

GOVERNANCE AND POLICY COMMITTEE REGULAR MEETING Public Session

AGENDA February 11, 2020

Nancy Crawford, Chair
Trustee Ward 12

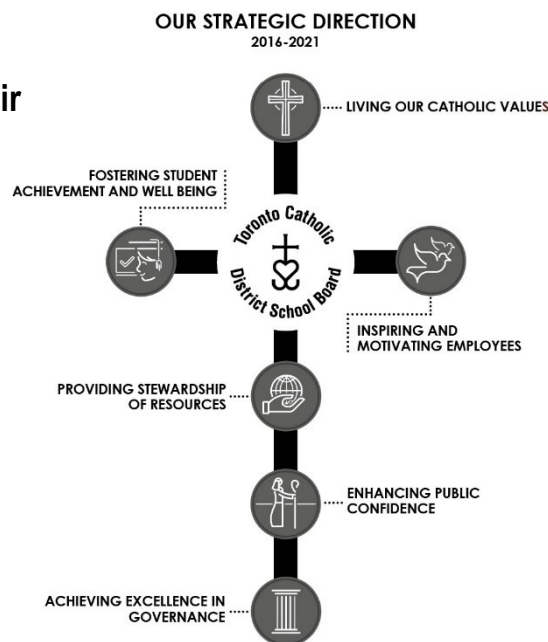
Joseph Martino
Ex-Officio

Michael Del Grande, Vice-Chair
Trustee Ward 7

Angela Kennedy
Ex-Officio

Teresa Lubinski
Trustee Ward 4

Norman Di Pasquale
Trustee Ward 9



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 GOVERNANCE AND POLICY COMMITTEE

The Governance Framework Committee is responsible for:

- A. Ensuring that governance structures, policies, protocols, processes and performance metrics:
 - a. advance the vision of the TCDSB, rooted in Catholic values and teachings.
 - b. support the achievement of our Multi-Year Plan.
 - c. conform to best practices.
 - d. provide strategic cohesion and consistency.
 - e. comply with the Education Act and other pertinent legislation.

- B. Providing a meta policy framework to ensure all policy formation, monitoring and evaluation follow a standard process that reflects exemplary practices in policy development.

- C. Carrying out a continuous review of the roster of existing policy to ensure conformity and advancement of (A) above.

- D. Identifying the supports (e.g. capacity training) needed to implement the governance framework.

- E. Ensuring ongoing governance reviews of the Board.

- F. Ensuring that the TCDSB by-laws and the Trustee Code of Conduct reflect the vision and mission of the Board and adhere to good governance practices, the Education Act and other pertinent legislation.

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AGENDA THE REGULAR MEETING OF THE GOVERNANCE AND POLICY COMMITTEE

PUBLIC SESSION

Nancy Crawford, Chair

Michael Del Grande, Vice Chair

Tuesday, February 11, 2020

7:00 P.M.

	Pages
1. Call to Order	
2. Opening Prayer	
3. Roll Call & Apologies	
4. Approval of the Agenda	
5. Declarations of Interest	
6. Approval & Signing of the Minutes of the Meeting held January 7, 2020 for Public Session	1 - 11
7. Delegations	
7.a John Del Grande, Chair of Toronto Catholic Parent Involvement Committee, regarding Parent Council Policy Recommendations	12
8. Presentation	
9. Notices of Motion	
9.a From Trustee de Domenico regarding Lunchtime Supervisors	13

10. Consent and Review

11. Unfinished Business

12. Matters referred or deferred

From the January 7, 2020 Governance and Policy Committee Meeting

12.a Delegation: Gillian Vivona, representative of the Toronto Secondary Unit regarding Trustees Code of Conduct 14

12.b Update to Trustee Code of Conduct T.04 15 - 32

13. Staff Reports

13.a Update to the International Languages Elementary (ILE) Policy S.P.05 33 - 53

13.b Update to Catholic School Parent Councils Policy S.10 54 - 102

13.c Strategic Reserve Policy FM.09 103 - 122

13.d New Policy on Age-Appropriate Placement - Curriculum and Program Supports 123 - 156

14. Listing of Communications

15. Inquiries and Miscellaneous

16. Updating of Pending List

16.a Monthly Pending List 157 - 161

16.b Annual Policy Priority Schedule 162 - 163

17. Adjournment

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

HELD TUESDAY, JANUARY 7, 2020

PRESENT:

Trustees:

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

Non-Voting Trustees:

M. de Domenico – via Teleconference
I. Li Preti – via Teleconference

Staff:

R. McGuckin
C. Fernandes
J. Wujek
C. Caldwell

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

3. Roll Call and Apologies

Apologies were extended on behalf of Trustees Lubinski and Martino.

4. Approval of the Agenda

MOVED by Trustee Di Pasquale, seconded by Trustee Kennedy, that the Agenda, as amended to reorder Item 13b) Rescindment to Caretaker Deployment H.S.03 to Item 13a) and to include the Addendum, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion was declared

CARRIED

5. Declarations of Interest

There were none.

6. Approval and Signing of the Minutes

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that the Minutes of the Meeting held December 2, 2019 be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion was declared

CARRIED

7. Delegations

MOVED by Trustee Del Grande, seconded by Trustee Kennedy, that the Agenda be reopened to defer Item 7a) Gillian Vivona, representative of the Toronto Secondary Unit regarding Trustees Code of Conduct until the Delegate arrives, and that Item 13d) Update to Trustee Code of Conduct T.04 be deferred to the February 11, 2020 meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion was declared

CARRIED

13. Staff Reports

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

- 13b) Rescindment to Caretaker Deployment** that the Caretaker Deployment Policy (H.S.03) be rescinded.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion was declared

CARRIED

12. Matters Referred or Deferred

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

12a) Consideration of Motion from Trustee Del Grande regarding Review of Delegation Policy that the motion be rescinded.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande	Crawford
Di Pasquale	
Kennedy	

The Motion was declared

CARRIED

13. Staff Reports

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

13a) Catholic Parent Involvement Committee, Policy P. 04, Review Report:

1. That the revised Catholic Parent Involvement Committee, Policy P.04 (Appendix A of the report) be adopted; and
2. That Appendices A and B (Appendices B and C of the report) to the policy be approved.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Del Grande, that staff include a link of the Municipal Conflict of Interest Act as well as include it in the Cross References.

Trustee Crawford relinquished the Chair to Trustee Del Grande.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion, as amended, was declared

CARRIED

Trustee Crawford reassumed the Chair.

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

Trustee de Domenico connected via Teleconference at 9:00 pm.

13c) Update to Delegations Policy T.14 received and that staff consider the following amendments:

Regulation 9a), Page 93:

1. That *five (5) days* be replaced with *72 hours*;
- b. That *advance notice* be replaced with *within 24 hours notice before the meeting*; and
- c. That *Private information shall not be included* be replaced with *Personal or private information will be removed*;
2. That Regulation 13, first sentence, Page 93, be revised as follows:
Up to two delegations who have not registered by the deadline may speak in special circumstances for a maximum of three minutes if

approved by 2/3 of all the members of the Board *or Committee*, and *that they complete a registration form*;

Regulation 14, Page 94:

3. That *at the discretion of the Chair* be removed; and
4. That *majority present and eligible to vote* be replaced with *of all members of the Board or Committee*;

Trustee de Domenico disconnected via Teleconference at 9:13 pm.

5. That Regulation 16, Page 94, be revised to read:

Questions asked by Trustees are limited to clarifying questions *to the delegate only. No questions to Staff shall be permitted*;

Regulation 17, Page 94:

6. That *delegation* be replaced with *delegate*, and where applicable throughout the Policy;
7. That *will* be inserted before *present*, Regulation 17a);
8. That *must* be inserted before *maintain*, Regulation 17b);
9. That *shall* be inserted before *refrain*, Regulation 17c); and
10. That Staff come back with a response at the February 11, 2020 meeting regarding the addition of Regulation 17d) as follows:
Shall refrain from the usage of hate speech.

Regulations 19 a) and b):

11. That an introductory clause be included with words to the effect that *from time to time the Board may decide to move a PUBLIC delegation to PRIVATE Session*; and
12. That *or derogatory* be removed;

13. That Regulation 20, Page 95, be reworded as follows:

The Chair of the Meeting may expel or exclude a delegate from the meeting should they engage in conduct contrary to the TCDSB Code of Conduct or Respectful Workplace Guidelines, or fail to comply with this Policy;

14. That Staff review and consider adding additional information regarding the expectations whether or not a misrepresentation of facts is confirmed, Regulations 21 and 22, Page 95;

Trustee Crawford relinquished the Chair to Trustee Del Grande.

