Trustees is expected to govern in a manner that is responsive to the needs of all students in the TCDSB. Individual Trustees must balance their role as representatives of the ward constituents who elected them with their responsibilities as members of the Board of Trustees as a whole.

Only above changes; all other clauses remain the same.

2.2 Trustees

Remains the same except for introduction below to the roles:

In addition to any other duties under the Act or this By-law or otherwise, each Trustee shall: For the purposes of these By-Laws, Trustees are expected, but not limited, to:

Change and Add

Director of Education

The Director of Education is the supervisory officer appointed by the Board of Trustees, responsible for the day-to-day management and administration of all schools and departments, and the implementation of policies and directions approved by the Board.

The Director, as stated in Sections 169.1, 198 and 283 of the Education Act, serves as the Chief Education Officer, Chief Executive Officer and Secretary to the Board.

The Director or designate will:

- (a) Preside over the Organizational Meeting until the Chair of the Board is elected;
- (b) Determine the times and location for the meetings of the Board and Committees;
- (c) Keep a full and correct record of the proceedings of every meeting of the Board and Committees;
- (d) Provide copies of any reports requested by the Ministry of Education;
- (e) Provide information to the Integrity Commissioner as deemed necessary in order to conduct an inquiry of a complaint made in accordance with the Trustee Code of Conduct;
- (f) Provide the Integrity Commissioner with unrestricted access to all books, accounts, financial records and communications, files, papers, things or property belonging to or used by the TCDSB that the Integrity Commissioner believes to be necessary for an inquiry of a complaint made in accordance with the Trustee Code of Conduct.

Tie votes on a final ballot will result in another vote to be conducted before drawing lots, as outlined in the Education Act.

Change

Elections

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 two consecutive ballots, the candidates shall draw lots to fill the office or position

3.12.3 If there are two or more nominations for any position, the vote shall be conducted by secret public ballot, provided that, with the agreement of a majority of Trustees, and the name of the candidate are recorded and announced;

Add

Elections

Election of Board and Committee Chair and Vice-Chair

Nominations for Chair and Vice-Chair of the Board and its Committees will be received from members, including through self-nomination.

A matter that is not included on the Special Board or Committee meeting agenda cannot be considered, unless it qualifies as emergency business and two-thirds majority of the members present at the meeting wish to consider the matter.

Change

Special Meetings of the Board of Trustees must be considered urgent. Trustees must be provided with the urgency or emergency of holding a

special meeting. Special meetings adhering to the criteria (as described above) may be called by:

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 where the item with an explanation is included in 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.

Add

The Agenda for a Special Meeting will include all matters that are to be considered at the meeting, including a brief statement of the items to be considered, and will indicate whether any part of the meeting should be held in PUBLIC or PRIVATE Session.

A matter that is not included on the Special Board or Committee Meeting Agenda cannot be considered, unless it qualifies as emergency business and two-thirds majority of the members present at the meeting wish to consider the matter.

Add

Attendance at Meetings

A Trustee may be absent for 20 consecutive weeks or less, if the absence is a result of the Trustee's pregnancy, the birth of the Trustee's child or the adoption of a child.

Add/Change

Electronic Participation

The Board will provide the means to participate electronically in Board and Committee meetings in accordance with the provisions of the Education Act and Ontario Regulation 463/97 – Electronic Meetings.

The Board will adopt a process to ensure the security and confidentiality of proceedings held during closed (private) meetings and review the procedures annually.

Members will make every effort to provide notice to Board Services if they intend to participate electronically by 5 pm on the day prior to the Board or Committee meeting.

No more than half of Board or Committee meetings in a 12-month period can be chaired electronically in accordance with Ontario Regulation 463/97 – Electronic Meetings.

All members participating via teleconference who are not speaking must use the mute function on their device.

Student Trustees may not participate electronically in meetings that are closed to the public in accordance with the Education Act.

Trustee de Domenico left the horseshoe at 8:51 pm.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Kennedy, that the following Articles of the TCDSB Operating By-Law be referred to the By-Law Review Ad Hoc Committee for consideration of quorum:

5.6 Membership of Ad-Hoc Committees shall be a fixed number of Trustees, being no more than one-third 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.

5.6.2 Neither the Chair nor 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.

5.10.2 Neither the Chair nor the Vice-Chair of the Board have ex-officio status on a sub-committee. Trustee membership on all sub-committees will be listed on the Board's website.

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

In Favour

Opposed

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

The AMENDMENT was declared

CARRIED

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

In Favour

Opposed

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

The Motion, as amended, was declared

CARRIED

MOVED BY Trustee Di Pasquale, seconded by Trustee Crawford, that Item 11d) be adopted as follows:

11d) Communication from Catholic Parent Involvement Committee received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee de Domenico returned to the horseshoe at 9:01 pm.

12. Staff Reports

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

12b) Mental Health and Well-Being Annual Report 2018-2019 received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Li Preti left the horseshoe at 9:03 pm.

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

- 12c) Toronto Catholic District School Board Parent Reaching Out (PRO) Grant Disbursement Report, 2019-2020** that the distribution of \$41,000 of the PRO Grant funds equally to all 12 wards, be approved with first application rights given to Equity Poverty Action Network (EPAN) schools where present in the ward, \$5000 for SEAC events, and \$5000 for Equity, Diversity and Indigenous Education and Community Relations Department events, adhering to the timelines outlined in the report.

MOVED by Trustee Martino, seconded by Trustee de Domenico, that the Question be called.

Trustee Li Preti returned to the horseshoe at 9:12 pm.

Results of the Vote taken regarding Calling the Question, as follows:

In Favour

Opposed

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

Lubinski

The Motion was declared

CARRIED

Results of the Vote taken on the Main Motion, 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 Main Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee de Domenico, that Item 12d) be adopted as follows:

- 12d) Catholic Parent Involvement Committee Annual Report, 2018-2019** deferred to the February 6, 2020 Student Achievement and Wellbeing, Catholic Education and Human Resources Committee meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee de Domenico, that Item 12e) be adopted as follows:

- 12e) Report on Metrics for the Catholic School Parent Council, Policy S.10 2018-2019** deferred to the February 6, 2020 Student Achievement and Wellbeing, Catholic Education and Human Resources Committee meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

14. Inquiries and Miscellaneous

14a) From Trustee Di Pasquale regarding the Grade 9 Education Quality & Accountability Office (EQAO) Mathematics Test noted.

MOVED by Trustee Crawford, seconded by Trustee Kennedy, 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

17. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

SECRETARY

CHAIR



*Angela Kennedy
Trustee Ward 11*

E-mail: Angela.Kennedy@tcdsb.org

Voicemail: 416-512-3411

To: Student Achievement and Well-Being Committee Meeting , February 6, 2020

From: Angela Kennedy, Trustee Ward 11

Subject: Notice of Motion – Presentations from OCSTA on Code of Conduct, Integrity Commissioner and School Board Governance

MOVED BY: **Angela Kennedy**, Toronto Catholic District School Board

WHEREAS: The attached presentations would be of interest to Staff and Trustees as we move towards improving our Governance Model at the Board.

WHEREAS: The Trustees from all over the Province did find the presentations informative and likely to enhance their Governance ability.

WHEREAS: The presentations were available to the Trustees who did attend the Regional OCSTA meeting, however there were some Trustees who did not attend.

BE IT RESOLVED THAT: The Board of Trustees request a report from Staff regarding the feasibility of inviting the above three presenters to have in-person workshops on the following topics: Code of Conduct for Trustees; School Board Governance; Integrity Commissioner Office. The report would contain the cost, the proposed time, and any other details that would be of interest and would be of importance to our decision making.

Angela Kennedy
Trustee, Ward 11

Office of the Integrity Commissioner

OCSTA

January 17, 2020

What are the Commissioner's Main Duties?

- ▶ All Board Trustees are subject to their school board's member Code of Conduct.
- ▶ IC mandate is to ensure the code of behaviour and ethics governing the Trustees is objectively applied
- ▶ Duties include:
 - ▶ Conduct inquiries into requests made by a member of the public, staff of the Board or a Member of the Board about the Code of Conduct.
 - ▶ Upon consent of the parties, the Integrity Commissioner may also participate in the role of mediator of issues relating to an informal complaint.

Can the Integrity Commissioner Investigate Complaints about the Staff, Superintendents, Teachers, Principals?

- ▶ The IC does not have authority over the board administration, employees, including Board Staff.
- ▶ The activities of the IC relate only to the actions and behaviours of Board Trustees in relation to the rules of the Code of Conduct

Term of Office

- ▶ The Integrity Commissioner can be appointed for a five year non-renewable term of office.

Duties of the Integrity Commissioner

- ▶ Usually there is an accountability framework embedded in the board bylaws outlining the responsibilities of the Integrity Commissioner, that include:
 - ▶ (a) to provide advice to trustees on the application of the Trustee Code of Conduct, Board policies, procedures, the Trustee Code of Conduct Complaint Protocol, and general information with respect to a trustee's obligations under the Municipal Conflict of Interest Act;
 - ▶ (b) to make inquiries as directed by the Board of Trustees and in accordance with the Complaint Protocol into whether a trustee has contravened the Trustee Code of Conduct;
 - ▶ (c) to provide opinions on policy matters and make other reports to the Board of Trustees as requested on issues of ethics and integrity;
 - ▶ (d) to provide educational programs to trustees on issues of ethics and integrity;
 - ▶ (e) to maintain custody and control of their complaint and inquiry files
 - ▶ and on completion of the term of office, transfer open files relating to ongoing matters to the incoming Integrity Commissioner appointed by the Board of Trustees; and
 - ▶ (f) to provide such other duties respecting ethical matters as assigned by the Board.

What is the extent of the Integrity Commissioner's Authority

- ▶ The Board generally adopts a Complaint Protocol for the Board Member Code of Conduct (the “Complaint Protocol”), that sets out the scope of the IC’s authority over matters addressed by the Code of Conduct.
- ▶ The Protocol sets out the process for two types of complaints: formal and informal.
- ▶ Complaints must be made within 6 months of the alleged violation
- ▶ *Remember: allegations involving the Criminal Code of Canada is a police matter, and would not be investigated by the IC.*
- ▶ *The IC would not investigate a complaint of an alleged conflict of interest involving a Trustee, as a remedy is provided under the Municipal Conflict of Interest Act.*
- ▶ You can always contact the IC to determine if the matter is governed by the Code of Conduct.

Reporting

- ▶ Following an investigation, the IC reports to the Board with findings, and an analysis and recommendations on Code violations
- ▶ Where it deems appropriate, the Board is required to impose sanctions
- ▶ A Trustee may be warned or required to undertake professional development or further training
- ▶ IC can make interim reports to the Board where there are instances of interference, obstruction or retaliation encountered during an investigation
- ▶ Reporting to the Board of Trustees, annually

Outside & Inside IC Jurisdiction

- ▶ Inside:
 - ▶ Advice & Recommendations
 - ▶ Complaints
 - ▶ Guidance on Code Conduct/Rules
 - ▶ Overrides the MFIPPA
- ▶ Outside:
 - ▶ MCOIA
 - ▶ Municipal Elections Act
 - ▶ Human Rights Act, OHSA, Whistle-Blowing (staff/administration)

How is the Public Informed of the Commissioner's Activities?

- ▶ The Commissioner publishes an annual report regarding its activities and costs incurred, and it is posted on the school board website.



What's up with School Board Governance?

**OCSTA Catholic Trustees Conference
January 2020**

Marion Thomson Howell

Why is today important?



Why else?

As an elected trustee you have a legal (and moral) obligation to do your job well and to fulfill your role as a fiduciary

Legislation

'Amateur hour behaviour': School trustee selection

process needs review **Censured school-board trustee speaks out against board's alleged lack of transparency**

Squabbling by Waterloo Region District School Board trustees cost taxpayers \$67,000

School board trustee candidate calls out board's squabbling

Inside the nasty, bizarre, contemptible, gawdawd-up school board that is the

School board trustee

Should be abolished

Do We Still Need The Catholic School System in Brampton and Ontario?

Ontario study recommends merging Catholic and public school systems

School Trustee Misbehaviour: What's the Source of the Dysfunction?



Who are we?

trust·ee

/trə'stē/ 

noun LAW

an individual person or member of a board given control or powers of administration of property in trust with a legal obligation to administer it solely for the purposes specified.

synonyms: [administrator](#), [agent](#); [More](#)

School board trustees are the members of the district school board. They are locally-elected representatives of the public, and they are the community's advocate for public education. They are required to carry out their responsibilities in a manner that assists the board in fulfilling its duties under the *Education Act*.



Ontario Catholic School
Trustees' Association

What are the complicating issues?

Trustees are elected

They see themselves as
representing a
constituency

Politicizes everything

Gaps in skills matrix

True North: Governance is best when ...

Know who they are

Know and accept their role

Work together for the system as a whole


Engage in on-going development & self-evaluation

Know who they are

Fiduciary: someone who holds a position of trust.

- **Duty of care:** when directors act, they exercise care, diligence and skill in reaching decisions that a reasonably prudent person would exercise in similar circumstances

A typical decision you might have to make could be ...



One of your committees brings forward a recommendation to the board. You are not a member of the committee but know that extensive work was done to justify the committee's recommendation. You also trust and respect the trustees who are on the committee. They have your confidence.

Do you support the motion?

Would it provide greater confidence if you knew ...

Why is this issue important?

How does the issue tie to / align with our strategic priorities?

What research / consultation was conducted?

What options were considered?

What resources will need to be committed? Have they been accounted for / are they available?

Who is impacted by the decision, and how?

What are the key benefits of the recommendation?

Know who they are

Fiduciary: someone who holds a position of trust.

Relates to your:

- Duty of care
- **Duty of loyalty**
- **Duty of obedience**

Know and accept their role

• Education Act, R.S.O. 1990, c. E.2 ¶

This dramatically shifted with Bill 177. Focus shifted to student achievement and school board governance

1. Set direction
2. Ensure resources are in place
3. Monitor performance and hold the DOE accountable
4. Bring forward concerns of constituents

Everything else is the responsibility of the DOE

**Work together for
the welfare of the
system as a whole**

Trustees have no individual authority

Bring concerns of stakeholders to the attention of the board

Distinguish between owner/stakeholder and client voices

Uphold the decisions made by the board

Engage in on-going development and self-evaluation

Boards should expect the same level of excellence from themselves as they do of the system

If this is who we are what do we do?

Provide direction

Monitor and evaluate

Operate as a high functioning board

What are the complicating issues?

Time spent on issues that are not tied to strategy or student achievement

Direct staff to deal with individual issues of concern

A lot of 'I don't care. I want this dealt with'

We don't really monitor. We accept reports that are informational, not progress or outcomes

Operational reports lead to operational discussions

Code of conduct is used as a weapon

True North: Governance is best when ...

Boards operate at 10,000 feet

Monitoring is board driven

Staff only act on direction from the board as a whole

Roles and responsibilities are defined by policy and are honored

The final word

AN EFFECTIVE SCHOOL BOARD:

- knows why it exists, what difference it aims to make in the community and develops a plan for this purpose;
- maintains a focus on student achievement and well-being;
- functions as a team;
- serves as a role model for the education system and the community;
- makes informed decisions;
- strives for excellent communications with its partners and constituents;
- has a clear sense of the difference between its role and that of senior management;
- understands the distinction between policy development and implementation;
- is accountable for its performance;
- holds the director of education accountable for effectively implementing the policies of the board;
- monitors the effectiveness of policies and implementation plans; and
- ensures that local provincial and federal politicians understand local issues and needs, and encourages them to make education a high priority.

Code of Conduct for Trustees

January 17, 2020

Sheila M. MacKinnon

**Shibley Righton LLP
Barristers and Solicitors**

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Legislative History

- Bill 177, the *Student Achievement and School Board Governance Act, 2009* became law on **December 15, 2009**

As a result

- School Boards may adopt a code of conduct that applies to trustees (s. 218.2)
- The Minister of Education may make regulations *requiring* a School Board to adopt a code of conduct and stipulating matters to be included in the code of conduct
- As of **May 15, 2019** Ontario Reg. 246/18 *requires* school boards to adopt a Code of Conduct and review it on or before May 15 in every fourth year thereafter – a motion should be passed confirming the Code as is or any changes if needed

Legislative History

- Included enforcement of code of conduct (s. 218.3)
- Trustees have a duty to comply with a Code of Conduct (s. 218.1(8))
- **June 8, 2010** the Minister of the day indicated that a regulation was being contemplated and sought input from various stakeholders on a consultation paper regarding the proposed provincial provisions for a Trustee code of conduct
- It was contemplated that the provincial provisions would be *minimum requirements* for every trustee code of conduct and
- School Boards could add their own local provisions
- Codes of Conduct that I recommend include those minimum requirements even though the regulation was never passed

Purpose of the Code of Conduct

- Codes of Conduct contribute to confidence in education and respect for the integrity of the trustees in the community
- A Trustee position is an elected position which carries with it the understanding that the electorate will decide at election time its support for the effectiveness of a Trustee
- At the same time, it is important to recognize the public trust and responsibility the collective body carries and that this trust and responsibility is honoured through determining and enforcing norms of acceptable behaviour
- Code of Conduct deals with acceptable and respectful behaviours
- Most boards have always had these types of policies in place (Codes of Conduct or Ethics) that demonstrate what is acceptable, what is not and how to deal with breaches

Suggested Minimum Provisions

- Ministry of Education's consultation document regarding Code of Conduct included the following six principles:
 1. Integrity and dignity of office
 2. Avoidance of personal advantage and conflict of interest
 3. Compliance with legislation
 4. Civil behaviour
 5. Respect for confidentiality
 6. Upholding decisions
- Each principle was followed by examples of related trustee responsibilities

Integrity and Dignity of Office

- Discharge one's duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board
- Recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently, in the best interests of the students

Avoidance of Personal Advantage and Conflict of Interests

- Refrain from accepting a gift from any person or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the member when performing his or her duties to the Board
- Refrain from using the office to advance the member's interests or the interests of any family member or person or organization with whom or with which the member is associated
- Refrain from using the office to obtain employment with the Board for the member or a family member

Compliance with Legislation

- Discharge duties in accordance with the *Education Act* and comply with the *Municipal Conflict of Interest Act*
- I don't recommend including comply with the *Municipal Conflict of Interest Act* because a breach of that Act already has its own enforcement provisions and an investigation of a breach could prejudice the trustee in a subsequent application under that Act
- A trustee can be warned by the Chair and other trustees that they may be have a conflict but it is up to the individual trustee to declare a conflict
- Uphold the letter and spirit of the code of conduct

Civil Behaviour

- Refrain from engaging in conduct during meetings of the Board and at all other times that would discredit or compromise the integrity of the Board
- Refrain from advancing allegations of misconduct that are frivolous, vexatious or vindictive in nature against another member of the Board

Respect for Confidentiality

- Keep confidential any information disclosed or discussed at a meeting of the Board, or part of a meeting of the Board, that was closed to the public, unless required to divulge such information by law
- Refrain from using confidential information for either personal gain or to the detriment of the Board

Upholding Decisions

- Accept that authority rests with the Board and that a trustee has no individual authority other than that delegated by the Board
- Uphold the implementation of any Board resolution after it is passed by the Board
- Comply with Board policies and procedures
- Refrain from speaking on behalf of the Board unless authorized to do so

Enforcement of Code of Conduct

- A member of a board - *no one else*
 - Who has *reasonable* grounds to believe
 - That a member of the board – *not a member of another board*
 - Has breached the Board's Code of Conduct
 - May bring the alleged breach to the attention of the board
- Need a process for how this is done

Enforcement of Code of Conduct (*cont'd*)

- The Board shall make inquiries into the matter
 - *Need a process to do this in order to ensure procedural fairness for the accused member*
- Based on the results of the inquiry, the Board determines whether the member has breached the code
- The *SPPA* does not apply
- The vote by trustees as to whether or not a member breached the code must be done at a public meeting
- The accused member cannot vote

Enforcement of the Code of Conduct (cont'd)

- *Education Act* does not mandate a process for the inquiry
- Boards develop their own process for inquiring into a breach of their Code
- Suggestion is to have an Informal Process and a Formal Process

Informal Process

- The concept is not to *weaponize* the Code
- Meant to be remedial and correct behaviour
- Breaches may occur that are trivial; inadvertent; or an error of judgment made in good faith
- Purpose is to bring the breach to the attention of the Trustee alleged to have breached the Code and to assist them in understanding their role and therefore their obligations under the Code

Informal Process (cont'd)

- Chair on own initiative or at the request of another member have an informal discussion with the trustee
- Only if the matter cannot be resolved should it progress to a Formal Investigation

Formal Process

- Concept of Procedural Fairness informs the investigation process
- Basic steps:
 - form of complaint
 - Providing complaint to accused Trustee with opportunity to respond in writing
 - Decide who investigates – recommend external independent third party
 - Threshold issues – out of time; trivial; frivolous; vexatious; bad faith; no grounds

Formal Process (cont'd)

- Timeliness of investigation
- Final Report of findings of fact and a recommendation as to whether a breach or not
- Decision of the Board given to accused trustee in writing together with written reasons and the sanction, if any
- If finding of breach of Code then also advise accused trustee of right to reconsideration

Enforcement of Code of Conduct (*cont'd*)

Sanctions for Breach of the Code

- Censure the member
- Bar the member from attending all or part of a meeting of the Board or committee of the Board
- Bar the member from sitting on one or more committees of the Board, for the period of time specified by the Board
- Board cannot cause seat to be vacated
- If the member is barred from attending all or part of a meeting of the Board or committee of the Board, he or she is not entitled to receive any materials that relate to that meeting that are not available to members of the public
- If barred from a meeting, the member is deemed to be authorized to be absent from the meeting
- The vote to impose the sanction must be done at a public meeting and the accused cannot vote

Enforcement of Code of Conduct (*cont'd*)

Upon the Board determining that a member has breached the code and any sanction to be imposed,

- The Board to give the member written notice of determination and sanction
- Provide the member with at least 14 days to make written submissions to the Board regarding either the determination or sanction
- After considering the submissions, the Board shall confirm or revoke a determination within 14 days of receiving the submissions
- If the determination is revoked, the sanction is revoked
- If the determination is confirmed, the Board shall confirm, vary or revoke the sanction

Enforcement of Code of Conduct (*cont'd*)

- A vote of the Board to confirm or revoke a determination must be held in the public and the accused member may not vote
 - Consideration of the matter before the vote may be done *in camera* when the breach or alleged breach involves any of the matters to which a Committee of the Board is permitted to hold a meeting *in camera* (see s. 207 (2)(a) to (e))
- A vote to confirm, vary or revoke a sanction must be held in the public and the accused member cannot vote



REPORT TO

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

CATHOLIC PARENT INVOLVEMENT COMMITTEE ANNUAL REPORT, 2018-2019

“For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them” Ephesians 2:10

Created, Draft	First Tabling	Review
December 9, 2019	January 9, 2020	Click here to enter a date.

J. Wujek, Superintendent of Education Area 5, Parent Engagement

M. Sequeira, Coordinator, International Languages, Parent Engagement and Community Outreach

INFORMATION REPORT

Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report outlines the Toronto Catholic Parent Involvement Committee facilitated and sponsored initiatives for the 2018-2019 academic year.

This report also outlines the change in the reporting process for the Toronto CPIC annual report.

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

B. PURPOSE

1. This report complies with the Action After request made on January 28, 2016 that an Annual Information Report on Toronto Catholic Parent Involvement Committee (CPIC) activities be added to the rolling calendar.
2. Staff was to report on the statistics of meetings, activities and initiatives undertaken by Toronto CPIC.

C. BACKGROUND

1. On January 28, 2016, the Catholic Parent Involvement Committee Annual Report was presented at the Regular Board meeting. Arising out of this presentation, the Annual Report was received by the Board and recommendations were made to have a report presented on an annual basis.
2. On June 9, 2016, staff presented a report on the meetings, activities and initiatives completed by CPIC for the academic years of 2014-2015 and 2015-2016.
3. Since 2016, the Parent Engagement Department has prepared and presented the report to the Student Achievement and Wellbeing, based on the Toronto CPIC's summary report.
4. In the fall of 2019, in collaboration with the Toronto CPIC chair, a decision was made for this report to be replaced with the Toronto CPIC annual report to Board, with the following provisions:

- i. The Toronto CPIC annual report will include information under the following headings:
 - CPIC Mandate and Purpose;
 - CPIC Structure and Membership;
 - CPIC Officers and Meetings;
 - CPIC Sub-Committees;
 - Recommendations Provided and Action-After;
 - CPIC Sponsored Events;
 - CPIC Activities and Highlights; and
 - CPIC Financial Summary.
- ii. The director's designate will add any missing gaps to the report, should there be non-compliance from CPIC in creating the report and/or if the CPIC Chair is no longer in Office.
- iii. The Toronto CPIC annual report will be presented at the October CPIC meeting for endorsement and referral to Student Achievement.
- iv. The Toronto CPIC annual report will then be presented to Student Achievement and Well Being by November 30th of the current academic year.
- v. The Toronto CPIC chair will provide the Toronto CPIC annual report to all Catholic School Parents Councils via email.
- vi. The Director will post the Toronto CPIC annual report on the TCDSB website.

D. EVIDENCE

1. The Toronto CPIC 2018-2019 Annual Report (Appendix A) provides a detailed outline of the CPIC facilitated and sponsored initiatives for the 2018-2019 academic year, including a financial summary of its activities.
2. The summary includes information on parent conferences and workshops, the distribution of resources to Catholic School Parent Councils and the monetary sponsorship for parent events.

Action - After Items to Recommendation Made to the Director of Education

1. In support of creating a welcoming environment and that new or prospective parents to schools may not easily be able to find key information:

“That the school Board enact uniform school-based signage that conveys: a). name and contact information for the school principal; b) name and contact information for the school vice-principal; c) name of the school secretary and contact information for the school; d) name of the CSPC Chair and TCDSB contact information; e) name and contact information for the school superintendent; f) name and contact information for the ward trustee; g). school board main information line and website.”

- Standard contact school information available to all parents was implemented in all schools (Appendix B).

2. To ensure that both local Parent Councils and Toronto CPIC are properly supported to post timely and pertinent information for their parent community:

“TCDSB staff review the processes to provide for timely updates to be posted to local school CSPC & central CPIC sites; b) CPIC Chair be provided administrative access to the internal CPIC/CSPC site for posting of documents & resources for the committee and parent councils; c) Schools through the principal be encouraged to regularly post CSPC agendas, minutes and other artifacts to the local TCDSB school sites.”

- Staff from the Parent Engagement, Communication and IT Departments are evolving their strategy to improve communication with all parents, parent councils and parent groups.

Action - After to Recommendations Made to the Board of Trustees

1. “That the Communications team investigate creation of a monthly summary of relevant matters and decisions that have come before the board of trustees and upcoming board policies scheduled for review. “

2. “ That a review of regular communications from the board be undertaken that currently include distributions to CSPCs to ensure they have a parent

lens and provide added value that contribute to the facilitation of parent engagement & student achievement.”

- The Communications Department added members of CPIC, CSPC, OAPCE-Toronto and Special Education Advisory Committee (SEAC) to the ‘weekly wrap-up’ communication that is sent out to the system.
- The Communications Department conducted a ‘weekly wrap-up’ survey asking for parent input on improving the current communication format.
- Beginning in June of 2019, a monthly summary of parent-related items/policies that were presented at all Board meetings, was added to the ‘weekly wrap-up’ on the last Friday of every month.

E. METRICS AND ACCOUNTABILITY

1. This annual summary of Toronto CPIC activities serves as an assessment of the Committee’s work to support parental engagement at TCDSB.
2. Advice provided to the Board of Trustees and the Director of Education and any action arising out of this advice will be monitored and assessed.

F. STAFF RECOMMENDATION

This report is for the consideration of the Board.



TORONTO CPIC ANNUAL REPORT 2018-2019

Toronto Catholic Parent Involvement Committee

Email: cpic.chair@tcdsb.org

Website: www.tcdsb.org/cpic

Twitter: [@toronto_cpic](https://twitter.com/toronto_cpic)

CEC

80 Sheppard Avenue East

North York, ON M2N 6E8



TO OUR STAKEHOLDERS

Strategic Highlights

CPIC has provided renewed focus on fostering discussion and bringing forward relevant value to Parents across the TCDSB ensuring to bring forward recommendations that can be implemented. We have also had a significant changeover in membership which has brought forward new ideas and energy, and our existing members have embraced positive change.