15. That *receive be* replaced with *obtain*, Regulation 5 Page 92:
16. That *if the matter is ward-specific* be added at the end of the sentence, Regulation 6, Page 92,:
17. That the two sentences in Regulation 8, Page 92 be separated, with the second sentence being Regulation 9;
18. That *its* be replaced with *the Committees*, Regulation 1, 2nd Line, Page 91;
19. That the following Regulations, Page 91, be reordered accordingly:
 - a. Regulation 1 to 3;
 - b. Regulation 3 to 1;
 - c. The paragraph starting with Delegations heard.....to Regulation 4; and
 - d. Regulation 4 to 5

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion was declared

CARRIED

Trustee Crawford reassumed the Chair.

16. Updating of Pending List

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

- 16a) Monthly Pending List** received and that Item 3, *Staff to look at options to improve efficiencies for Trustees, Staff and the public to gain greater Order Paper, Report and back-up material*, be removed.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Del Grande, that Item 16b) be adopted as follows:

16b) Annual Policy Priority Schedule received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion was declared

CARRIED

17. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion was declared

CARRIED

ITEM NOT DEALT WITH

- 7a) **Gillian Vivona, representative of the Toronto Secondary Unit regarding Trustees Code of Conduct** not dealt with as Item 13d) Update to Trustee Code of Conduct T.04 was deferred to the February 11, 2020 meeting.

SECRETARY

CHAIR



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

**PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use Only

Delegation No. _____

☐ Public Session
☐ Private Session
☐ Three (3) Minutes

Name	John Del Grande	
Committee	Governance and Policy	
Date of Presentation	2/11/2020	
Topic of Presentation	Parent Council Policy Recommendations	
Topic or Issue	Recommendations to augment staff Report and views of parent leaders in TCDSB	
Details	Specific policy recommendations, edits and Deletions	
Action Requested	Members adopt recommendations and Views of CPIC	
I am here as a delegate to speak only on my own behalf	No	
I am an official representative of the Catholic School Parent Committee(CSPC)	No	
I am an official representative of student government	No	
I am here as a spokesperson for another group or organization	Yes Toronto Catholic Parent Involvement Committee	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	1/27/2020	



*Markus de Domenico
Trustee Ward 2*

E-mail: Markus.deDomenico@tcdsb.org

Voicemail: 416-512-3402

To: Governance and Policy Committee Meeting , February 11, 2020

From: Markus de Domenico, Trustee Ward 2

Subject: Notice of Motion – Lunch time Supervisors be allowed to apply for the position without a Pastoral Letter

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

WHEREAS: There is an imminent need for lunch time supervisors at many TCDSB Schools;

WHEREAS: Currently, lunchtime Supervisors require a Pastoral Letter in order to get hired for this position;

WHEREAS: A Pastoral Letter is difficult to obtain and takes time especially for those who are new to the community and have the availability to work immediately at an ad hoc basis;

BE IT RESOLVED THAT: that the Toronto Catholic District School Board allow potential Lunchtime Supervisor candidates who are baptized Catholic, to apply for the position without a Pastoral Letter.

**Markus de Domenico
Trustee, Ward 2**



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

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**PLEASE BE ADVISED THAT ALL STANDING
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RECORDED**

For Board Use
Only

Delegation No. _____

☐ Public Session
☐ Private Session
☐ Three (3)
Minutes

Name	Gillian Vivona
Committee	Governance and Policy
Date of Presentation	2/11/2020
Topic of Presentation	Trustees Code of Conduct
Topic or Issue	Identification of areas of consideration for review in articles on page 3 of 15
Details	To be provided
Action Requested	Consideration of strengthening of language relating to articles 2 and 3 on page 3 of 15 of the policy

I am here as a delegate to speak only on my own behalf	No
I am an official representative of the Catholic School Parent Committee(CSPC)	No
I am an official representative of student government	No
I am here as a spokesperson for another group or organization	Yes Toronto Secondary Unit
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
Submittal Date	1/7/2020



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

UPDATE TO TRUSTEE CODE OF CONDUCT T.04

Good will come to those who are generous and lend freely, who conduct their affairs with justice – Psalm 112:5

Created, Draft	First Tabling	Review
January 2, 2020	January 7, 2020	Click here to enter a date.

M. Eldridge, General Legal Counsel (Acting)

C. Fernandes, Superintendent of Education, Area 4 and Policy Development

RECOMMENDATION REPORT

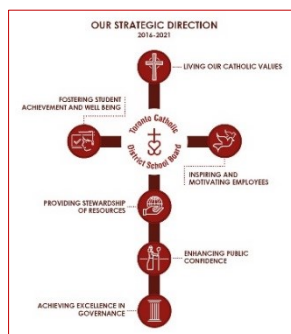
Vision:

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report recommends updating the current policy on Policy T.04 to align with the recent amendments to the *Municipal Conflict of Interest Act* (“MCIA”).

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

B. PURPOSE

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

C. BACKGROUND

1. The Policy was first approved in September 2010 and has not been amended since February 2016.
2. Changes to this policy reflect recent amendments to the MCIA and alignment with related policies.

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from Legal Services.

E. METRICS AND ACCOUNTABILITY

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

F. IMPLEMENTATION

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

G. STAFF RECOMMENDATION

Staff recommends that the revised Trustee Code of Conduct Policy T.04 provided in Report Appendix A be approved.



POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: Trustees Code of Conduct
POLICY NO: T.04

Date Approved: September 29, 2010	Date of Next Review: February 2019	Dates of Amendments: April 4, 2012 February 24, 2016
Cross References: <i>Municipal Conflict of Interest Act, R.S.O. 1990, CHAPTER c.M.50</i> <i>Education Act, R.S.O. 1990, c. E. 2</i> T.04 Conflict of Interest : Trustees Policy T.01 <i>Municipal Freedom of Information and Protection of Privacy Act R.S.O. 1990, c. m. 56</i> <i>Criminal Code, R.S.C. 1985, c. C-46</i> <i>Ontario Human Rights Code, R.S.O. 1990, c. H. 19</i> <i>Catholic Equity and Inclusive Education Policy H.M. 24</i> <i>The Provincial Code of Conduct and School Board Codes of Conduct PPM No. 128</i>		
Appendix A – Municipal Conflict of Interest Act		

Purpose:

The purpose of this policy is to provide trustees and student trustees with direction and guidelines for their conduct and role in Board Governance as a member of the Toronto Catholic District School Board.

Scope and Responsibility:

This policy applies to all trustees and student trustees of the Toronto Catholic District School Board who are responsible for ensuring compliance with this policy.

Alignment with MYSP:

- Living Our Catholic Values
- ~~Strengthening~~ **Enhancing** Public Confidence
- Fostering Student Achievement and Well-Being
- Achieving Excellence in Governance



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: Trustees Code of Conduct

POLICY NO: T.04

Providing Stewardship of Resources

Inspiring and Motivating Employees

Policy

Deliberate with Many Voices: Act with One

"Act Justly, Love tenderly and walk humbly with your God" (Micah: 8)

Toronto Catholic District School Board trustees represent all ~~the citizens~~ **people** in the Catholic community in the City of Toronto and are responsible to the electorate through the democratic process. Fellow citizens have entrusted trustees through the electoral process **to serve as their advocates on behalf of all students in the community** ~~with the education of all students in the community they serve as their advocates.~~ The public is entitled to expect the highest standard from the school trustees ~~that it~~ **they** elects.

Catholic trustees, as representatives of the Catholic community, must ensure that the mission of Catholic education, as part of the broader mission of the Church is fulfilled. ~~Because of this~~ **Catholic school trustees have a** unique and distinctive mission, ~~Catholic school trustees and~~ **must** honour a set of additional expectations that have been set for them by the Church and by the Catholic community. The vocational call to trusteeship is to serve.

Regulations:

1. Faith, Community and Culture

Each Toronto Catholic District School Board Trustee ("Trustee") shall, within the duties prescribed in the Education Act, its Regulations and other applicable legislation and reflecting a ministry within the Church:

- a) appreciate that Catholic schools are an expression of the teaching mission of the Church;
- b) provide an example to the Catholic Community that reflects the teaching of the Church;
- c) facilitate the best possible Catholic education according to the programs approved by the provincial Minister of Education and supported by the Canadian Conference of Catholic Bishops;



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: Trustees Code of Conduct

POLICY NO: T.04

- d) recognize and rigorously defend the constitutional right of Catholic education and the democratic and corporate authority of the Board;
- e) respect the confidentiality of the Board;
- f) ensure the affairs of the Board are conducted with **equity**, openness, justice and compassion;
- g) work to improve personal knowledge of current Catholic educational research and practices;
- h) affirm a strong sense of ~~Christian~~ Catholic Community; ~~and~~
- i) provide support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic Education in Canada; **and**
- j) ~~S~~share in the distribution of Board workload including preparing, attending and participating in meetings, committee or other assignments as appointed.

2. Integrity and Dignity of Office

Trustees occupy positions of public trust and confidence. They are expected to discharge their duties and responsibilities in a professional and ethical manner, consistent with Gospel Values, the teachings of the Catholic church, the *Education Act* and Regulations, the *Municipal Freedom of Information and Protection of Privacy Act* and Regulations, the *Municipal Conflict of Interest Act*, the Board's By-Laws and Policies and any other Act or Regulation that may be applicable to the Trustee's duties. Trustees are compelled to act on or report breaches **of law**, fraud, and/or conflicts to which they witness or come to their attention.

3. Civil Behaviour

Trustees share in the responsibility for creating a positive environment that is safe, harmonious, comfortable, **equitable**, inclusive and respectful. As stewards of the system, Trustees are held to a high standard of conduct and should serve as role models of exemplary behaviour reflective of the values articulated in the Ontario Catholic School Graduate ~~e~~Expectations.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: Trustees Code of Conduct

POLICY NO: T.04

The following requirements do not adversely affect any right or privilege guaranteed under the Constitution Act 1867: the Canadian Charter of Rights and Freedoms, or the Ontario Human Rights Code.

Among other things, Trustees should:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, **gender identity, gender expression, age, marital status, family status, age**, or disability; and
- respect the rights of others.

In performing their duties as trustees, and in all matters of communication including: **texts; social media, email; telephone;** and face-to-face meetings with staff, parents and other stakeholders, appropriate language and professionalism are expected. Trustees must adhere to all pertinent Board policies.

Subject to the duty of a Trustee under section 218.1(e) of the *Education Act* to uphold the implementation of any Board resolution after it is passed by the Board, a Trustee may comment on, or disagree with, a decision taken by the Board.

Any Trustee who fails or refuses to comply with the rules of the Board, uses offensive language, disobeys the decisions of the Chair or the Board on points of order **at Board meetings**, or makes any disorderly noise or disturbance **at a Board meeting** may be ordered by the Chair to leave for the remainder of the meeting, and in the case of a refusal to do so, may, on the order of the Chair, be removed from the room where such meeting is taking place and/or the Board Office. Such a removal will be recorded in the Minutes of the meeting.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: Trustees Code of Conduct

POLICY NO: T.04

Section 207(3) of the *Education Act* addresses the exclusion of persons from board meetings. It provides: “The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting.”

4. Complying with Legislation

All Trustees will comply with the letter and spirit of all laws of Canada and the Province of Ontario and any contractual obligations of the Board in conducting the business of the Board.

The Trustees acknowledge they may only act on behalf of the Board through resolution and may not act individually or purport to represent the interests of the Board without the knowledge and consent of the Board of Trustees shown through resolution.

Trustees shall ensure that all information they communicate in the course of their duties is accurate and complete.

It is every Trustee's responsibility to **be familiar with** ~~familiarize themselves with their~~ **the** duties and any requirements ~~of them~~ as prescribed by the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act*, the *Municipal Conflict of Interest Act*, and any other Act or Regulation that may be applicable to the Trustee's duties ~~from time to time~~, and/or Ministry of Education requirements, ~~and~~ the Board's By-Laws, Policies and General Administrative Procedures.

All Trustees are expected to comply with the following duties of board members as set out in section 218.1 of the *Education Act*: ~~(as amended from time to time)~~:

"A member of a board shall,

- a) carry out his or her responsibilities in a manner that assists the board in fulfilling its duties under this Act, the regulations and the guidelines issued under this Act, including but not limited to the board's duties under section 169.1;
- b) attend and participate in meetings of the board, including meetings of board committees of which he or she is a member;



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: Trustees Code of Conduct

POLICY NO: T.04

- c) consult with parents, students and supporters of the board on the board's multi-year plan under clause 169.1(1)(f);
- d) ~~use appropriate communication protocols to~~ bring concerns of parents, students and supporters of the board to the attention of the board;
- e) uphold the implementation of any board resolution after it is passed by the board;
- f) entrust the day-to-day operations and management of the board to its staff through the Board's Director of Education;
- g) maintain focus on student achievement and well-being ~~through the development of policies;~~ and
- h) comply with the Board's code of conduct."

5. Upholding Decisions

As a corporate body, ~~of~~ Trustees must:

- a) accept that authority rests with the Board and that they have no individual authority other than that delegated by the Board;
- b) uphold the implementation of any Board resolution after it is passed by the Board;
- c) comply with Board policies and procedures; and
- d) refrain from speaking on behalf of the Board unless authorized to do so.

6. Avoidance of Personal Advantage and Conflict of Interest

All Trustees are expected to comply with the provisions of the Municipal Conflict of Interest Act, ~~attached as Appendix A~~ [**Municipal Conflict of Interest Act R.S.O. 1990, chapter M.50**](#), which requires that Trustees declare and disclose the general nature of the interest for all direct and indirect pecuniary conflicts of interest and abstain from making a decision.

Trustees are not permitted to vote on or discuss matters in which they have a direct or indirect pecuniary interest. The direct or indirect pecuniary interest of a parent, spouse or child is deemed to be the interest of the Trustee. Subsection 3(1) of the [**Municipal Conflict of Interest Act**](#) provides:



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: Trustees Code of Conduct

POLICY NO: T.04

“For the purpose of this Act, the pecuniary interest, direct or indirect, of a **parent or the** spouse...or any child of the member shall, if known to the member, be deemed to be also the pecuniary interest of the member.”

Any direct or indirect financial interest on the part of the Trustee may raise a conflict of interest. A direct conflict of interest will arise where the Trustee himself or herself stands to benefit or suffer financially by a decision of the Board.

Where a Trustee, either on his or her own behalf or while acting for, by, with or through another, has any pecuniary interest, direct or indirect, or any other conflict of interest in any matter and is present at a meeting of the Board at which the matter is the subject of consideration, the Trustee shall:

- a) prior to any consideration of the matter of the meeting, disclose the interest and the general nature thereof;
- b) not take part in the discussion of, or vote on any question in respect of the matter;
- ~~e) not discuss the issue with any other person;~~
- c) not attempt in any way whether before, during or after the meeting to influence the voting on such question; and
- d) **where the meeting is not open to the public, in addition to complying with c) above, the trustee shall forthwith** leave the meeting or the part of the meeting during which the matter is under consideration.

Where the interest of the Trustee has not been disclosed by reason of the Trustee's absence from the meeting, the Trustee shall disclose the interest and otherwise comply with the above requirements ~~of~~ **at** the first meeting of the Board attended by the Trustee after the meeting referred to above.

When the meeting is open to the public, every declaration of interest shall be recorded in the minutes of the Board **or Committee** meeting. When the meeting is not open to the public, every declaration of interest, **but not the general nature of that interest**, shall be recorded in the minutes of the next meeting of the Board that is open to the public.

At a meeting at which a trustee discloses an interest, or as soon as possible afterwards, the trustee shall file a written statement of the interest and its general nature with the Director of Education in his/her capacity as secretary of the Board.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: Trustees Code of Conduct

POLICY NO: T.04

The Board shall establish and maintain a registry in which shall be kept:

- a) The written statement filed by a trustee disclosing an interest and its general nature.**
- b) A copy of the minutes of the meeting at which a declaration of interest was recorded.**

It is an expectation of the Board that Trustees will not only comply with the requirements of the *Municipal Conflict of Interest Act*, but also avoid conflicts of interest as defined by this Code of Conduct.