Financial Highlights

Expenses were in line with budget targets and plans are in place for a surplus reduction effort over the next 24-months to substantially increase the visibility of CPIC and host more parent events. Policies will be updated to ensure consistency in funding requests/activities.

Operating Highlights

Despite some positions remaining vacant, this past year saw membership stabilize and increased interaction and respect between members. Discussions are focused on improving parent engagement at local schools and at the Board overall. We continue to solicit feedback from local CSPCs on both successes and challenges.

HOW A PARENT INVOLVEMENT COUNCIL FULFILLS ITS PURPOSE:

- providing boards with advice on parent engagement and how to communicate with parents
- developing strategies and initiatives to help boards engage more parents in their children's learning at home and at school
- sharing information with, and supporting the work of, school councils within the boards

Looking Ahead

Our current bylaws were written in 2011, and CPIC structure & function has mainly remained unchanged since that time. This next year, with revised Bylaws, we will see a substantial change in not only the makeup of the Committee, but its interaction within the Board and overall relevancy in moving parent engagement forward in the TCDSB.



John Del Grande, Chair

CPIC STRUCTURE & MEMBERSHIP

Voting Members:

- 24 Parent Ward Members: elected by parents (two-year term)
- 4 Parent Members (at large) –
elected by Parent Ward Members (one-year term)
- 3 Community Representatives –
appointed by the committee (one-year term)

Non-Voting Members:

- Trustee representative
- Director of Education or designate
- Liaison Officer to the TCDSB



ELECTED PARENT MEMBERS

Ward	REPRESENTATIVE 1	REPRESENTATIVE 2
1	Allision Canning (x-Father Serra) ⁽¹⁾	Raul Tellez Rios (St. Angela)
2	Geoff Feldman (Father John Redmond)	Natalia Marriott (Michael Power)
3	Joe Fiorante (St. Jane Frances)	-Vacant-
4	-Vacant-	-Vacant-
5	Melinda Hackett (Cardinal Carter)	Elizabeth Evans (St. Edward) ⁽²⁾
6	Gus Gikas (St. Mary of the Angels)	-Vacant-
7	Randy Bucuo (Senator O'Connor)	-Vacant-
8	Ruth Oliveros (Cardinal Leger)	Wendell Labrador (St. Barnabas)
9	Jenny Romero (St. Thomas Aquinas)	-Vacant-
10	Annalisa Crudo-Perri (Chaminade)	-Vacant-
11	Ben Xavier (St. Gerald)	Desmond Alvares (x-Senator O'Connor)
12	John Del Grande (St. Agatha)	Anthony Antonucci (St. Ursula)

(1) RESIGNED FEBRUARY 2019 (2) RESIGNED JUNE 2019

ELECTED PARENT AND COMMUNITY MEMBERS

POSITION	NAME & ASSOCIATION
Parent-At-Large 1	Isabel Starck (St. Bonaventure)
Parent-At-Large 2	Karla Coto (St. Angela)
Parent-At-Large 3	-Vacant-
Parent-At-Large 4	-Vacant -
Community 1	Patricia Bozzo (St. Conrad -OPACE Toronto)
Community 2	Mary Laframboise (Faith in Our Child)
Community 3	-Vacant-

TRUSTEE REPRESENTATIVES AND TCDSB STAFF

POSITION	NAME & ROLE
Trustee Rep	Garry Tanuan, Trustee, Ward 8
Trustee Alternative Rep	Norm Di Pasquale, Trustee, Ward 9
Communications Department	Emmy Szekeres Milne, Manager
Parent Engagement Office	Manuela Sequeira, Coordinator
Director of Education Designate	John Wujek, Superintendent

OFFICERS & MEETINGS

CPIC OFFICERS

POSITION	MEMBER	TERM ENDING
Chair	John Del Grande (Ward 12)	October 2020
Vice-Chair	Joe Fiorante (Ward 3)	September 2019
Secretary & Past Chair	Geoff Feldman (Ward 2)	September 2019
Treasurer	Gus Gikas (Ward 6)	September 2019
Communications Director	Desmond Alvares (Ward 11)	September 2019
Assistant Secretary	-Vacant-	-
Assistant Treasurer	Ruth Oliveros (Ward 8)	September 2019
Assistant Communications Director	-Vacant-	-

MEETINGS

A parent involvement committee must meet at least four times in each school year.

Toronto CPIC meets up to 8 times per school year - usually on the 3rd Monday of every month except March, July, and August. All meetings are open to the public. Any parent or guardian, at the Chair's discretion, may comment on the subject under discussion, but only members can vote. CPIC meetings are held at the Catholic Education Centre, 80 Sheppard Ave East.

During the 2018-2019 CPIC Year the Committee met:

Meeting #	Date
Inaugural	Monday, October 15th, 2018
1	Monday, November 19th, 2018
2	Monday, December 10th, 2018
3	Monday January 21st, 2019
4	Monday, February 11th, 2019
5	Monday, April 8th, 2019
6	Monday, May 13th, 2019
7	Monday, June 17th, 2019
Special	Monday, August 12th, 2019
8	Monday, September 16th, 2019



Highlights from the Ward 11 Event at Senator O'Connor (May 2019)

SUBCOMMITTEES

Much of the work of CPIC takes place with Members between meetings. The following subcommittees were struck during the year:

Budget & Priority Setting Subcommittee

The committee updated CPIC policy #5: Expense Policy based on a referral from the Committee in September, simplifying the rules, aligning amounts with Board policy and proving clarity to members going forward.

Governance & Procedure Subcommittee

This subcommittee was the most active during the year, taking on the work of recommending simplification changes and re-evaluating all aspects of CPIC's function and membership. Members met on average every two weeks between April and July.

Nomination & Election Subcommittee

This subcommittee suspended most of its work given the subcommittee's work efforts in revising CPIC election & membership rules.

Conference Planning Subcommittee

Recommending ward/central conference ideas and options to the committee. With the large OAPCE conference occurring in Toronto, members recommended conducting one mid-size event per ward.

Making Your Voices Heard Subcommittee

Reviewing Board staff feedback and layout suggestions and producing a final draft version for approval by Committee in late 2019.

Communications & Dissemination Subcommittee

Subcommittee members reviewed the CPC website for improvements; also considered creation of Ward Representative kits to support CSPCs and CPICs function.

RECOMMENDATIONS PROVIDED

CPIC discusses issues of concern from parents as it relates to school councils and overall parent engagement at our schools and from the Board overall. Periodically, in support of our mandate, official recommendation resolutions are made:

RECOMMENDATIONS MADE TO THE DIRECTOR OF EDUCATION

Members raised the issue, that in support of creating a welcoming environment and that new or prospective parents to schools may not easily be able to find key information:

That the school Board enact uniform school-based signage that conveys: a). name and contact information for the school principal; b) name and contact information for the school vice-principal; c) name of the school secretary and contact information for the school; d) name of the CSPC Chair and TCDSB contact information; e) name and contact information for the school superintendent; f) name and contact information for the ward trustee; g). school board main information line and website

Members also wanted to ensure both local Parent Councils & CPIC are properly supported to post timely and pertinent information for their parent community:

a) TCDSB staff review the processes to provide for timely updates to be posted to local school CSPC & central CPIC sites; b) CPIC Chair be provided administrative access to the internal CPIC/CSPC site for posting of documents & resources for the committee and parent councils; c) Schools through the principal be encouraged to regularly post CSPC agendas, minutes and other artifacts to the local TCDSB school sites.

RECOMMENDATIONS MADE TO THE BOARD OF TRUSTEES

- 1. That the Communications team investigate creation of a monthly summary of relevant matters and decisions that have come before the board of trustees and upcoming board policies scheduled for review.*
- 2. That a review of regular communications from the board be undertaken that currently include distributions to CSPCs to ensure they have a parent lens and provide added value that contribute to the facilitation of parent engagement & student achievement*

CPIC SPONSORED EVENTS

Ward 8 Event: Faith in Our Child Speaker Series - How to Effectively Parent Adolescent Children

Tuesday December 11th, 2018 at St. Barnabas Catholic School.

The McKernans, both personable and humorous, drew heavily on their professional formation and experience in child and adolescent counselling, their family experience with their 10 children, and their Catholic faith.

Lift Jesus Higher Toronto Rally

Saturday March 2nd, 2019 at the Metro Convention Centre.

CPIC was represented with a vendor table and provided tickets for 34 parents to attend.



Ontario Association of Parents in Catholic Education - 80th Annual Conference

Saturday April 6th, 2019 at Madonna Catholic Secondary School.

Conference/Dinner tickets were provided for CPIC Members along with 91 parents from various TCDSB wards. Delegates attended sessions, discussed education topics and engaged with parents from across the province. CPIC distributed parent resource materials.



Ward 11 Event: Anxiety in Children

Thursday May 9th, 2019 at Senator O'Connor Secondary School.

Our key speaker, Alyson Schafer, delivered a fantastic presentation complete with props, demonstrations and a unique, hands on exercise. As a family therapist, counsellor and well known Canadian parenting expert: her insights, basic tips, and longtime wisdom from her 15+ years in practice helped the audience feel they are not alone on this journey.



Filipino Heritage Month Gala with Cardinal Thomas Collins

Wednesday June 12, 2019 at the TCDSB Board Office.

His Eminence gave remarks about the relationship of Church and schools in a modern world focusing on challenges and how parents play a role in strengthening this relationship

ACTIVITIES & HIGHLIGHTS



❖ Increased Transparency:

- Meeting Agenda packages including all items for discussion and all backup reports are being compiled before monthly Monday meetings and posted online. Subcommittee agenda and minutes are also being consistency maintained.

❖ Trade Show Kit:

- The Committee approved creation of two CPIC trade show kits including banners, tablecloths and a full suite of parent hand-outs,

❖ CPSC Workshop series:

- Supported the efforts of the TCDSB Parent Engagement department in their series of CSPC workshops for members and specifics for Chairs, Secretaries and Treasurers. Member Officers of CPIC acted as speakers for these events.

❖ Commentary on Board Policies under Review:

- CPIC examined and commented on policies being considered by the Board of Trustees including CSPC and Addressing Parent Concerns.

❖ TCDSB Staff Presentations:

- CPIC heard from TCDSB Board Officials on such items as the 2019/20 Budget, Faith Formation and highlights from the IT Strategic Plan.

❖ Parent Engagement Materials:

- CPIC developed and continues work on 'Parent Engagement & Parent Involvement Triangle' that highlights easy steps with links to other resources.

❖ Parent & Student Charter Handouts:

- CPIC printed post cards with the TCDSB Parent & Student Charter (bill of rights) as a resource for parents and students.

❖ Allocation for Ward Events:

- CPIC provided budgets to support a parent engagement event in each Ward where Members and a host school were interested to bringing a speaker in on relevant topics of interest.

❖ Introduction of Web Conferencing:

- Added feature to support increased member & public engagement in future meetings. As a trial, all Governance & Policy meetings were conducted remotely.

❖ Parent Resource Libraries

- Requested a report on current state of parent resource locations in schools.

FINANCIAL SUMMARY

The Province of Ontario through the Ministry of Education currently provides boards with \$5,000 annual base funding and 17 cents per student to fund its Parent Involvement Committee.

This year, we were provided a budget of \$21,262 and there was a carryover of \$52,695 from previous years.

CPIC enacted a policy where we allocate our yearly budget into two categories:

- 60% for Meeting & Operations: This supports the day-to-day work of the Committee through our meetings, including member expenses & supplies.
- 40% for Parent Engagement Projects: This goes towards events that benefit different constituencies of parents across the school Board including speakers, materials and refreshments for attendees.

2018/2019 Budget Summary: (from September 1, 2018 to August 31, 2019)

	Meetings	Events/Projects
Childcare	\$735.00	\$120.00
Mileage/Transportation	\$1,348.89	\$0.00
Printing & Supplies	\$813.92	\$802.08
Events Promotion & Attendance Fees	\$0.00	\$12,711.52
Refreshments	\$2,891.91	\$1,606.50
Speakers	\$0.00	\$3,264.80
Telecommunications	\$3,883.62	\$0.00
Consulting	\$1,500.00	\$0.00
	\$9,887.93	\$19,790.31

Remaining carryforward budget to 2019/2020 is \$44,279.17

APPENDIX & THANKS

LEGISLATED PURPOSE

The purpose of a parent involvement committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being

WHY WE EXIST

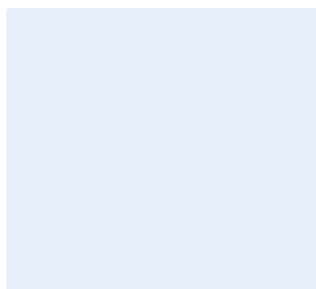
The Toronto Catholic Parent Involvement Committee is the legislated parent voice at the Toronto Catholic District School Board for parents of students in TCDSB schools.

MISSION

To improve student academic achievement and the emotional, spiritual and physical well-being of students by supporting, encouraging and enhancing meaningful parent engagement. CPIC focuses on system-level matters affecting more than one school.

On behalf of CPIC & TCDSB, I thank each of our Committee Members for the value, insight and time they provide.

Thanks to all the School Parent Councils, Parents, Community Organizations & TCDSB staff that supported CPIC throughout the year.



School Name Here

Sch Address

Sch Telephone

Sch Fax

Sch Website

Sch Twitter/Instagram Here or blank

PRINCIPAL:	Principal Name	Email/Contact Info
VICE-PRINCIPAL:	Vice-Principal Name	Email/Contact Info
SECRETARY:	Secretary Name	Email/Contact Info
CSPC CHAIR:	CSPC Chair Name	Email/Contact Info
SUPERINTENDENT:	Superintendent Name	Email/Contact Info
WARD TRUSTEE:	Ward & Trustee	Email/Contact Info
CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC) REPRESENTATIVE:	CPIC Rep Name	Email/Contact Info
ONTARIO ASSOCIATION OF PARENTS FOR CATHOLIC EDUCATION (OAPCE) REPRESENTATIVE:	OAPCE Rep Name	Email/Contact Info
PARISH:	Parish Name	Email/Contact Info
PARISH PRIEST:	Parish Priest	Email/Contact Info

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OUR MISSION

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

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



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

80 Sheppard Avenue East, Toronto, Ontario M2N 6E8 ·

Telephone: 416-222-8282 · **Fax:** 416-229-5345

Web: www.tcdsb.org · **Twitter:** @TCDSB · **Instagram:** @torontocatholicdsb

24-hour Information Line: 416-222-8282, ext. 2873 (recorded message)

Communications Department: 416-222-8282, ext. 5314 · commdept@tcdsb.org

2018 - 2021 · ROOTED IN CHRIST: WE BELONG, WE BELIEVE, WE BECOME



REPORT TO

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

**REPORT ON METRICS FOR THE CATHOLIC
SCHOOL PARENT COUNCIL, POLICY S.10
2018-2019**

"May he give you the desire of your heart and make all your plans succeed." Psalm 20:4

Created, Draft	First Tabling	Review
December 16, 2019	January 9, 2020	Click here to enter a date.

J. Wujek, Superintendent of Schools (Area 5) & Parent Engagement

M. Sequeira, Coordinator-International Languages, Parent Engagement and Community Relations

INFORMATION REPORT

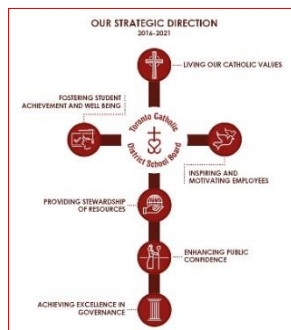
Vision:

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

This report provides metrics on the activities and valued contributions of the Toronto Catholic District School Board (TCDSB) Catholic School Parent Councils (CSPCs) for the academic year of 2018-2019 at the local level.

This report also includes the engagement and learning opportunities provided by staff to parents and to Catholic School Parent Councils.

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

B. PURPOSE

1. The purpose of this report is to comply with the TCDSB Catholic School Parent Council Policy, S. 10, metrics requirements that the “*annual report of CSPC activities will serve as an assessment of the Council’s work to support student achievement and well-being at the school.*”

C. BACKGROUND

1. Consistent with Ontario Regulation 612 on *School Councils and Parent Involvement Committees*, “the purpose of [Catholic] school councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents.”

2. The TCDSB’s Parent Engagement and Communications Departments play a guiding and supportive role to Catholic School Parent Councils and staff in the promotion and enhancement of effective parent engagement that is in harmony with TCDSB’s shared vision of transforming the world through witness, faith, innovation and action.

3. At the system level, staff from these and other departments work closely with TCDSB’s Catholic Parent Involvement Committee (CPIC) and the Ontario Association for Parents in Catholic Education - Toronto (OAPCE-Toronto) to maximize support to the local Catholic School Parent Councils.

D. EVIDENCE

Catholic School Parent Council Activities and Parent Engagement Initiatives

1. Consistent with Ontario Regulation 612, s.24 (1) and (2) that every school council submit an annual report on its activities, including a financial report.
2. For 2018-2019 academic year, 117 school councils complied with the regulatory requirement by electronically submitting a CSPC annual report.

The chart below provide some highlights from the reports submitted (Appendix A):

2017-2018 Metrics	2018-2019 Metrics
35% of councils submitted a report	60% of councils submitted a report
96% of councils had 6+ meetings	100% of councils had 6+ meetings
60% of the councils had a designated OAPCE-Toronto representative	74% of the councils had a designated OAPCE-Toronto representative
66% of CSPCs raised funds to support the purchase of learning materials	73% of CSPCs raised funds to support the purchase of learning materials
63% of CSPCs raised funds to support the Arts	72% of CSPCs raised funds to support the Arts
54% of CSPCs raised funds to support the sports	69% of CSPCs raised funds to support the sports
60% of CSPCs raised funds to support the transportation for events/excursions	68% of CSPCs raised funds to support the transportation for events/excursions
72% of CSPCs raised funds to support celebrations (graduation/sacraments)	83% of CSPCs raised funds to support celebrations (graduation/sacraments)
51% of CSPCs raised funds to support humanitarian/charity organizations	53% of CSPCs raised funds to support humanitarian /charity organizations

3. In addition to the support that CSPC fundraised moneys contributed to the enhancement of curriculum and extra-curricular activities for students, the

following are some examples of CSPC initiatives and activities that contributed to parent education and engagement at the local level:

- family evenings events on topics, such as: math; science; STEAM; technology; fitness; wellness; dance and job fairs;
- parent workshops on themes, such as: developing resilience in children; social media; stress management; healthy eating; healthy living; meditation; self-regulation; handling peer pressure and Toronto Public Health services; and
- community events, such as; beginning and/or end of the year BBQ; pancake Tuesday; fun fairs; dance and bingo nights.

Parent Reaching Out (PRO) Grants

1. In spring of 2018, the Parent Engagement Department applied and received Ministry approval for a Parent Reaching Out (PRO) Regional grant with a total value of \$7, 500.
2. In the spring of 2018, 135 school councils applied and received Ministry approval for PRO grants for a total value of \$133, 991 for school-based projects to support parent engagement at the local level for the 2018-2019 academic year.
3. Out of the 135 school councils that received funding for applications placed in the spring of 2018, 95 councils used some or all approved grant funds by the end of the grant cycle.
4. As per the Ministry's request, the TCDSB returned the remaining unused school council 2018-2019 grant funds of \$52, 745.02 to the Ministry.

Parent Involvement Committee (PIC) Grant

1. The Ministry of Education provides each school board with funds to be allocated to local CSPCs to support school-based parent engagement initiatives.
2. These funds are to find local solutions that lessen barriers to parent engagement and enhance the participation of parents, with the goal of equity of outcomes for all students.

3. In September, each school is allocated an annual PIC grant of \$500.
4. In 2018-2019, 46 percent of schools made use of some or all the allocated annual funds for parent learning and engagement activities.
5. Currently there is a TCDSB balance of \$192,053.30 of unused PIC funds (Appendix B).

System Activities and Resources Supporting and Promoting Parent Leadership

1. As per the action items identified in the Metrics Report of CSPC, Policy S. 10, 2017-2018, the following items were implemented:
 - standard contact school information available to all parents was implemented in all schools (Appendix C);
 - support and materials were provided to CSPC chairs, and staff, in order to achieve 100 percent compliance of updating and accessing TCDSB assigned email to all CSPC chairs;
 - exit surveys were provided at all parent events/workshops;
 - standard accounting and reporting forms were created and distributed to assist CSPCs with budget planning, collection and disbursement of moneys raised;
 - standard accounting and reporting forms were developed for presenting information to Council on school accounts;
 - the Communications Department added the following parent groups who have an assigned TCDSB email to to the 'weekly wrap-up': CPIC, CSPC, OAPCE-Toronto and Special Education Advisory Committee (SEAC);
 - the Communications Department conducted a 'weekly wrap-up' survey asking for parent input on improving the current communication format; and
 - beginning in June of 2019, a monthly summary of parent-related items/policies that were presented at all Board meetings, was added to the 'weekly wrap-up' on the last Friday of every month.
2. In collaboration with Toronto CPIC and OAPCE-Toronto on October 18th, 2018, the Parent Engagement Department hosted its annual CSPC orientation to provide resources, networking and learning opportunities to newly elected CSPC executives.

3. Following this event, with feedback from the 2017-2018 CSPC annual report, from workshop exit surveys, and from the Parent Engagement Department, the following 4 workshops were developed for 2018-2019:

Date	Workshop Content	No. of Participants
19/11/18	The Role Responsibility of the Chair Communication	55
29/01/19	The Role & Responsibility of the Treasurer Fundraising in Schools	62
26/02/19	The Role & Responsibility of the Secretary Conflict Resolution	45
13/05/19	School By-Laws CSPC End of the Year Activity and Financial Reporting New On-Line Submission	60

4. In addition to the workshops provided, an online CSPC bank of resources was created to provide CSPC chairs, principals and vice-principals with resources to build capacity, support and facilitate the operation of the councils.

5. The coordinator of the Parent Engagement Department provided resources/reminders via email with regards to the operation requirements and timelines of CSPCs, as well as, responding daily, via phone and/or email, to council executives' and staffs' inquiries.

6. The superintendent and coordinator of Parent Engagement presented at principal meetings in 2018-2019, and at the Head Start Symposium for newly promoted administrators in the summer of 2018, on the following topics:

- the role and importance of councils;
- CSPC executives roles and responsibilities;
- the responsibility of the principal;
- CSPC elections and timelines;
- block budget and school bank accounts reporting to CSPC
- CSPC financial reporting;
- CSPC annual activity and financial report; and

- the role of Toronto Catholic Parent Involvement Committee (CPIC) and Ontario Association of Parents in Catholic Education – Toronto (OAPCE- Toronto) as TCDSB parent engagement partners.

7. To provide parents who may not participate fully in the school due to potential language and cultural barriers, the Parent Engagement Department, in collaboration with the International Languages Department applied for, and received, a Parent Reaching Out (PRO) Regional Grant, entitled, *Engaging and Supporting our Diverse Parent Communities in their Heritage Language*.

Parents and community leaders were empowered and supported to plan, organize and deliver parent learning sessions targeted to their specific needs.

The workshops were delivered in the parent's heritage language, in existing International Language Elementary (ILE) after-hour centres, where parents had an established quasi-parent council.

The chart below illustrates the topics and parent participation at 3 ILE after-hour centres:

Date	<i>Centres- ILE Language Workshops</i>	No. Of Participants
26/05/19	<i>St. Jane Frances-Vietnamese</i> *Parents as Mirrors for Children *Transition to High School	220
01/06/19	<i>James Culnan - Vietnamese</i> *Developing Good Study Habits Now for The Future *Healthy Balanced Lifestyle	200
08/06/19	<i>St. Mary of the Angels-Tigrinya</i> *Building Networks of Parents Advocacy at the Day School *The Education System	180

8. The Director of Education, staff from the Parent Engagement Department, trustees, and members of CPIC attended the 80th annual OAPCE-Ontario conference and gala. The CPIC subsidized the attendance of 100 Catholic School Parent Council OAPCE-Toronto designated representatives.

The following were some highlights of the event:

- mass with His Eminence Thomas Cardinal Collins;
- a keynote from Greg Rogers on the purpose of Me to We;
- parent workshops; and
- an evening gala that recognized, among others, the Director and Chair of the Board for their work in Catholic Education.

Policy Consultation

1. In May of 2019, the Parent Engagement Department launched consultation on the *Catholic Schools Parent Councils*, Policy S.10 and *Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns*, Policy A.33.

The consultation process provided a variety of forums for TCDSB's parent engagement partners with opportunities to provide feedback on policies that directly impact parent involvement at the school level.

The chart below illustrates the consultation format and metrics:

Date	Format	Group	No. of Participants
05/19	On-line Survey	CSPCs	86 Councils
13/05/19	Town Hall	All Parents & CSPCs	65 Parents
13/05/19	CPIC Meeting	CPIC/OPACE	24 Members

E. METRICS AND ACCOUNTABILITY

1. The metrics and accountability framework as outlined in Catholic School Parent Council, Policy S. 10, will be the basis for this report and for assessing parent engagement impact.
2. The data in this report will continue to serve as the benchmark for strategy improvement to enhance and support continued parent engagement, and partnership enhancement.

F. STAFF RECOMMENDATION

This report is for the consideration of the Board.



APPENDIX A

(Name of
School)
Catholic
School Parent
Council

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

Annual Activity Report for the _____ School Year

A. School Council Members	
Position	Name or Number
Chair	
Co-Chair/Co-Chair	
Secretary	
Treasurer	
Pastor/Parish Representative	
OAPCE Representative	
Teaching Staff Representative	
Non-Teaching Staff Representative	
Community Member	
Student (Secondary)	
Number of additional Parent Council Members	
B. Dates of CSPC Meetings:	
1.	2. 3. 4. 5. 6.
C. Fundraising Activities Supported:	
• Learning Materials	Yes No
• Arts Activities (Drama, Music, Visual Arts)	Yes No
• Sports Activities	Yes No
• Buses	Yes No
• Celebrations (Sacraments, Graduation, Etc.)	Yes No
• Humanitarian/Charity	Yes No
• Other	Yes No
D. List two CSPC initiatives that supported student achievement and well-being, as per the School's Learning Improvement Plan.	
Initiatives	Brief Description
E. What supports/information from TCDSB staff would be beneficial to assist your school's Catholic School Parent Council reach its goals?	
1.	
2.	
3.	

APPENDIX A

Thank you to all members of the council, volunteers in sub-committees and school staff for their time and dedication, which contributed to the success of this council in this school year.