Every Trustee is responsible and accountable for exercising good judgement and avoiding situations that might present a conflict of interest, or the appearance of a conflict of interest, ~~and where a conflict of interest might exist each Trustee has an affirmative duty to disclose such conflict when it becomes apparent.~~

No Trustee shall use his or her position, authority or influence for personal, financial or material gain or **for** personal business purposes or for the personal, financial or material gain or business purposes of a relative, friend and/or business associate. Every Trustee shall uphold and enhance all Board business operations by:

- a) maintaining an unimpeachable standard of integrity in all their relationships, both inside and outside the Board;
- b) fostering the highest standard of professional competence amongst those for whom they are responsible;
- c) complying with and being seen to comply **with** the letter and spirit of:
 - The laws of Canada and the Province of Ontario,
 - Contractual obligations applicable to the Board; ~~and~~
- d) rejecting and denouncing any business practice that is improper or inappropriate or **that** may appear to be improper or inappropriate.

A Trustee shall not use his or her position, authority or influence to give any person or organization special treatment that might, or might be perceived to, advance the interests of the Trustee, or the interests of a relative, friend and/or business associate of the Trustee.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: Trustees Code of Conduct

POLICY NO: T.04

A Trustee must not participate in any decision or recommendation in which he or she or a relative, friend or business associate may have a financial, commercial or business interest.

Where a trustee, either on his or her own behalf or while acting for, by, with or through another, has any pecuniary interest, direct or indirect, in any matter that is being considered by an officer or employee of the Board, or by a person or body to which the Board has delegated a power or duty, the trustee shall not use his or her office in any way to attempt to influence any decision or recommendation that results from consideration of the matter.

~~All Trustees shall disclose a conflict of interest and/or the general nature of the interest, to the Board of Trustees.~~

7. Lobbying

A lobbyist is an individual, business or organization that is lobbying a member of the Board. It is usually defined as direct or indirect efforts to solicit support and influence decisions on behalf of another party or an organization, often away from public scrutiny.

- a) “Consultant lobbyist” means a person who, for payment, lobbies on behalf of a client and includes, but is not limited to government relations consultants, lawyers, accountants, or other professional advisors who provide lobbying services for their clients;
- b) “Corporate in house lobbyist” means an owner or employee of a company or corporation that carries on commercial activities for financial gain.

On occasion, lobbyists may attempt to communicate with Trustees for the purpose of influencing Trustees with respect to the procurement of goods and services and the awarding of contracts. Trustees ~~may~~ **must** re-direct such inquiries to the Director of Education. Trustees must not communicate with a lobbyist during a procurement process and must not use their influence to gain nor advance the interests of any particular party during a procurement process.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: Trustees Code of Conduct

POLICY NO: T.04

Trustees shall be vigilant in their duty to serve public interest when faced **dealing** with lobbying activity.

8. Respect for Confidentiality

All Trustees acknowledge that, as part of their duties to the Board they may be privy to private, confidential **information including information that is** and/or legally privileged, financial, business, **or and/or commercial labour relations** information belonging to the Board that may provide a financial, business, commercial or competitive advantage, ~~and that they~~ **In addition, trustees** may be privy to private and confidential student ~~and or~~ personnel information, and/or legal matters and opinions. ~~Such information may include, but is not limited to, information relating to the Board's organizational structure, operations, business plans, technical projects, business costs, research data results, inventions, trade secrets or other work produced, developed by or for the Board.~~

Except as required by law, all Trustees and former Trustees agree not to use, directly or indirectly, for the Trustee's benefit or the benefit of any person, organization, firm, or other entity, the Board's proprietary or confidential information disclosed or entrusted to that Trustee, and Trustees recognize that such inappropriate use of confidential information for their benefit may constitute a breach of trust contrary to section 122 of the Criminal Code (Canada).

The confidentiality of personal/educational student and family information received in the course of duties must be respected, protected and kept confidential. Information received should not be discussed or reviewed in public or where another student, parent, employee or member of the school community or public could accidentally overhear or read such information.

Except as required by law, and in accordance with the *Education Act* and *Municipal Freedom of Information and Protection of Privacy Act*, all Trustees agree not to use or disclose the personal and/or educational information of students and their families that may come to the attention of a Trustee.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: Trustees Code of Conduct

POLICY NO: T.04

A Trustee's duty of confidentiality with respect to private and confidential financial, business and/or commercial information, personnel information, student information, and legal matters and opinions survives his or her term as Trustee.

9. Board Resources

No Trustee shall use Board resources for personal gain including re-election campaign work. No Trustee shall permit relatives, friends and/or business associates to use Board resources for personal gain. Trustees recognize that such inappropriate use of Board resources, directly or indirectly, for their benefit may constitute a breach of trust contrary to section 122 of the *Criminal Code* (Canada).

All Trustees shall comply with Board Policies and General Administrative Procedures regarding the use of Board resources, including information technology resources.

10. Enforcement of Code of Conduct and the *Municipal Conflict of Interest Act*

In accordance with the provisions of section 218.3 of the Education Act, a breach of this Code of Conduct by a Trustee may be dealt by the following procedures:

A Trustee who has reasonable grounds to believe that another Trustee has breached this Code of Conduct may bring the alleged breach to the attention of the Board alternatively a Roman Catholic Elector and Eastern Right Catholics may petition to the Board of Trustees directly.

If an alleged breach is brought to the attention of the Board, the Board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether there has been a breach.

If the Board determines that a Trustee has breached this Code of Conduct, the Board may impose one or more of the following sanctions; progressive approach to sanctions will be considered when dealing with Trustee issues including personal contact, clarification, redirection, request for an apology, reprimand, censure and or other sanctions as per board motion:



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: Trustees Code of Conduct

POLICY NO: T.04

- a) Censure of the Trustee.
- b) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board.
- c) Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board.
- d) Removal of the Chair or Vice-Chair of the Board or Committee.

A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting that are not available to the members of the public.

In appropriate circumstances, the Board may also resolve to disassociate the Board from any action or statement of a Trustee.

If a Board determines that a Trustee has breached this Code of Conduct, the Board shall give the Trustee written notice of the determination and of any sanction imposed by the Board.

The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least 14 days after the notice is received by the Trustee.

The Board shall consider any submissions made by the Trustee and shall confirm or revoke the determination within 14 days after the Trustee's submissions are received.

If the Board revokes a determination that a Trustee has breached this Code of Conduct, any sanction imposed by the Board is also revoked.

If the Board confirms a determination that a Trustee has breached this Code of Conduct, the Board shall, within 14 days after the Trustee's submissions were received, confirm, vary or revoke the sanction(s) imposed by the Board.

If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination about the alleged breach was made by the Board.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: Trustees Code of Conduct

POLICY NO: T.04

Despite subsection 207(1) of the *Education Act* which requires meetings of the Board to be open to the public, but subject to the requirements below for specific resolutions of the Board to be made in public, the Board may close to the public the part of the meeting during which a breach or alleged breach of this Code of Conduct is considered when the breach or alleged breach involves any of the following matters:

- a) the security of the property of the Board;
- b) the disclosure of intimate, personal or financial information in respect of a Trustee or committee, an employee or prospective employee of the Board or a student or his or her parent or guardian;
- c) the acquisition or disposal of a school site;
- d) ~~A progressive approach to sanctions will be considered when dealing with Trustee issues including personal contact, clarification, redirection, request for an apology, reprimand, censure and or other sanctions as per board motion;~~
- d) decisions in respect of negotiations with employees of the Board; or
- e) litigation affecting the Board.

The Board shall do the following things by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public:

- a) Make a determination that a Trustee has breached this Code of Conduct.
- b) Impose a sanction on a Trustee for a breach of this Code of Conduct.
- c) Confirm or revoke a determination regarding a Trustee's breach of this Code of Conduct.
- d) Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a Trustee's breach of this Code of Conduct.

A Trustee who is alleged to have breached this Code of Conduct shall not vote on any of the resolutions listed above.

When a resolution ~~listed~~ **described** above is passed, the resolution shall be recorded in the Minutes of the meeting.

The *Statutory Powers Procedure Act* does not apply to any of the enforcement provisions under section 218.3 of the *Education Act*.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: Trustees Code of Conduct

POLICY NO: T.04

Nothing in this Code of Conduct prevents a Trustee's breach of the *Municipal Conflict of Interest Act* from being dealt with in accordance with that Act.

A trustee who is subject to a Board inquiry to determine whether the trustee has breached the Code of Conduct has a right to retain and be represented by legal counsel throughout the process. Legal expenses **incurred by the trustee** will not be ~~paid~~ **reimbursed** unless extraordinary circumstances are determined by Board motion.

The required vote on any resolutions of determination or sanctions will be made by a 2/3 majority of all Trustees on the Board not including the accused Trustee.