CSPC Chair's Signature

Date

Appendix B

Parent Involvement Committee (PIC) Grant Balances As of October 7, 2019					
Ward	CSPC	2018/19	Balance from Previous Years	Allocation 2019/2020	Grand Total
1	CSPC (St. Benedict)	500.00	1,190.48	500.00	2,190.48
1	CSPC (St. Stephen)	314.59	-	500.00	814.59
1	CSPC (St. Andrew)	-	1,047.96	500.00	1,547.96
1	CSPC (St. Dorothy)	500.00	789.22	500.00	1,789.22
1	CSPC (St. Angela)	500.00	2,000.00	500.00	3,000.00
1	CSPC (St. Maurice)	500.00	129.43	500.00	1,129.43
1	CSPC (St. John Vianney)	500.00	1,047.96	500.00	2,047.96
1	CSPC (Msgr. John Corrigan)	500.00	595.94	500.00	1,595.94
1	CSPC (Holy Child)	-	367.59	500.00	867.59
1	CSPC (Fr. Henry Carr)	500.00	618.23	500.00	1,618.23
1	CSPC (Msgr. P. Johnson)	500.00	643.88	500.00	1,643.88
2	CSPC (Our Lady of Peace)	500.00	547.97	500.00	1,547.97
2	CSPC (St. Gregory)	438.90	616.46	500.00	1,555.36
2	CSPC (Transfiguration)	500.00	595.92	500.00	1,595.92
2	CSPC (Nativity of Our Lord)	500.00	1,368.88	500.00	2,368.88
2	CSPC (All Saints)	500.00	953.40	500.00	1,953.40
2	CSPC (St. Clement)	500.00	621.96	500.00	1,621.96
2	CSPC (St. Marcellus)	500.00	1,500.00	500.00	2,500.00
2	CSPC (St. Eugene)	500.00	143.88	500.00	1,143.88
2	CSPC (Mother Cabrini)	500.00	789.22	500.00	1,789.22
2	CSPC (St. Demetrius)	500.00	616.53	500.00	1,616.53
2	CSPC (Father Serra)	47.96	50.37	500.00	598.33
2	CSPC (Josyf Cardinal Slipyj)	500.00	1,396.68	500.00	2,396.68

Appendix B

2	CSPC (Michael Power)	500.00	675.94	500.00	1,675.94
3	CSPC (St. Jude)	500.00	456.10	500.00	1,456.10
3	CSPC (St. Jane Frances)	-	418.03	500.00	918.03
3	CSPC (St. Wilfrid)	29.98	593.85	500.00	1,123.83
3	CSPC (St. Roch)	500.00	308.12	500.00	1,308.12
3	CSPC P (St. Augustine)	-	159.04	500.00	659.04
3	CSPC P (St. Charles Garnier)	500.00	2,000.00	500.00	3,000.00
3	CSPC P (St. Francis de Sales)	51.47	81.47	500.00	632.94
3	CSPC (St. Simon)	500.00	1,547.96	500.00	2,547.96
3	CSPC (Venerable John Merlini)	500.00	500.00	500.00	1,500.00
3	CSPC (Blessed Margherita)	47.97	17.13	500.00	565.10
3	CSPC (St.Andre)	500.00	554.35	500.00	1,554.35
3	CSPC (St. Basil the Great)	500.00	381.13	500.00	1,381.13
3	CSPC (J. Card. McGuigan)	-	448.79	500.00	948.79
4	CSPC (Holy Family)	500.00	2,000.00	500.00	3,000.00
4	CSPC. (St. Cecilia)	500.00	1,047.96	500.00	2,047.96
4	CSPC (St. Vincent de Paul)	46.56	115.49	500.00	662.05
4	CSPC (St. Pius X)	500.00	167.92	500.00	1,167.92
4	CSPC (Our Lady of Sorrows)	500.00	661.86	500.00	1,661.86
4	CSPC (St. Ambrose)	500.00	1,434.52	500.00	2,434.52
4	CSPC (St. James)	500.00	939.53	500.00	1,939.53
4	CSPC (St. Elizabeth)	500.00	96.03	500.00	1,096.03
4	CSPC (St. Josaphat)	500.00	2,000.00	500.00	3,000.00
4	CSPC (James Culnan)	500.00	1,009.48	500.00	2,009.48
4	CSPC (Holy Angels)	-	82.31	500.00	582.31
4	CSPC (St. Louis)	43.48	1,604.18	500.00	2,147.66

Appendix B

4	CSPC (St. Mark)	-		500.00	500.00
4	CSPC (St. Leo)	27.59		500.00	527.59
4	CSPC (The Holy Trinity)	-	500.00	500.00	1,000.00
4	CSPC (Fr. John Redmond)	500.00	2,000.00	500.00	3,000.00
4	CSPC (Bishop Marrocco)	500.00	218.07	500.00	1,218.07
4	CSPC (Bishop Allen)	500.00	84.10	500.00	1,084.10
5	CSPC (Blessed Sacrament)	500.00	187.79	500.00	1,187.79
5	CSPC (St. Margaret)	500.00	1,516.60	500.00	2,516.60
5	CSPC (St. Charles)	500.00	771.51	500.00	1,771.51
5	CSPC (St. Edward)	500.00	236.16	500.00	1,236.16
5	CSPC (St. Gabriel)	500.00	547.96	500.00	1,547.96
5	CSPC (Our Lady of the Assumption)	500.00	1,038.75	500.00	2,038.75
5	CSPC (St. Cyril)	47.97	384.32	500.00	932.29
5	CSPC (St. Paschal Baylon)	500.00	701.27	500.00	1,701.27
5	CSPC (St. Raphael)	500.00	337.66	500.00	1,337.66
5	CSPC (St. Jerome)	47.96	47.96	500.00	595.92
5	CSPC (St. Robert)	500.00	865.39	500.00	1,865.39
5	CSPC (St. Norbert)	11.12	95.93	500.00	607.05
5	CSPC (St. Antoine Daniel)	500.00	98.06	500.00	1,098.06
5	CSPC (St. Martha)	-	-	500.00	500.00
5	CSPC (St. Agnes)	500.00	112.95	500.00	1,112.95
5	CSPC (Regina Mundi)	500.00	1,862.89	500.00	2,862.89
5	CSPC (St. Conrad)	500.00	534.72	500.00	1,534.72
5	CSPC (Sts. Cosmas and Damian)	-	-	500.00	500.00
5	CSPC (Madonna)	-	82.68	500.00	582.68
5	CSPC (Brebeuf)	500.00		500.00	1,000.00

Appendix B

5	CSPC (Loretto Abbey)	500.00	146.42	500.00	1,146.42
5	CSPC (Dante Alighieri)	500.00	2,000.00	500.00	3,000.00
5	CSPC (Card. Carter Sr.)	500.00	83.33	500.00	1,083.33
5	CSPC P (Marshall Mcluhan)	500.00	404.09	500.00	1,404.09
6	CSPC (St. Helen)	500.00	787.33	500.00	1,787.33
6	CSPC (St. Anthony)	500.00	1,547.96	500.00	2,547.96
6	CSPC (St. Clare)	290.70	1,547.96	500.00	2,338.66
6	CSPC (St. Rita)	500.00	149.68	500.00	1,149.68
6	CSPC (St. Mary of the Angels)	-		500.00	500.00
6	CSPC (St. John Bosco)	500.00	1,189.60	500.00	2,189.60
6	CSPC (St. Sebastian)	-	125.69	500.00	625.69
6	CSPC (St. Nicholas of Bari)	47.96	43.79	500.00	591.75
6	CSPC (St. Luigi)	-	-	500.00	500.00
6	CSPC (Stella Maris)	47.96	191.84	500.00	739.80
6	CSPC (St. Paul VI)	-	-	500.00	500.00
6	CSPC (Loretto College)	-	146.42	500.00	646.42
6	CSPC (St. Mary's)	500.00	885.16	500.00	1,885.16
7	CSPC (Precious Blood)	500.00		500.00	1,000.00
7	CSPC (St. Lawrence)	500.00	619.67	500.00	1,619.67
7	CSPC (Our Lady of Wisdom)	500.00	95.92	500.00	1,095.92
7	CSPC (Holy Spirit)	500.00	701.27	500.00	1,701.27
7	CSPC (St. Kevin)	239.82	-	500.00	739.82
7	CSPC (St. Nicholas)	500.00	2,000.00	500.00	3,000.00
7	CSPC (St. Albert)	500.00	674.78	500.00	1,674.78
7	CSPC (St. Victor)	47.96	65.32	500.00	613.28
7	CSPC (St. Aidan)			500.00	500.00

Appendix B

7	CSPC (St. Sylvester)	47.96	28.59	500.00	576.55
7	CSPC (Epiphany of Our Lord)	500.00	2,000.00	500.00	3,000.00
7	CSPC (St. Henry)	500.00	95.93	500.00	1,095.93
7	CSPC (Mary Ward)	-	-	500.00	500.00
7	CSPC (Jean Vanier)	500.00	2,000.00	500.00	3,000.00
8	CSPC (St. Martin de Porres)	-	-	500.00	500.00
8	CSPC (St. Bartholomew)	500.00	674.78	500.00	1,674.78
8	CSPC (St. Malachy)	500.00	643.88	500.00	1,643.88
8	CSPC (St. Barnabas)	-		500.00	500.00
8	CSPC (St. Brendan)	500.00	549.98	500.00	1,549.98
8	CSPC (St. Ignatius of Loyola)	218.81	81.47	500.00	800.28
8	CSPC (Our Lady of Grace)	500.00	210.14	500.00	1,210.14
8	CSPC (St. Gabriel Lalemant)	500.00	2,000.00	500.00	3,000.00
8	CSPC (St. Columba)	-	429.43	500.00	929.43
8	CSPC (St. Marguerite Bourgeoys)	500.00	654.02	500.00	1,654.02
8	CSPC (St. Florence)	500.00	1,153.81	500.00	2,153.81
8	CSPC (St. Elizabeth Seton)	500.00	2,000.00	500.00	3,000.00
8	CSPC (St. Jean de Brebeuf)	47.96	95.93	500.00	643.89
8	CSPC (St. Rene Goupil)	500.00	178.66	500.00	1,178.66
8	CSPC (The Divine Infant)	500.00	195.81	500.00	1,195.81
8	CSPC (Sacred Heart)	500.00	195.81	500.00	1,195.81
8	CSPC (Prince of Peace)	500.00	603.04	500.00	1,603.04
8	CSPC (Cardinal Leger)	500.00	659.68	500.00	1,659.68
8	CSPC (St. Bede)	-	113.17	500.00	613.17
8	CSPC P (Bl Pier Giorgio Frassati)	500.00	1,057.54	500.00	2,057.54
8	CSPC P.I.F. (St. Dominic Savio)	500.00	1,047.96	500.00	2,047.96

Appendix B

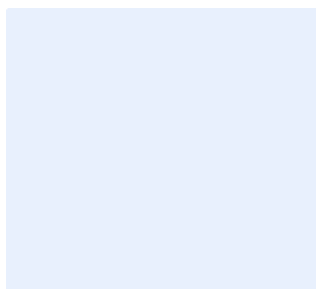
8	CSPC (Francis Libermann)	-	203.36	500.00	703.36
8	CSPC (Blessed Mother Teresa)	-	644.20	500.00	1,144.20
9	CSPC (St. Paul)	-	192.00	500.00	692.00
9	CSPC (St. Mary)	500.00	1,269.07	500.00	2,269.07
9	CSPC (St. Francis of Assisi)	481.53	2,000.00	500.00	2,981.53
9	CSPC (St. Michael's Choir (Jr))	47.96		500.00	547.96
9	CSPC (Our Lady of Lourdes)	500.00	2,000.00	500.00	3,000.00
9	CSPC (Holy Rosary)	500.00	191.84	500.00	1,191.84
9	CSPC (St. Thomas Aquinas)	500.00		500.00	1,000.00
9	CSPC (Our Lady of Perpetual Help)	500.00	924.87	500.00	1,924.87
9	CSPC (D'Arcy McGee)	500.00	348.21	500.00	1,348.21
9	CSPC (St. Alphonsus)	-	-	500.00	500.00
9	CSPC (Pope Francis)	70.00	548.02	500.00	1,118.02
9	CSPC (St. Bruno/Raymond)	500.00	1,282.72	500.00	2,282.72
9	CSPC (St. Michael)	500.00	551.77	500.00	1,551.77
9	CSPC (St. Joseph College)	-	171.12	500.00	671.12
9	CSPC (St. Michael Choir)	47.96	24.90	500.00	572.86
9	CSPC (Bishop Macdonell)			500.00	500.00
10	CSPC (St. Matthew)	500.00	1,095.92	500.00	2,095.92
10	CSPC (St. John the Evangelist)	500.00	1,500.00	500.00	2,500.00
10	CSPC (Our Lady of Victory)	420.26	-	500.00	920.26
10	CSPC (St. Bernard)	500.00	751.67	500.00	1,751.67
10	CSPC (St. Francis Xavier)	-	532.80	500.00	1,032.80
10	CSPC. (Immaculate Conception)	500.00	553.53	500.00	1,553.53
10	CSPC (St. Fidelis)	500.00	549.98	500.00	1,549.98
10	CSPC (Santa Maria)	47.96	301.00	500.00	848.96

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10	CSPC (Chaminade)	-	-	500.00	500.00
10	CSPC (Archbishop Romero)	500.00	109.96	500.00	1,109.96
11	CSPC (St. Joseph)	88.11	1,371.94	500.00	1,960.05
11	CSPC (Holy Name)	-	-	500.00	500.00
11	CSPC (St. John)	500.00	2,000.00	500.00	3,000.00
11	CSPC (St. Monica)	118.55	813.49	500.00	1,432.04
11	CSPC (St. Brigid)	500.00	670.38	500.00	1,670.38
11	CSPC (Holy Cross)	-	-	500.00	500.00
11	CSPC (St. Anselm)	500.00	2,000.00	500.00	3,000.00
11	CSPC (Canadian Martyrs)	500.00	2,000.00	500.00	3,000.00
11	CSPC (St. Bonaventure)	40.74		500.00	540.74
11	CSPC (Blessed Trinity)	500.00	953.40	500.00	1,953.40
11	CSPC (St. Timothy)	500.00	1,632.65	500.00	2,632.65
11	CSPC (Annunciation)	-	1,027.10	500.00	1,527.10
11	CSPC (St. Denis)	500.00	95.93	500.00	1,095.93
11	CSPC (St. Isaac Jogues)	47.96	19.87	500.00	567.83
11	CSPC (St. Catherine)	-	-	500.00	500.00
11	CSPC (St. Gerald)	-	53.95	500.00	553.95
11	CSPC (Our Lady of Guadalupe)	500.00	1,427.32	500.00	2,427.32
11	CSPC (St John XXIII)	500.00	1,577.55	500.00	2,577.55
11	CSPC (St. Matthias)	47.96	143.89	500.00	691.85
11	CSPC (St. Kateri Tekakwitha)	-	191.84	500.00	691.84
11	CSPC (Notre Dame)	500.00	678.55	500.00	1,678.55
11	CSPC (Senator O'Connor)	500.00	580.65	500.00	1,580.65
11	CSPC (St. Joseph Morrow Park)	18.60	802.96	500.00	1,321.56
11	CSPC (St. Patrick)	0.05	84.10	500.00	584.15

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12	CSPC (St. Dunstan)	-	897.92	500.00	1,397.92
12	(St. Theresa Shrine)	500.00	631.88	500.00	1,631.88
12	CSPC (Our Lady of Fatima)	500.00	1,106.23	500.00	2,106.23
12	CSPC (St. Maria Goretti)	500.00	1,911.42	500.00	2,911.42
12	CSPC (St. Rose of Lima)	32.60	0.05	500.00	532.65
12	CSPC (Immaculate Heart of Mary)	47.96	95.92	500.00	643.88
12	CSPC (St. Barbara)	500.00	1,279.56	500.00	2,279.56
12	CSPC (St. Boniface)	500.00	1,095.92	500.00	2,095.92
12	CSPC (St. Joachim)	500.00	47.96	500.00	1,047.96
12	CSPC (St. Richard)	500.00	2,000.00	500.00	3,000.00
12	CSPC (St. Agatha)	121.70	1,018.29	500.00	1,639.99
12	CSPC (St. Ursula)	500.00	2,000.00	500.00	3,000.00
12	CSPC (St. Thomas More)	500.00	220.00	500.00	1,220.00
12	CSPC (St. Edmund Campion)	500.00	43.79	500.00	1,043.79
12	CSPC (Neil McNeil)	500.00	580.65	500.00	1,580.65
12	CSPC (Cardinal Newman)	500.00	24.90	500.00	1,024.90
12	CSPC (St. John Paul II)	500.00	667.94	500.00	1,667.94
		65,324.58	126,728.72	98,000.00	290,053.30



School Name Here

Sch Address

Sch Telephone

Sch Fax

Sch Website

Sch Twitter/Instagram Here or blank

PRINCIPAL:	Principal Name	Email/Contact Info
VICE-PRINCIPAL:	Vice-Principal Name	Email/Contact Info
SECRETARY:	Secretary Name	Email/Contact Info
CSPC CHAIR:	CSPC Chair Name	Email/Contact Info
SUPERINTENDENT:	Superintendent Name	Email/Contact Info
WARD TRUSTEE:	Ward & Trustee	Email/Contact Info
CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC) REPRESENTATIVE:	CPIC Rep Name	Email/Contact Info
ONTARIO ASSOCIATION OF PARENTS FOR CATHOLIC EDUCATION (OAPCE) REPRESENTATIVE:	OAPCE Rep Name	Email/Contact Info
PARISH:	Parish Name	Email/Contact Info
PARISH PRIEST:	Parish Priest	Email/Contact Info

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OUR MISSION

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

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



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

80 Sheppard Avenue East, Toronto, Ontario M2N 6E8 ·

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24-hour Information Line: 416-222-8282, ext. 2873 (recorded message)

Communications Department: 416-222-8282, ext. 5314 · commdept@tcdsb.org

2018 - 2021 · ROOTED IN CHRIST: WE BELONG, WE BELIEVE, WE BECOME



REPORT TO

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

**RESPONSE TO DELEGATION RE: INTERNATIONAL
LANGUAGES ELEMENTARY (ILE) ON JANUARY 9,
2020**

And this is my prayer, that your love may overflow more and more with knowledge and full insight, to help you to determine what is best, so that in the day of Christ you may be pure and blameless” Philippians 1:9-10

Created, Draft	First Tabling	Review
January 27, 2020	February 6, 2020	Click here to enter a date.

M. Eldridge, Acting General Counsel

L. Di Marco, Superintendent, Curriculum Leadership & Innovation; Academic ICT

M. Sequeira, Coordinator, International Languages, Parent Engagement, Community Relations

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

This report responds to a Board motion which requested information resulting from a delegation by the President of the Canadian Union of Public Employees (CUPE) Local 3155 on the International Languages Elementary (ILE) Program.

The TCDSB has not received Ministry approval for the 2019-2020 ILE integrated delivery model.

The cumulative staff time required to prepare this report was 10 hours.

B. PURPOSE

1. At the January 9, 2020 Student Achievement and Well Being Committee Board meeting, the President of CUPE 3155 Local delegated to the Board about concerns with administration of the ILE program.
2. Specifically, the delegation included the following topics:
 - i) the delivery of the international languages student workbooks;
 - ii) the current number of open ILE positions; and
 - iii) the current total number of students being instructed by an instructor, during one 30-minute period.
3. Subsequent to the delegation, the Board of Trustees approved the following motion:
“Legal will work with the superintendent of curriculum to complete a public report related to issues outline in the deputation”.
4. This report provides information to the Board of Trustees for the public session regarding the following topics that were raised in the delegation:
 - i) delayed delivery of the international languages student workbooks; and
 - ii) the current total number of students being instructed by an instructor, during one 30-minute period.

C. BACKGROUND

1. In the fall of 2019, the Toronto Catholic District School Board (TCDSB) submitted a written proposal to the Ministry of Education, requesting permission for the continuation of the ILE program in its current integrated model for the academic year of 2019-2020.

D. EVIDENCE/RESEARCH/ANALYSIS

Issue #1 - ILE Student Workbook Delivery

1. The concern raised by the delegation is that there was an excessive delay with the delivery of the Italian language workbooks at the beginning of the 2019/2020 school year. As such, instructors “*started off September 2019 with no workbooks for our students and did not receive them until mid-November.*”
2. Historically, student workbook orders are submitted to the IL Department once the tentative student enrolment projection is devised.
3. 2019-2020 school year was an exceptional circumstance. While there was a delay until the delivery of the student workbooks, IL curriculum strategies were provided to ensure content was available to IL instructors to continue with IL instruction.
4. 2019 Order and Deliver Timeline:

International Language Elementary (ILE) Student Workbooks Delivery Schedule to Schools	
Date	Action
Prior to August 2019	TCDSB was waiting for direction from Ministry re: approval for ILE model for 2019-2020.
August 20, 2019	Email communication was sent to principals of ILE schools requesting for the student book order to be placed and submitted to the IL Department CEC by September 3 rd .
September 3, 2019	Email communication was sent to ILE instructors advising that principals received a communication regarding student book orders, as well as, advising that orders would be delivered upon request dependent on stock availability, and the warehouse's delivery schedule.

September 5, 2019	Email communication was sent to instructors with a follow-up re: warehouse availability to deliver. Included in the communication were IL curriculum delivery strategies, until such time as the books arrived at the schools.
September 30, 2019	As the student book orders were received by the IL Department, orders were packaged and labelled by the IL Department for delivery to schools by warehouse staff. Members of CUPE 1280 were in a legal strike position. Due to CUPE 1280 work-to-rule, there was a delay in the delivery of the books to the schools.
October 15, 2019	An outside company was contracted to pick-up and deliver the books from the warehouse to all ILE schools that had placed orders.
November 7 th , 2019	Delivery confirmation of student workbooks to all schools was received.

Issue #2 - Total Students per Instructor

5. Consistent with current ILE integrated delivery model and the current agreement Article 16.06:
if “an instructor is required to instruct and/or supervise more than 260 full time students, such instructor will not be required, on an on-going basis, to instruct and/or supervise, more than 36 students in a classroom at any one time during an instructional period.”
6. Staff have carefully reviewed all data related to the ILE program and each IL instructor’s schedule.
7. Currently no instructor is teaching 36 students, or more, during one instructional half-hour period.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

**EXTERNAL RESEARCH CONDUCTED IN THE
TCDSB - POLICY S.19 FEBRUARY 2020 UPDATE**

"An intelligent mind acquires knowledge, and the ear of the wise seeks knowledge." Proverbs 18:15

Created, Draft	First Tabling	Review
January 27, 2020	February 6, 2020	Click here to enter a date.

M. Vanayan, Senior Coordinator, Educational Research

L. Di Marco, Superintendent of Curriculum Leadership & Innovation; Academic ICT

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

This report provides the annual list of approved external research and a summary of findings or previous research projects received as of December 31, 2019.

Appendix A lists applications that were approved in 2018-2019.

Appendix B provides a description of finding from external research approved in 2015-2016.

The cumulative staff time dedicated to developing this report was 40 hours.

B. PURPOSE

1. According to TCDSB Policy S.19 Research Conducted in the TCDSB, a list of approved external research is to be reported annually to the Board.

C. BACKGROUND

1. TCDSB Policy S.19 Research Conducted in the TCDSB, 1988, was revised and approved on May 30, 2013. It was renamed “*External Research Conducted in the TCDSB*” as it addresses requests by external institutions, organizations and individuals.
2. As per TCDSB Policy S.19, each year, there is an annual report to Board outlining the studies that were approved during the previous year. In February 2016, there was a board motion to include a summary of previous external research findings, where available.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Any external institution, organization or individual who wants to conduct research activities in the Toronto Catholic District School Board (TCDSB) must submit an application to the Board for approval. This includes people or agencies that plan to recruit research participants from schools and conduct the research outside of TCDSB premises.

2. Applications are submitted to the Director of Education and are reviewed by the Research Review Committee; there are four deadlines each year. Proposals are evaluated based on scholarship, educational merit, research design, demands from school, and they are vetted within the framework of Catholic Values and the Multi-Year Strategic Plan (MYSP).
3. In accordance with professional standards, it is an expectation that all research is conducted in a manner that ensures confidentiality and anonymity of individuals and schools. Any participation in an approved external research initiative by school staff, parents and students is voluntary and must include informed consent.
4. During the 2018-2019 school year, 16 applications were approved. These studies were in various areas including, mental health and well-being, 21C learning, literacy, numeracy, second language education, health and safety, and special education. This projects represented research from universities, public and health health agencies. Appendix A provides a summary of approved applications.
5. It is an expectation that upon study completion, all external researchers provide a copy of any report they write with their findings. Reports are shared with staff within the Teaching and Learning Collaborative (Curriculum, Leadership and Innovation; Student Success; Safe Schools; Special Services; Equity, Diversity and Indigenous Education). The timeframe for external research and subsequent reporting frequently extends beyond the school year. Often the research takes place in multiple locations, some studies may be examining long-term outcomes, and there are times when researchers are unable to complete the work as anticipated, due to funding limitations or other disruptions. Appendix B provides a summary of the findings from external research that was approved during the 2015-2016 school year.

E. METRICS AND ACCOUNTABILITY

An annual summary report on external research will be presented to the Board.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

APPENDIX A

TCDSB External Research Applications: Approved in 2018-2019

1. Exploring Video Based multi-lingual tool to support English learners

- **Purpose:** A video-based multi-lingual educational platform to support English language learners by allowing them to learn in both English and non-English languages (e.g., Arabic) to meet curriculum expectations was piloted. Based on the Ontario curriculum, the lessons focussed on Grade 6 mathematics and science and allowed students to learn in both English and Arabic. With professional learning and support from central resource staff (ELL and Mathematics), this platform was introduced in one elementary school. The purpose of the research was to learn about the impact of this educational platform on student engagement and learning and to identify elements that support effective implementation.
- **Method:** Collection of usage data; focus groups with students, interviews with teachers and the school principal. (This case study investigates the feasibility of this Swedish ed-tech application in the Ontario context).

2. Impact of Early French immersion on Language and Cognitive Development in a Diverse Population

- **Purpose:** Since the first French Immersion program in 1965, a large body of research has demonstrated positive effects of immersion education on children's language development and academic achievement. However, since the original research was conducted, two changes have occurred: (i) an increase in the diversity of children in terms of linguistic, socioeconomic, and cultural background in these programs and (ii) an accumulation of evidence showing positive effects of bilingualism on cognitive development. The purpose of this project is to examine the outcomes of these programs for this new demographic and to investigate the effect of children's emerging bilingualism on cognitive development.
- **Method:** Repeated measures on students from Grade 1 to Grade 3 (nonverbal and verbal individually administered tasks). (This is the second year of a three-year longitudinal study in French Immersion schools).

3. *Fit for School Fit for Life*

- **Purpose:** This study is a collaboration between child health researchers and children's primary care doctors. There is emerging evidence of an association between Body Mass Index (BMI) trajectories and school achievement. The goal is to determine if child health and developmental trajectories in early childhood, measured from birth to age 3 years, are associated with kindergarten outcomes, as measured by the Early Development Instrument (EDI) in JK and SK. Since 2014-2015, approximately 30 students (JK and SK) have been involved.
- **Method:** EDI data are collected from students attending TCDSB schools in Junior Kindergarten or Senior Kindergarten; BMI is collected through the health system. (This research is part of a nationwide longitudinal study).

4. *The 2019 Ontario Student Drug Use and Healthy Survey (OSDUHS)*

- **Purpose:** The OSDUHS is the longest running Canadian survey that shows trends in student substance use and mental and physical health; it began in 1977. It monitors drug use, mental health, physical health, gambling, bullying and risk behaviours among Ontario students in Grades 7 to 12, every two years. The repeated design allows researchers to track change over time. The main purpose is to share updated information for health promotion, education, and policy efforts at all levels of government with the ultimate goal of improving the well-being for Ontario youth.
- **Method:** Students in Grades 7 to 12 are surveyed; 4 elementary schools and 8 secondary schools from TCDSB. (Schools are selected representative of Ontario within a stratified sample).

5. *Optimizing Mothers' Milk for Preterm Infants (OptiMom)*

- **Purpose:** In Canada, being born at very low birth weight (VLBW) is considered a leading factor in health issues in children. A key goal of improving the early nutrition of VLBW infants is to improve their long-term neurodevelopment, especially at school age. Mother's own breastmilk is considered ideal as a way of feeding VLBW infants; however, many babies need a supplement of donor milk or preterm formula as not enough mother's own milk is available. The purpose of this research is to follow up on the development of VLBW infants who in hospital were fed donor milk or preterm formula and/or mother's own milk.
- **Method:** a measure of school readiness is obtained through the Early Development Instrument (EDI), completed by teachers; cognitive, motor, language, and brain development is assessed at the hospital. (This research is part of a longitudinal study).

6. *High School Student Survey and Administration Survey 2018*

- **Purpose:** The Toronto Police Service measures the effectiveness of its service to the public to gauge the success in achieving priorities they have set for the service. As schools within Toronto are a valuable and vital part of the community, surveys are sent to schools to learn about the perceptions of students regarding their interaction and involvement with the service.
- **Method:** Surveys of principals and students from high schools in Toronto.