11. Guidelines for Gifts and Hospitality

Moderate hospitality and gifts are an accepted courtesy of a business relationship. However, the recipients should not allow themselves to reach a position whereby they might be influenced in making a business decision as a consequence of accepting such hospitality.

Trustees should not use their position for improper gain or benefit, nor under any circumstances accept gifts of more than ~~\$25.00~~ **\$100.00**.

12. This document will be ~~present and~~ reviewed with newly elected Trustees and signed only as having been received and understood.

Definitions:

Trustee

A person elected or acclaimed to the office of trustee of the Board pursuant to the provisions of the *Municipal Elections Act* or appointed to the office of trustee pursuant to the provisions of the Education Act.

Evaluation and Metrics:

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



POLICY SECTION: TRUSTEES
SUB-SECTION:
POLICY NAME: Trustees Code of Conduct
POLICY NO: T.04

There will be a review by Trustees of this policy every two years ~~starting in January 2018~~ to ensure understanding, awareness and effectiveness.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

UPDATE TO THE INTERNATIONAL LANGUAGES
ELEMENTARY (ILE) POLICY S.P. 05

"He rules the world with righteousness; he judges the peoples with equity." Psalm 9:8

Created, Draft	First Tabling	Review
February 4, 2020	February 11, 2020	Click here to enter a date.
L. DiMarco, Superintendent, Curriculum Leadership & Innovation; Academic ICT M. Sequeira, Coordinator, International Languages, Parent Engagement and Community Relations		
RECOMMENDATION REPORT		

Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report recommends updating the current International Languages Elementary (ILE) Policy, S.P. 05, to conform to current practices and policies, as requested at the Student Achievement Committee Meeting on January 9, 2020.

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

B. PURPOSE

1. At the Student Achievement Committee Meeting on January 9th, 2020, the following motion was passed:
The Superintendent of Curriculum will work with the IL Department and the Superintendent of Governance and Policy to complete a draft to the ILE policy for Governance.
2. This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends policy revision.

C. BACKGROUND

1. The International Languages Elementary (ILE) Policy S.P.05 was last amended on November 13, 2003 and it has not been reviewed since.
2. Up to September 2018, the ILE integrated day program was offered in an extended school day delivery model, during which the regular 5-hour school day was extended by 30 minutes, for a total of 330 minutes.
3. In the academic year of 2018-2019, due to language appearing in the collective agreement between the Toronto Catholic District School Board and the Toronto Elementary Catholic Teachers of the Ontario English Catholic Teachers' Association and an arbitration ruling regarding the ILE program, the program could not be delivered in an extended day format. This necessitated the delivery of the ILE program to be changed from an extended model to an integrated model during the regular 5-hour instructional day, as a one-year pilot with permission from the Ministry of Education.

4. In the academic year of 2019-2020, the ILE program continued in the integrated day delivery model, and is delivered for 30 minutes, 4 times per week within the 5-hour instructional day.
5. Changes to this policy reflect current practices in the delivery of the ILE program, and is aligned with the TCDSB's Multi-Year Strategic Plan (MYSP).

D. EVIDENCE/RESEARCH/ANALYSIS

1. This policy has been amended in consultation with staff from the Communications, Equity, Curriculum, International Languages and Special Services Departments, as well as, the TCDSB's Legal Department.

E. METRICS AND ACCOUNTABILITY

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

F. IMPLEMENTATION

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

G. STAFF RECOMMENDATION

That the revised International Languages Elementary (ILE) Policy, S.P. 05, provided in Appendix A, and the accompanying Operating Procedures, provided in Appendix B, be approved for consultation.



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: International Languages **Elementary (ILE)** Program

POLICY NO: S.P.05

Date Approved:	Date of Next Review: January, 2025	Dates of Amendments: September, 1977; May, 1978; October 1986; January, 1995; November, 1996; July 9, 2001- Board; November 13, 2003- Board
Appendix: <ul style="list-style-type: none"> Appendix A: International Languages Elementary (ILE) Operating Procedures 		

Purpose:

This policy provides the conditions by which International Languages Elementary (ILE) programming in Toronto Catholic District School Board (TCDSB) shall be governed.

Scope and Responsibility:

The policy extends to all elementary schools of the board. The Director of Education is responsible for this policy.

Alignment with Multi Year Strategic Plan (MYSP):

Living Our Catholic Values

Enhancing Public Confidence

Fostering Student Achievement and Well-Being



POLICY SECTION: Students
SUB-SECTION: Programs
POLICY NAME: International Languages **Elementary (ILE)** Program
POLICY NO: S.P.05

Policy:

The TCDSB shall establish International Languages Programs, ~~where warranted,~~
~~1. On an extended school day basis; OR~~
~~2. On an after school and/or weekend basis;~~
subject to the following regulations

This policy provides the conditions that govern International Languages instruction in elementary schools of the Toronto Catholic District School Board. This policy further provides the conditions by which International Languages programs operate within the TCDSB, subject to Ministry of Education regulations and guidelines. It further establishes the criteria for the review of International Languages Elementary (ILE) programs.

Regulations:

A. International Languages Elementary Integrated Day Program

1. **International Languages Elementary (ILE)** classes may be established upon the written request of a **Catholic School Parent Council** ~~Catholic School Advisory Council, or the local school community, or upon the recommendation of the~~ to the principal ~~to the area superintendent of.~~ **The request will then be forwarded by the principal to the school's superintendent, who will oversee the process, as outlined in the operating procedures of this policy.**

2. Classes may be offered in an integrated day delivery model, where:

- i. **the conditions in the operating procedures have been met;**
- ii. **the results of the survey of the parents of students in kindergarten to grade 7, indicate that 67% of the families in the school community with children in kindergarten to grade 7, are in favour of the ILE program to**



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: International Languages **Elementary (ILE)** Program

POLICY NO: S.P.05

be delivered in an integrated day model beginning in the following school year; and

iii. approval of the Board of Trustees.

3. The viability of an existing International Languages Elementary (ILE) integrated day program shall be reviewed when a request for a survey has been received through the school principal from the Catholic School Parent Council (CSPC). Further, to establish the viability of the program, in addition to the steps outlined in the operating procedures, the following shall be considered:

- i. to remove/change an existing ILE program requires that 67% of the families, with children in kindergarten to grade 7, must be in favour; and**
- ii. if the survey concludes that the ILE program is to be removed/changed, a recommendation will be made to the Board of Trustees through the Director of Education.**

4. New International Languages Elementary (ILE) integrated day programs shall be established upon the written request from the school's Catholic School Parent Council to the principal, subject to the regulations outlined in this policy and its operating procedures, and shall be brought to the Board of Trustees for consideration upon the recommendation of the Director of Education. Factors that shall be considered in establishing new ILE integrated day programs will be:

- i. consultation with the school community to assess the desire to establish a new program;**
- ii. financial implications of implementing the program; and**
- iii. availability of staff to deliver the program.**

5. The participation of a student in an International Languages **Elementary (ILE) integrated day program will be mandatory at a school that is offering ILE integrated**



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: International Languages **Elementary (ILE)** Program

POLICY NO: S.P.05

day programs. Students with an **Individual Education Plan (IEP)** or English As A **as a Second Language (ESL)** **students will be accommodated however upon parental request** may be **considered for exemption** ~~exempted upon parental request.~~ Parents must complete and sign the initial student registration form. ~~6-(b)~~) Provisions will be made for the learning activities for those exempted.

~~3. Types of Classes:~~

- ~~a) International languages classes shall be offered outside of the regular school hours of instruction.~~
- ~~b) Notwithstanding (a) above, classes shall be offered on an extended day basis in an integrated day delivery model, where the operating procedures process for adding the classes has been adhered to, and the results of the survey indicating that the parents of 67% of the students attending the school requested the classes in an extended school day basis an integrated day delivery model.~~

~~4. Viability of Existing Programs:~~

~~-~~

~~(a) Schools which currently offer the Extended Day Program may request through their CSAC that the Board consider conducting a survey of that local school community to determine the feasibility of their International Language Program. If as a result of the needs assessment, certain International Languages Programs or the International Language Program in the school is recommended to be reduced, a report will be submitted to Board on the impact the reduction would have on the jobs of the International Languages Instructors.~~

~~-~~

~~(b) Prior to surveying the local school community to determine parent support for an International Languages Program, the matter shall be fully discussed with the Catholic School Advisory Council. At such meeting the implications (pro and con) for the students in implementing an extended day or outside of school hours program are to be reviewed.~~



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: International Languages **Elementary (ILE)** Program

POLICY NO: S.P.05

-
(c) Where the extended day program is considered viable for the following year, the International Languages Program may continue.
-

(d) Where the extended day program is not viable for the following school year, the area superintendent of education and principal shall inform the local school community at a meeting, and an effort will be made to continue classes in an after school hours/weekend program.