7. *The Relationship between Self-Compassion and Mental Health Self-Stigma in High School Youth*

- **Purpose:** Self-reflection, understanding oneself and stigma related to mental illness are critical components of mental health. In this study, students are shown videos created to promote empathy and understanding. The responses of students will inform improvements in the creation of the materials for potential future use and expansion.
- **Method:** Students in Grade 11 viewed a video and completed a battery of tests. (This case study took place during one school period).

8. *Research on Improving School Based Supports for Students with Autism*

- **Purpose:** The Ministry of Education has initiated a pilot project to improve school-based supports for students with Autism Spectrum Disorder (ASD). One component of the school-based support is providing a dedicated on-site space for external Applied Behavioural Analysis (ABA) service providers to conduct therapy with students with ASD. Another component is offering voluntary online ABA training for educational assistance (EAs). The purpose of the study is to identify what aspects of the pilot are working well, what are the impacts and outcomes, and what may be recommended for expansion.
- **Method:** Data collection includes school visits and interviews with staff in different roles. (This is the second year of the research it involves one elementary school and focusses on impacts and outcomes).

9. *Minority official language promotion in education in Canada and Cameroon: A comparative analysis*

- **Purpose:** The objective of this research is to understand the importance of promoting the minority official language (e.g., French), in an effort to inform and raise proficiency in language acquisition. The research is part of a larger Canadian study; it is curriculum-based with important potential to inform education and training policy.
- **Method:** Teachers and students in Grades 10-12 will be invited to complete surveys; one secondary school with Core French; one with French Immersion. (This research is being conducted in four provinces).

10. An Evaluation of Stress Lessons: Tools for Resiliency, A Resource for Grades 9-12

- **Purpose:** The promotion of mental health and well-being for students remains a priority in Ontario. Recognizing that stress is an integral part of our lives, nurturing resiliency and positive coping mechanisms is an important aspect of education. A resource has been created with a series of lessons on the topic of stress and healthy stress management techniques. In collaboration with the TCDSB Mental Health Team, four schools will be invited to participate in the implementation of these resources (e.g., Stress Lessons). The purpose of the research is to learn about the effectiveness of these lessons in promoting healthy ways of perceiving stress and coping.
- **Method:** Surveys will be conducted of students in Grade 9 and 10 and their parents.

11. Faith and Wellness: A Daily Mental Health Resource for Kindergarten to Gr 8

- **Purpose:** The research is clear on the foundational role of social-emotional well-being and mental health for student wellness and success. The Ontario Ministry of Education has made mental health a priority. With support from TCDSB staff, university researchers have created a Faith and Wellness resource for potential use with students from Kindergarten to Grade 8. The study introduces the resource in a limited number of classes. It is designed to garner feedback from teachers to help refine the materials as tools to promote and teach social-emotional knowledge.
- **Method:** Teacher participation in online surveys, feedback forms regarding classroom participation and an online focus group.

12. Bike to School week 2019

- **Purpose:** Bike to School Week is a cycling promotion campaign through the city of Toronto to promote active, safe and sustainable transportation amongst students and teachers. The purpose of the research is to identify ways to continue to promote participation.
- **Method:** A registration survey is completed before the event and a reporting survey is completed after the event.

13. Parks Canada Survey of Educational Technologies and Digital Media Use in Canadian Schools

- **Purpose:** Engagement and coaching of teachers on the use of technology is critical to keep up with ongoing advances to maximize benefits for student learning. This national research study is designed to collect information from all school boards in Canada and to inform planning.

<ul style="list-style-type: none"> • Method: Interview one person from each Board who has a role related to advocating or coaching teachers on the use of technology in education.
<p><i>14. The Impact of STEAM Industry Professional Facilitated Outreach Events on Student Perceptions of STEAM fields</i></p> <ul style="list-style-type: none"> • Purpose: In recent years, there has been increased recognition of the important role of Science, Technology, Engineering, Arts and Mathematics (STEAM) in student learning. In collaboration with TCDSB, this initiative aims to connect STEAM industry professionals with students to facilitate hands-on learning especially in the area of mathematics. Teachers and students from Grades 5 to Grade 8 in three elementary schools were invited to participate. The research is designed to learn about the impact of the initiative and to inform improvements for the future. • Method: Pre- and post-surveys with both teachers and students.
<p><i>15. The 2019 Principal School Mental Health</i></p> <ul style="list-style-type: none"> • Purpose: The School Mental Health Surveys (SMHS) project is a study of student mental health and the school environment. The first provincial SMHS (2014-2015) was part of the 2014 Ontario Child Health Study (OCHS) and included surveys of students, teachers and principals. In 2019, a new phase of the SMHS project was introduced, surveying principals, to document successes and needs for supporting student mental health at the school level. • Method: All principals were invited to complete an online survey. (This is a provincial initiative with a representative sample from boards).
<p><i>16. 2019 Digital Literacy Week Event</i></p> <ul style="list-style-type: none"> • Purpose: Digital Literacy Week celebrates the way technology has changed the way we work, play, learn and teach. Through a series of events and workshops, these programs and services will showcase the digital and technology programs and services available across the city, libraries, and in our schools and online. This is a collaborative effort (City of Toronto, Toronto Public Library, TDSB and TCDSB) to provide opportunities to support the digital literacy of Torontonians. Approximately 1,000 TCDSB students (Grades 5 – 7) participated in the events during this week. The research component was designed to understand the impact on students and teachers by participating in this initiative. • Method: Participating teachers were invited to complete two surveys; one about their own experiences and one about the impact on their students.

APPENDIX B

TCDSB External Research Applications: Approved 2015 – 2016 Studies Completed	
1. <i>Transnational practices and multilingual education of Portuguese speakers of Brazilian origin in Ontario, Canada</i>	<ul style="list-style-type: none">• Purpose: to explore educational experiences specific to students from Brazil• Method: ethnographic study; interview; students (Grade 7-12), families, staff• Summary: Within multicultural communities there is great value in understanding perceptions and experiences of student to inform programming. This study examined experiences of Portuguese-speakers of Brazilian origin currently living within the GTA. In the TCDSB, nine students (Grades 8-12+) and six teachers (elementary and secondary) from three TCDSB schools and one settlement worker were interviewed about their experiences in school and their communities. The students live within the Portuguese-Canadian social and economic networks and some of them affiliate with Latin American (Spanish) students. Most of these students see their identity as distinctly Brazilian; they do not seem to see their Portuguese-language skills as having much value (beyond communicating with family). They are proud to speak their language as part of their culture although they do not necessarily see potential economic benefits. As a group, these students tend to be engaged, take advantage of opportunities offered in school, and intend to pursue post-secondary education.• Results and Application: These findings are consistent with research conducted in the TCDSB that demonstrated an assets-based perspective among Portuguese-speaking students. The findings may inform the ongoing work in the area of equity and community relations and will be shared with the Superintendent of Equity, Diversity, Indigenous Education and Community Relations.

**TCDSB External Research Applications: Approved 2015 – 2016
Studies Completed**

2. *Efficacy of Outdoor Environmental Education*

- **Purpose:** to inform improvements in environmental awareness
- **Method:** pre- and post- surveys; Grade 6 students
- **Summary:** Increasingly, there is recognition of the value of integrating environmental awareness into education at earlier grades, including scientific knowledge, attitudes towards reducing, reusing, recycling, and the impact on the environment. This research examined student attitudes, perceptions, knowledge and behaviours with regard to the environment following an educational intervention. Grade 6 students participated in the study and completed pre- and post-program surveys. Results showed improvement in self-reported environmentally responsible behaviours without significant change in knowledge or environmental attitudes.
- **Results and Application:** These findings may inform future outdoor education programming and will be shared with the Superintendent of Curriculum Leadership and Innovation.

3. *Resilient Adaptation of and Social Support for Unaccompanied, International High School Students: Intervention Project*

- **Purpose:** to support educational experiences of international students
- **Method:** cognitive, psycho-social measures; Chinese students (Grades 9 – 12)
- **Summary:** *Friendship Across Cultures* is a prevention program to support the integration of international Chinese students in Canadian secondary schools. The program involves 10 group sessions once per week for 90 minutes; 18 students were involved. Session topics included: acculturation and culture shock; learning a new language; home, homesickness and loneliness; family; friends; emotional education; mental health and symptoms; stress reduction, time management and relaxation; stereotypes and prejudice, differences and commonalities; identity and closure. Based on cognitive and psycho-social measures and exit interviews, results showed evidence of students learning about acculturation, psychology and social knowledge, developing social skills and new friends, practicing English and gaining self-awareness. Although the experience of acculturation can involve stress, students appreciate the supported encounters.
- **Results and Application:** This research may inform programming for international students at TCDSB. The findings will be shared with the Superintendent of International Education & Adult ESL, and the Mental Health Leader.

**TCDSB External Research Applications: Approved 2015 – 2016
Studies Completed**

4. *(Re)Defining Success: Subjectivity and Schooling Among Portuguese-Speaking Youth in Toronto*

- **Purpose:** to inform practices that improve learning opportunities
- **Method:** workshops, surveys, interviews; case study; Portuguese-speaking secondary students
- **Summary:** A thorough understanding of our various communities is required to inform culturally relevant and responsive pedagogy. This research examined the perceptions and experiences of students and teachers in one TCDSB secondary school with a high population of Portuguese-speaking students. Based on interviews, surveys and school visits, this case study demonstrated areas for growth within the study sample, specifically in the domain of disciplinary action, course selection, and expectations regarding achievement and schooling.
- **Results and Application:** The findings may inform ongoing work in the area of equity and culturally relevant and responsive pedagogy to support programming for positive perceptions and high expectations for all students. The results will be shared with the Superintendent of Equity, Diversity, Indigenous Education and Community Relations and the Superintendent of Student Success.

5. *Student Survey in Schools Offering French Immersion and/or Extended French Programs*

- **Purpose:** to explore interest in French immersion postsecondary education
- **Method:** online survey; Grade 11 and 12 students
- **Summary:** A large body of research on French Immersion programs has demonstrated positive effects on children's language development and academic achievement; economic, cognitive and cultural benefits. This research examined the effects of immersion programs on post-secondary pathways in seven Boards (864 students) across Ontario. Results of the survey indicate that most students (98%) were planning to attend post-secondary education (PSE), with the majority (69%) identifying university as their PSE choice, and 17% identifying college. Over half (52%) preferred PSE's that offered programs in both French and English.
- **Results and Application:** These results support the research base regarding strong academic achievement for students in French Immersion programs. These results will be shared with the Superintendent of Curriculum Leadership and Innovation and the Superintendent of Student Success and Alternative Education.

**TCDSB External Research Applications: Approved 2015 – 2016
Studies Completed**

6. *Finding Assertive Solutions Together (FAST) Program Evaluation*

- **Purpose:** to provide feedback on how well the program meets student needs
- **Method:** questionnaires; teachers, parents, students (Grades 7 and 8)
- **Summary:** Self-regulation is an important skill for all students; programs are available for students requiring further support. The *Finding Assertive Solutions Together (FAST)* program focused on developing greater conflict resolution and problem-solving skills through self-regulation. The research, conducted as a case study, in one school found that the group sessions were helpful. Students made gains in their willingness to share with others, decreased frequency in losing their tempers and increased their ability to ‘think before acting’.
- **Results and Application:** The results may support programming for self-regulation and will be shared with the Superintendent of Special Services.

7. *Bike to School Week 2016*

- **Purpose:** to promote cycling as a mode of transportation
- **Method:** all schools are invited; one survey per school to indicate whether the school participated
- **Summary:** Physical activity has been shown to improve well-being. *Bike to School* is a cycling promotion campaign through the City of Toronto to promote active, safe and sustainable transportation amongst students and teachers. In total 2,000 students from TCDSB participated (20 schools; both elementary and secondary). Top strengths reported by the teachers included: engaged teachers, bike parking (racks), community partnerships, engaging parent volunteers and supportive administration. Although limited barriers were mentioned, heavy traffic, students not owning bikes, lack of cycling education, inadequate bike parking and absence of bike culture (not cool) were cited. Outcomes included: increased awareness of cycling rules and safety, students more likely to bike in future, more students biking, improved cycling skills among students, and staff more likely to bike.
- **Results and Application:** These results support a coordinated approach to encouraging alternative modes of transportation. These results will be shared with the Superintendent of Curriculum Leadership and Innovation and the Superintendent of Student Success and Alternative Education.



REPORT TO

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

**EMF ASSESSMENT PLAN FOR ST GREGORY
CATHOLIC SCHOOL**

“The Lord is not slow about his promise, as some think of slowness, but is patient with you, not wanting any to perish, but all to come to repentance.”

2 Peter 3:9

Created, Draft	First Tabling	Review
December 20, 2019	February 6, 2020	Click here to enter a date.

J. Di Fonzo, Senior Coordinator, IT Infrastructure and Operations
C. Maltese, Coordinator, Occupational Health and Safety
B. Leporati, Senior Coordinator, Planning Services
S. Camacho, Chief Information Officer

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 part of the City of Toronto's Telecommunications Notice Protocol, the community in the neighbourhood of 122 Rathburn Road was provided notice, dated August 20, 2019, of the proposed Freedom Mobile cellular antenna installations on that property. The proposed installation is on the St. Gregory Parish property.

The school community has raised concerns about the impact of electromagnetic fields on the community of St. Gregory Catholic School due to the proposed cell towers. School community members delegated at the November 7, 2019 and December 5, 2019 Student Achievement Committee meetings to request that an electromagnetic field (EMF) assessment be conducted on St. Gregory CS building and property to ascertain current EMF exposure levels.

At the December meeting, a trustee motion was passed and referred to staff for information on whether electromagnetic field exposure is within safe levels at schools for students and staff and specifically at St. Gregory CS.

The St. Gregory CS building is a workplace for teachers, support staff and school administrators therefore the assessment process needs to follow workplace regulations. This report provides information and estimated timelines to conduct an EMF assessment of the St. Gregory CS building and property.

Additional reports may be issued once the results of the EMF assessment is complete.

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

B. PURPOSE

1. This report addresses a (trustee) motion from the Student Achievement meeting on December 5, 2019 requesting information to ensure electromagnetic field (EMF) exposure is within safe levels at schools for students and staff and specifically at St. Gregory CS.
2. This report will outline the approach of the installation and use of wireless technology in schools within safety regulations.