B. ILE After-Hours Program

6. International Languages classes may be offered outside of the regular school hours of instruction.

7. An after-hours and/or weekend International Languages ILE class may be established where there are a minimum of 23 pre-registered students from any division (i.e., JK-SK; Primary (Grades 1-3); Junior (Grades 4-6); Intermediate (Grades 7-8)) in a given language, in accordance with the provisions outlined in the operating procedures of this policy, upon a written request to the International Languages Department.

8. The viability of an International Languages Elementary (ILE) after-hours class/center shall be reviewed when low enrolment levels create organizational or program delivery challenges. The following criteria shall be considered in determining the viability of an ILE after-hours center/class:

- i. an ILE after-hours program is considered viable if there are more than 23 registered students in each division, in each language, by November 30th ; and**
- ii. an ILE after-hours class is considered viable if there are a minimum of 23 registered students in the class by November 30th.**



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: International Languages **Elementary (ILE)** Program

POLICY NO: S.P.05

5.

~~(a) School communities will also be surveyed, upon request of their Catholic School Advisory Committees to determine if a new Extended Day program will be provided.~~

~~(b) All requests shall be forwarded through the principal and the area superintendent of education and processed through the Special Services Division.~~

9. A new International Languages Elementary (ILE) after-hours center/class may be established upon a written request to the International Languages Department, subject to the regulations outlined in this policy and its operating procedures. Factors that shall be considered in establishing an ILE after-hours center/class are:

- i. consultation with the school community to assess the desire to establish a new center/class;**
- ii. financial implications of implementing the center/class; and**
- iii. availability of staff to deliver the program.**

~~6. (a) In every school where an International Languages Program is to be offered on an extended day basis, the principal and the area superintendent of education will ensure that there will be a minimum of five hours instruction in addition to the International Languages Program.~~

~~7.~~

~~8. A fee of \$15.00 per year per student enrolled in the Extended Day program will be included in the budget of the program.~~



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: International Languages **Elementary (ILE)** Program

POLICY NO: S.P.05

910. Transportation to and from International Languages **Elementary (ILE)** programs is a parental responsibility.

4011. Regular full time classroom teachers may not be employed to teach an International Languages **Elementary (ILE)** program except after 6 p.m. on a school day and on days when the school is not in session.

44.12 International language instructors shall be hired according to the requirements for employment of the instructional staff of TCDSB.

Definitions

International Languages (Elementary) ILE Program:

An elementary program that applies to the learning of all languages, other than Canada's official languages.

Integrated ILE Delivery Model:

The International Language(s) determined through the results of the surveys, as per the operational procedures, that are delivered for 30 minutes, 4 times per week, within 300-minute instructional day.

ILE After-Hour Programs:

The International Languages(s), which are predominantly the Heritage Languages of the students and/or parents, that are delivered in 30, 2½ hour sessions, after-school or on the weekend.

Evaluation and Metrics:

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



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: International Languages **Elementary (ILE)**
Program

POLICY NO: S.P.05

The Annual International Languages Elementary (ILE) Report will serve as an assessment of the ILE programs in supporting student achievement and well-being.

**TCDSB International Languages Elementary (ILE) Program
Operating Procedures**

Preamble:

School boards operate language programs according to the Education Act and its supporting regulations and policy/program memoranda.

The International Languages Elementary (ILE) integrated day programs within the TCDSB, are subject to Ministry of Education regulations and guidelines, that require schools to meet the requirement for five hours of curriculum instruction. The ILE integrated day programs at TCDSB operates within the regulated 300 minute school day, under the approval of the Ministry of Education and in agreement with TCDSB Policy S.P.05.

The ILE after-hour programs at TCDSB are subject to Ministry of Education regulations and guidelines and operate for 2.5 hours of instruction each week, for each language, for 30 sessions per academic year, in agreement with TCDSB Policy S.P.05.

A: Existing Programs

1. The approved preliminary protocol being used is as follows:

- ~~· It is understood that a request for a survey shall be for extenuating circumstances only.~~
- ~~· Requests for a survey will come to the Director of Education from the school's Catholic School Advisory Council (CSAC) through a letter to the local Superintendent of Education. The Superintendent of Education, Special Services and the Superintendent of Education for the school will prepare a report for the Board.~~
- ~~· Minutes of the CSAC meeting where the request was discussed, including the motion for a survey, which was moved and seconded, will be attached to the letter of request.~~
- ~~· The school community will be made aware that they can make a delegation before the Board of Trustees with respect to this request outlining the rationale for the request.~~
- ~~· The local trustee will be informed by the CSAC of the intent of the community to request a survey.~~
- ~~· While the CSAC may initiate the process at any time, the report to the Trustees will be submitted annually, no later than March of any given year.~~

**TCDSB International Languages Elementary (ILE) Program
Operating Procedures**

- ~~· The Board of Trustees will determine if there is a sufficient need to grant the request and approve accordingly.~~
- ~~· A needs assessment committee representing parents on both sides of the issue (maximum of four) and school principal will oversee the distribution of the surveys and the tallying of the results. The tallying of results will be scrutinized by the local school superintendent where required.~~
- ~~· The needs assessment is to be sent to parents of students in grades JK – 7 in the school community and a response of at least 90% of the parents is required~~

**A. Reviewing an Existing International Languages Elementary (ILE)
Integrated Day Program**

- 1. A school community with an existing ILE integrated day program may wish to review its viability, in any academic year, consistent with Policy S.P.05, Regulation 5, by considering a number of factors to ensure that the current ILE delivery model supports the needs of the students. Viability includes:**
 - a) adding a language;**
 - b) changing the current language to a different language; OR**
 - c) discontinuing the ILE program.**

A request to determine viability must adhere to Policy S.P.05 and to the operating procedures outlined in this appendix, and can only occur once every 3 years.

- 2. At least two weeks in advance of a Catholic School Parent Council (CSPC) meeting any parent may submit a request, to the chair and to the principal, to add an agenda item to the next CSPC meeting to discuss the viability of an existing ILE program.**
- 3. Upon the determination of the time and date of such meeting, where the request will be discussed, the principal will inform the school superintendent and the Trustee.**
- 4. The principal must ensure that the school community receives advanced notification that the upcoming CSPC meeting will include an open discussion about the viability of the existing ILE program.**

**TCDSB International Languages Elementary (ILE) Program
Operating Procedures**

- 5. At the CSPC meeting, all parents will have the opportunity to bring forward their views regarding any of the three possibilities:**
 - a) adding a language;**
 - b) changing the current language to a different language; AND/OR**
 - c) discontinuing the ILE program.**
- 6. After hearing input from the community, the CSPC voting members (i.e., The Council members elected at the first CSPC meeting of the year) will determine one of the following actions, using the standard CSPC voting process:**
 - a) to request a survey of the school community to add a language (the new language must be specified);**
 - b) to request a survey of the school community to change the current language to a different language (the proposed language must be specified);**
 - c) to request a survey of the school community to discontinue the ILE program; OR**
 - d) to NOT proceed with requesting a survey of the school community regarding the ILE program viability.**
- 7. The principal must provide the school community with advance notice, as outlined above, of the public discussion that will occur at the CSPC meeting regarding the viability of the ILE program. The advance notice of the meeting must be communicated using a variety of methods, such as, but not limited to, school messenger and social media.**
- 8. At this CSPC meeting, the implications (pro and con) for all students must be reviewed. In addition, all parents must be given the opportunity to ask questions and/or delegate on the matter.**
- 9. Once the matter has been fully discussed, the CSPC voting members will determine one, of the four options, as outlined in 3B, to pursue. Similar to**

**TCDSB International Languages Elementary (ILE) Program
Operating Procedures**

any other vote at a CSPC meeting, only the elected CSPC voting members may participate in the vote.

10. The result of the vote as to whether or not to proceed with the request for a survey, will be recorded in the CSPC meeting minutes.

11. If the vote result is in favor of requesting a survey, the CSPC chair will then write a letter to the principal outlining the details of the request to conduct a survey and the results of the vote. Meeting minutes must accompany the letter.

12. The principal will then forward the request to the school superintendent no later than November 1st of the year preceding the September for which potential implementation could occur.