3. Outline of the process to perform an assessment of the EMF within the school building of St. Gregory CS.

C. BACKGROUND

1. In accordance with the City of Toronto's Telecommunications Notice protocol, a notice, dated August 20, 2019, was issued to the community regarding the Freedom Mobile proposal to build a cellular antenna tower on the St. Gregory Parish property, 122 Rathburn Road. A copy of the notice is attached as Appendix A.
2. The local Trustee, Superintendent, school staff and parents were provided the notice via email on September 13, 2019.
3. An open public meeting hosted by Freedom Mobile was held on September 24, 2019 at Rosethorn Jr. PS. The local Trustee, TCDSB Planning and Facilities staff and members of the school community were in attendance.
4. Throughout October, staff responded to several enquiries from concerned parents via email, including responding with information from Toronto Public Health regarding the effects of WiFi on public health.
5. At the November 7, 2019 Student Achievement meeting a delegation from the St. Gregory school community presented concerns regarding construction of cellular antenna towers on the St. Gregory Parish property and its potential effect to students in the school. At the December 5, 2019 Student Achievement meeting one of the previous delegates presented again.
6. A motion was deferred by Trustees from the November 7, 2019 Student Achievement meeting and passed at the December 5, 2019 Student Achievement meeting. The approved motion was as follows:

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;

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; and

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 Catholic School.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The availability of WiFi networks is commonly found in both public and private spaces. The use of WiFi networks is prevalent in offices, retail stores, malls, libraries, schools, residential housing spaces, etc. In today's classroom, devices using WiFi are commonly used for both administrative and instructional purposes.
2. TCDSB school buildings and administrative offices were provisioned with WiFi networking to allow connectivity of wireless enabled devices used in the classroom and administrative office spaces by students, teachers, support staff and school administrators.
3. Electromagnetic fields are present in our environment from natural and manmade sources. Lightning and cosmic matter are examples of natural sources that emit radio waves. WiFi devices, cell phones, cell towers, cordless phones, microwaves, Bluetooth, radar, electrical equipment, radio and TV broadcasts are manmade sources, which generate fields in the radio frequency (RF) part of the electromagnetic spectrum.
4. Electronic networking equipment including WiFi devices are required to conform to various electrical and safety standards including RF emission safety limits of local authorities, e.g. CSA (Canadian Standards Association) and Health Canada's Safety Code 6.
5. The construction of the TCDSB networking infrastructure is composed of networking equipment and WiFi components from various manufacturers, which are compliant with local Canadian certification standards and safety regulations.
6. The planning and design of the WiFi networks within TCDSB school buildings and administrative offices is performed utilizing a professional planning tool that considers the physical building and room layout, material structure of the building and WiFi equipment functionality. The final build and layout of the WiFi equipment is designed to meet the requirements for classroom and administrative use and is compliant with local regulations.
7. The process outlined above was followed when the WiFi network at St. Gregory Catholic School was constructed in January 2016.

E. ACTION PLAN

8. The process to address the request for an EMF (Electromagnetic Field) assessment within the building of St. Gregory CS needs to be conducted in accordance with workplace regulations. The building is also a workplace for teachers, support staff and school administrators; as such, provisions in the Ontario Occupational Health and Safety Act and collective agreement apply. The TECT and CUPE unions represent the staff.
9. The regulations under the Occupational Health and Safety Act, requires the Board to consult with our Joint Health and Safety Committees prior to conducting the testing. Failure to comply with the provisions would subject the TCDSB to possible charges and fines from the Ontario Ministry of Labour as well as grievances from the unions.
10. The EMF assessment will measure the effect of all sources of EMF. In order to determine the effect of the new cell towers and existing WiFi network, the assessment will be conducted with the WiFi network disabled (off) and enabled (on) and before and after the new cell towers are activated. The process to be followed to conduct this assessment is outlined in the table below:

Action	Est. Timeline
Request directed to the Board's Occupational Health and & Safety (OHS) Dept.	Completed
The OHS Dept. has approached the Radiation Safety Institute of Canada to provide an EMF testing proposal for St. Gregory CS for review.	Jan. 2020
The accepted proposal will be placed on the agenda for consultation at the next meeting of the Elementary Teachers' and Support Staff Joint Health and Safety Committees (JHSC) scheduled for February 12 and February 18, 2020 respectively. Feedback received on the EMF testing strategy from the JHSCs will be considered.	Feb. 12 and Feb. 18, 2020
Schedule EMF assessment for St. Gregory CS building and invite representatives from the parent community, and Health and Safety representatives from TECT and CUPE to observe.	Early Mar. 2020
Conduct EMF assessment at St. Gregory CS	Mar. 2020

Final report from EMF Assessment received from third party consultant and copy provided to Principal.	Apr. 2020
Principal to share report and findings with school community. OHS Department will arrange for a community meeting at St. Gregory CS for the third party consultant to provide scientific information on EMFs and to discuss the results.	Apr. 2020
Report and findings from EMF assessment at St. Gregory CS on next agenda of JHSCs.	April 22 and April 30, 2020

11. Should the assessment find any safety concerns with the EMF levels are at St Gregory's staff will review and develop remediation plan in consultation with school staff and community.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



Etobicoke Civic Centre
Main Floor, South Block
399 The West Mall
Toronto, Ontario M9C 2Y2

City Clerk's Office

August 20 2019

Freedom Mobile is proposing to build a telecommunications tower in your neighbourhood.

The federal government (Industry Canada) requires Freedom Mobile to notify and consult with the public before it builds the tower.

We are enclosing a notice provided by Freedom Mobile about the proposed tower and a public information session it is organizing.

CITY CLERK

We are providing this notice to you in accordance with the City's Telecommunications Notice Protocol, www.toronto.ca/legdocs/tower_notice.htm

We have mailed this notice to you directly. We have not shared your name and address with Freedom Mobile.

**Public Information Package
Proposed Freedom Mobile Telecommunication Antenna Installation
122 Rathburn Road, Toronto
Freedom File Number: OTR0596**

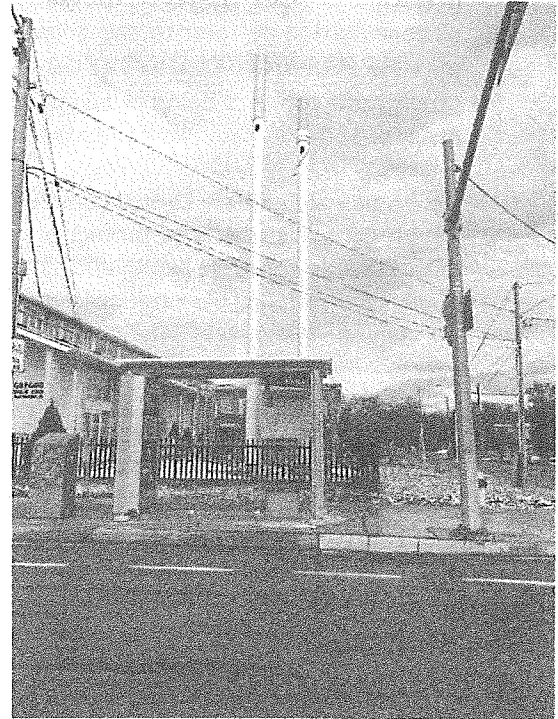
In response to significant rising demand for wireless voice and data services in this area and to address coverage gaps, Freedom Mobile is proposing to construct a new wireless telecommunication facility installation. The proposed towers would accommodate antenna equipment to improve the Freedom Mobile network.

What is being proposed? Where is it being proposed?

Two 10.4m shrouded monopole towers at the northwest corner of Rathburn Road and Kipling Avenue, with equipment cabinets at the base (see map below). A portion of the facility has already been installed in the place of two flagpoles. A photograph of the installation is at right. The coordinates of the towers are: 43.659944°, -79.543528°.

Why is this installation needed?

Demand on the cellular networks in the area is very high, and the area is located far enough from existing antenna sites that there is insufficient network capacity. Additional coverage is required to achieve appropriate service levels. There are no existing towers with available antenna space or sufficiently tall structures in the area that are an alternative to a new installation.



The public is welcome to request additional information or provide written comments to:

Sean Galbraith, Municipal Affairs Manager
LandSquared
275 Macpherson Ave, Unit 103
Toronto, ON M4V 2M3
SGalbraith@landsquared.com 416-732-5069

A Public Open House is scheduled for September 24, 2019 from 6pm-8pm at the Rosethorn Junior School, General Purpose Room 1, 2 Remington Drive. The public commenting period closes October 11, 2019. Please reference OTR0596 in your correspondence.

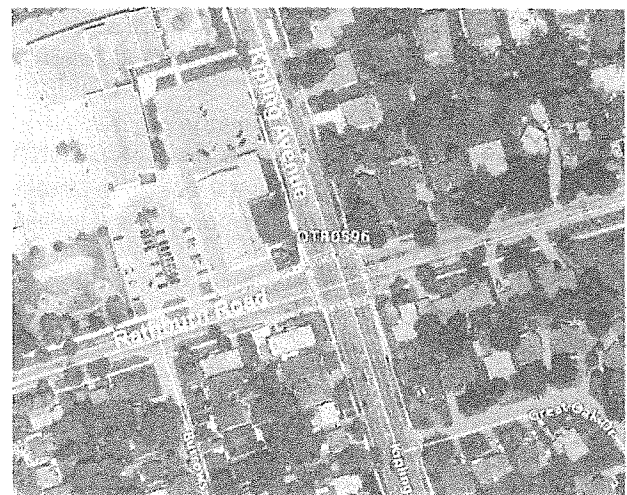
Municipal Contact Information

Allison Smith, Assistant Planner
Community Planning, Etobicoke Devision, City of Toronto
2 Civic Centre Court, Toronto, ON M9C 5A3
Allison.Smith@Toronto.ca 416-394-2755

Innovation, Science and Economic Development Canada (ISED)

ISED is the governing body for installations of this type and can be contacted at:

ISED Toronto District Office
151 Yonge Street, 4th floor, Toronto ON M5C 2W7
Telephone: 1-855-465-6307 Email: ic.spectrumtoronto-spectretronto.ic@canada.ca





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Trustees' Association

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

January 28, 2020

Joseph Martino, Chair
Toronto Catholic District School Board
80 Sheppard Ave., East
Toronto, ON M2N 6E8

Dear Joseph:

We would like to thank you, Vice-Chair Kennedy, Trustees Crawford and Tanuan and Director of Education McGuckin for meeting with ourselves and other representatives of the Ontario Catholic School Trustees' Association. As you know, our January 17, 2020 meeting follows our recent Orientation Session with Toronto Catholic District School Board representatives on the OCSTA Board of Directors. We were very pleased to welcome Trustees Crawford and Tanuan on our Board and look forward to working with them in our shared commitment to publicly funded Catholic Education in Ontario.

We very much appreciated the opportunity to hear and discuss with you the issues raised in your December 12, 2019 letter. As we indicated, the unity of Ontario's 29 Catholic District School Boards has resulted in numerous improvements in funding and advancements in publicly funded Catholic Education. As a result of the advocacy work of OCSTA and membership in our association, Toronto and other Catholic District School Boards realize annual savings arising out of our involvement in Access Copyright and our membership in the Ontario School Energy Coalition. Toronto and other boards have as well benefitted from our membership on the Institute for Catholic Education, Friends and Advocates of Catholic Education, and engagement in a number of legal challenges. A recent example of successful advocacy efforts were changes made in Transportation Funding announced in the 2019/2020 Grants for Student Needs.

At our recent January Seminar, OCSTA offered timely presentations on such topics as Gender in Catholic Education, Conflict of Interest, Code of Conduct, The Role of the Integrity Commissioner and School Board Governance. Like others in attendance, we hope that you and your fellow Toronto Catholic District School Board Trustees found value in the workshops particularly as they relate to the role of the Catholic Trustee. Presentations and handouts are available on the OCSTA website. OCSTA endeavours to provide timely professional development and faith formation opportunities that reflects our members' priorities.

We shared with you the significant challenges and resulting inequities in the recommendation that all 29 Catholic Boards pay the same fee. We were also pleased to discuss OCSTA's unique and dual role of representing the 237 Catholic trustees in our province and protecting and promoting Catholic Education in Ontario.

As agreed, we look forward to future meetings with you to continue discussion with regard to the issues raised in your letter. The Toronto Catholic District School Board has made a significant contribution to the 90-year rich history of the OCSTA. We value your long-standing membership and remain committed to working with you to preserve this important partnership.

Sincerely,



Beverley Eckensweiler
President



Nick Milanetti
Executive Director

cc: A. Kennedy, Vice Chair, TCDSB
N. Crawford, Trustee, TCDSB
G. Tanuan, Trustee, TCDSB
R. McGuckin, Director of Education, TCDSB
M. Griepsma, Vice President, OCSTA
P. Daly, Past President, OCSTA
S. Andrews, Director of Legislative & Political Affairs, OCSTA
Chairs, All CDSBs
OCSTA Directors

2020 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 (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
3	January (P)	Student Achievement	<u>A.35 Accessibility Standards</u> Policy Metric	Associate Director Academic Services
4	February (P)	Student Achievement	<u>S. 19 External Research</u> Policy Metric	Associate Director Academic Services
5	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
6	May (A)	Student Achievement	Staffing Status Report for Next School Year	A.D. Facilities, Business, Community Development
7	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
8	June (P)	Student Achievement	<u>B.B.04 Smoke & Vapour Free</u> Policy Metric	Associate Director Academic Services
9	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start</u> Policy Metric	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 and Community Advisory Committees Report	Director of Education
12	October (A)	Student Achievement	Board Learning Improvement Plan Report	Associate Director Academic Services

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13	October (A)	Student Achievement	Student Trustees: Voices that Challenge-CSLIT	Associate Director Academic Services
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 and 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 (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
19	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report	Associate Director Academic Services
20	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services
21	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
22	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services

STUDENT ACHIEVEMENT AND WELL BEING

PENDING LIST TO FEBRUARY 6, 2020

#	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 (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))	General Legal Counsel
2	Jan-20 Student Achievement	TBC	Student Achievement	Report regarding Toronto Health Check Report (Presentation: Dr. Eileen de Villa, Medical Health Officer for Toronto)	Associate Director, Academic Affairs