13. The superintendent will then discuss the request to conduct a survey, with the Director of Education.

14. If the request to conduct the survey is approved by the Director of Education, the local superintendent will work with the TCDSB Research and International Languages Departments to administer the survey.

15. The purpose of the viability survey could only be one of the following:

- a) to add a language;
- b) to change the current language to a different language; OR
- c) to discontinue the ILE program.

16. The International Languages and Research Departments will oversee the distribution of the surveys and the compilation of the results.

17. The survey will be sent to parents (one per family) of students in grades JK-7 in the school community. A positive response of at least 67% of all families of students in grades JK-7 in the school community, is required for a change to be made to an existing ILE program.

**TCDSB International Languages Elementary (ILE) Program
Operating Procedures**

- 18. Once the results of the survey are compiled and shared with CSPC, the superintendent of curriculum, the coordinator of International Languages, the superintendent of special services, and the superintendent of education for the school, will prepare a recommendation report for the Board of Trustees based on the survey results.**
- 19. The superintendent of education for the school will inform the principal when the report will be presented to the Board of Trustees. The principal will ensure that the school community is made aware of the meeting date.**
- 20. The report with the recommendations will be presented at Board no later than March 31st.**
- 21. Where the Board of Trustees approve that the ILE integrated day program should continue for the following year, the existing ILE program may continue.**
- 22. Where the Board of Trustees approve that the existing ILE integrated day program should not continue in the subsequent school year, the area superintendent of education and the principal will inform the local school community. As well, an effort will be made to offer classes in an ILE after-hours delivery model, no later than April of the year preceding the September for which potential implementation could occur.**
- 23. Approved changes to the existing program would take effect in the subsequent September.**

B. Reviewing Existing ILE After-Hours Programs

The Curriculum and the International Languages Departments, conduct yearly reviews of all existing ILE after-hours programs. The review is governed by Policy S.P.05, Regulation 6, and the following procedures:

**TCDSB International Languages Elementary (ILE) Program
Operating Procedures**

- 1. If after November 30th, a class/center is not considered viable, as outlined in the Policy S.P.05, a comprehensive review of the class/center will be conducted from November 1st to January 30th of the same school year, while allowing the class/center to operate for the year.**
- 2. The review will include, but will not limited to, the following:**
 - a) student registration patterns;**
 - b) patterns of student attendance;**
 - c) demographics of the school where the class/center is located, as well as, the demographics of neighboring schools;**
 - d) number of pre-registered students by June 30th of the proceeding academic year; and**
 - e) the availability of instructors for the language(s) offered at the center.**
- 3. Once the review is completed, the matter will be discussed with the local trustee, and with the community at a meeting where the classes are offered, no later than April of the year preceding the September for which potential changes could occur.**
- 4. Where the ILE after-hours class/center is considered viable for the next school year, the class/center may continue.**
- 5. Where the ILE after-hours class/center is not considered viable for the next school year, the superintendent of curriculum and the IL coordinator will inform the parents of the registered students and an effort will be made to continue the class(es) at an existing viable center.**

~~B: New Programs~~

- ~~1. New programs will be governed by the new Policy S.P. 05, 5. (a) (b).~~

~~-~~

~~(a) School communities will also be surveyed, upon request of, their Catholic School Advisory Councils to determine if a new Extended Day Program will be provided.~~

**TCDSB International Languages Elementary (ILE) Program
Operating Procedures**

~~(b) All requests shall be forwarded through the principal and the area superintendent of education and processed through the Special Services Department.~~

~~-~~

~~For any information regarding this protocol or the policy, please contact the Coordinator Community Relations, 416-222-8282, ext. 2591.~~

C. Establishing a New ILE Integrated Day Program

All newly proposed ILE integrated day programs within the TCDSB, are subject to Ministry of Education regulations and guidelines, that require schools to meet the requirement for five hours of curriculum instruction, and to Policy S.P.05, Regulation 1 and 7, and the following operating procedures:

1. **At least two weeks in advance of a Catholic School Parent Council (CSPC) meeting, any parent may submit a request to the chair and to the principal to add an agenda item to the next CSPC meeting, to discuss the viability of establishing a new ILE integrated day program.**
2. **Upon the determination of the time and date of the CSPC meeting where the request will be discussed, the principal will inform the school superintendent and the Trustee.**
3. **The principal must ensure that the school community receives advanced notification that the upcoming CSPC meeting will include an open discussion about the viability of establishing a new ILE integrated day program.**
4. **At the CSPC meeting, all parents will have the opportunity to bring forward their views regarding any of the two possibilities:**
 - a) **establishing a new ILE integrated day program; AND/OR**
 - b) **not establishing a new ILE integrated day program.**
5. **After hearing input from the community, the CSPC voting members (i.e., The Council members elected at the first CSPC meeting of the year) will determine one of the following actions using the standard CSPC voting process:**

**TCDSB International Languages Elementary (ILE) Program
Operating Procedures**

- a) to request for a survey of the school community to add a new ILE program (the proposed language(s) must be specified);
 - b) to NOT proceed with requesting a survey of the school community regarding the establishing of a new ILE integrated day program.
6. The principal must provide the school community with advance notice, as outlined above, of the public discussion that will occur at the CSPC meeting regarding the viability of establishing a new ILE integrated day program. The advanced notice of the meeting must be communicated using a variety of methods, such as, but not limited to, school messenger and social media.
 7. At this CSPC meeting, the implications (pro and con) for all students must be reviewed. In addition, all parents must be given the opportunity to ask questions and/or delegate on the matter.
 8. Once the matter has been fully discussed, the CSPC voting members will determine one, of the two options, as outlined in 3B, to pursue. Similar to any other vote at a CSPC meeting, only the elected CSPC voting members may participate in the vote.
 9. The result of the vote as to whether or not to proceed with the request for a survey, will be recorded in the CSPC meeting minutes.
 10. If the vote result is in favor of requesting a survey, the CSPC chair will then write a letter to the principal outlining the details of the request to conduct a survey and the results of the vote. Meeting minutes must accompany the letter.
 11. The principal will then forward the request to the school superintendent no later than November 1st of the year preceding the September for which potential implementation could occur.
 12. The superintendent will then discuss the request to conduct a survey, with the Director of Education.

**TCDSB International Languages Elementary (ILE) Program
Operating Procedures**

- 13.If the request to conduct the survey is approved by the Director of Education, the superintendent will work with the TCDSB Research and International Languages Departments to administer the survey.**
- 14.The purpose of the viability survey could only be one of the following:**
 - a) to add a new ILE integrated day program (the proposed language(s) must be specified; OR**
 - b) not to add a new ILE integrated day program.**
- 15.The International Languages and Research Departments will oversee the distribution of the surveys and the compilation of the results.**
- 16.The survey will be sent to parents (one per family) of students in grades JK - 7 in the school community. A positive response of at least 67% of all families of students in grades JK-7 is required to establish a new ILE program.**
- 17.Once the results of the survey are compiled and shared with the CSPC, the superintendent of curriculum, the coordinator of International Languages, the superintendent of special services, and the superintendent of education for the school, will prepare a recommendation report for the Board of Trustees based on the survey results.**
- 18.The superintendent of education for the school will inform the principal when the report will be presented to the Board of Trustees. The principal will ensure that the school community is made of the meeting date.**
- 19.The report with the recommendations will be presented at Board no later than March 31st. The Board of Trustees will consider the recommendations provided in the report and follow the voting process for reports.**

**TCDSB International Languages Elementary (ILE) Program
Operating Procedures**

- 20. Where the Board of Trustees approve that a new ILE integrated day program can be established, the new ILE integrated day program would take effect for the subsequent September.**
- 21. Where the Board of Trustees approve that a new ILE integrated day program should not be established in the subsequent school year, the area superintendent of education and the principal will inform the local school community. As well, an effort will be made to offer classes in an ILE after-hours delivery model, no later than April of the year preceding the September for which potential implementation could occur.**

D. Establishing a New ILE After-Hours Class

All ILE new after-hours programs within the TCDSB, are subject to Ministry of Education regulations and guidelines, and to Policy S.P.05, Regulation 2 and 8, and the following operating procedures:

- 1. To open a new class in an existing viable center, a formal written request must be made to the International Languages Department no later than January 31st of the year preceding the September for which the class is to be added.**
- 2. If by November 30th, when registration closes, the class has 23 students, or more, registered, the class will continue at the center where the class was scheduled.**
- 3. If by November 30th, when registration closes, there is not a sufficient number of students registered for the class to continue at its current location, the local trustee will be informed and an effort will be made to redirect the registered students to another existing viable center.**



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

UPDATE TO CATHOLIC SCHOOL PARENT COUNCILS POLICY S.10

“He rules the world in righteousness and judges the peoples with equity.” Psalm 9:8

Created, Draft	First Tabling	Review
December 9, 2019	February 11, 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

RECOMMENDATION REPORT

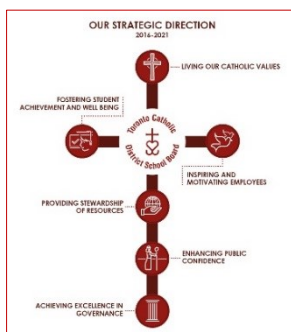
Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report recommends updating the current Catholic School Parent Councils (S. 10) as per the five year review cycle in the Meta Policy (M.01).

The cumulative staff time required to prepare this report was 80 hours.

B. PURPOSE

1. This report is before the Governance and Policy Committee as it is part of the cyclical policy review.

C. BACKGROUND

1. The Catholic School Parent Councils Policy (S.10) was first approved on November 19, 1981.
2. The last amendment to the policy was on February 24, 2016.
3. An initial draft policy report was brought forward to this committee on September 10, 2019.
4. Further consultation with stakeholders on draft Regulations 1, 3, 4 and 6 took place on December 3rd to December 13th, 2019.
5. Consultation on the draft policy took place on January 20, 2020 at the regular Catholic Parent Involvement Committee meeting.
6. Further input was received.
7. Changes to the policy reflect current legislation and practices.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The policy has been revised and informed in consultation with Legal Services, the Catholic Parent Involvement Committee (CPIC), the Ontario Association for Parents in Catholic Education – Toronto (OAPCE), TCDSB’s Catholic Parent School Councils (CSPC), TCDSB administrators and with the parent/guardian community. (**Appendix A**)

2. The policy has been further updated in compliance with new procedures and policy related to procurement and reporting of budgets.
3. The TCDSB By-laws for Catholic School Parent Councils is found in **Appendix B**.
4. “Guidelines For School Accounts and Catholic School Parent Councils” is the reference for these updates, and is found in **Appendix C**.
5. **Appendix D** offers a summary of the consultation that took place in December 2019 regarding key aspects of the proposed revision in accordance with direction from the September 10, 2019 meeting of the Governance and Policy Committee.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by the Director with the support of the Superintendent of Parent Engagement, and reported on the Annual Catholic Schools Parent Council Metrics Report.

Further reports will be brought to the Board in accordance with the policy review schedule.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The updated policy, and accompanying appendices, as approved will be posted on the TCDSB policy register.
2. Principals will be informed of changes to this policy at K-12 meetings.
3. CPIC, OPACE and CSPCs will be informed of changes through their regular meetings.

G. STAFF RECOMMENDATION

1. That the revised Catholic School Parent Councils (S.10) Policy in **Appendix A** be adopted.

2. That Appendices B and C of this report to the policy be approved and any further changes to the appendices be created through collaboration with staff, CPIC and OAPCE – Toronto.

POLICY SECTION: **Schools**

SUB-SECTION:

POLICY NAME: **Catholic School Parent Councils**POLICY NO: **S.10****Date Approved:**

April 22, 2015

Date of Next Review:~~2019~~**2024****Dates of Amendments:**November 19, 1981; October 20, 1983; November 16, 1992; June 20, 1996; June 14, 2001; February 19, 2015; **April 22, 2015**; February 24, 2016**Cross References:**

Reg. 298 - Operation of Schools – General

Reg. 612 - School Councils **and Parent Involvement Committees***School Councils – A Guide for Members*, 2001, **Revised 2002**, Ontario Ministry of Education

H.M. 14 - Harassment and Discrimination Policy and The Respectful Workplace

H.M. 19 - Conflict Resolution Policy

H.M. 24 - Catholic Equity and Inclusive Education Policy**S.A.01 - Admission and Placement of Elementary Pupils****S.S. 09 - Code of Conduct****Appendices: Attachment(s):**

- **Appendix A: TCDSB Catholic School Parent Council By-Laws Template**
- ~~Appendix B: Guidelines for School Accounts and Catholic School Advisory Councils~~
- **Appendix B: TCDSB Guidelines for School Accounts and Catholic School Parent Council Financial Operational Procedures**



POLICY SECTION: Schools

SUB-SECTION:

POLICY NAME: Catholic School Parent Councils

POLICY NO: S.10

Purpose:

This policy provides the regulations by which Catholic School Parent Councils (CSPC) shall operate within the Toronto Catholic District School Board (TCDSB), This is consistent with the Education Act and Ontario Ministry Regulation 612/00.

Scope and Responsibility:

The policy extends to all schools of the Toronto Catholic District School Boards. The director of education is responsible for this policy.

Alignment with MYSP Multi Year Strategic Plan (MYSP):

Living Our Catholic Values

~~Strengthening Public Confidence~~ Enhancing Public Confidence

Fostering Student Achievement and Well-Being

Achieving Excellence in Governance

Providing Stewardship of Resources

Policy:

Through the active participation of parents/guardians, the Catholic School Parent Council of each school in the TCDSB school will, through the active participation of parents will endeavor to improve student achievement and well-being, as well as, and to enhance the accountability of the education system to parents. Each CSPC shall function in an advisory role by making recommendations to the principal of the school and, where necessary, to the board, on any matter in



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accordance with the Education Act, TCDSB policies, and guidelines and operating procedures.

Regulations:

1. The school council at every school shall use the name Catholic School Parent Council (hereafter the CSPC), and will be guided by **and uphold** Catholic values and doctrine. The Chair or at least one of the CSPC Co-Chairs must be Roman Catholic.

a) A person is qualified to be a parent member of the school council if he or she is a parent or a legal guardian of a pupil who is enrolled in the school.

b) The chair or co-chairs are to be parent members.

The CSPC shall not be incorporated.

2. A CSPC may make recommendations to the principal of the school on any matter, and the principal shall consider each recommendation and advise the CSPC of the action taken in response to the recommendation.
3. The principal will act as a resource person to the CSPC and shall assist the Council in obtaining information relevant to the duties and functions of the Council.
4. **The Board, through the** The principal, will provide information and solicit the views of CSPC **with respect to the following matters:** ~~on matters concerning:~~
 - ~~i) student achievement and the School Learning Improvement Plan;~~



POLICY SECTION: Schools

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POLICY NAME: Catholic School Parent Councils

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- ~~ii) annual funding for parent involvement;~~
- ~~iii) the school budget;~~
- ~~iv) school policies and procedures including the code of conduct; and~~
- ~~v) school uniform or dress code.~~
- i) The establishment or amendment of board policies and guidelines, that relate to student achievement or to the accountability of the education systems to parents, including:**
 - a. the conduct of persons in schools;**
 - b. school uniforms and appropriate dress for students in schools;**
 - c. the allocation of funding by the board CSPP(s);**
 - d. the fundraising activities of CSPP(s); and**
 - e. conflict resolution processes for internal CSPP disputes.**
- ~~7. ii) The development of implementation plans for new education initiatives that relate to student achievement or the accountability of the education system to parents, including:~~
 - ~~a. Board action plans, based on the Education Quality and Accountability Office (EQAO) reports on the results of student tests, and the communication of those plans to the public.~~
 - ~~b. The process and criteria applicable to the selection and placement of principals and vice-principals.~~
- 5. The principal of a school may delegate any of his or her powers or duties as a member of CSPP to a vice-principal of the school.
- 6. A CSPP may make recommendations to the Board on any matter, and the Board shall consider each recommendation and advise the CSPP of the action taken in response to the recommendation.
- ~~7. The Board shall solicit the views of CSPPs with respect to:~~



POLICY SECTION: Schools

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- ~~i) the establishment or amendment of Board policies or guidelines;~~
- ~~ii) the development of implementation plans for new initiatives that relate to student achievement or to the accountability of the education system to parents;~~
- ~~iii) Board action plans for improvement based on EQAO reports;~~
- ~~iv) the Principal Profile, to assist in the selection and placement of principals and vice-principals.~~

7. A CSPC may make recommendations to the board's Catholic Parent Involvement Committee (CPIC) on matters relating to:

- a) strategies for parent engagement;
- b) strategies to ensure CSPCs are reflective of the diversity within local school communities;**
- c) identifying and reducing barriers to parent engagement;
- d) creating a welcoming environment for parents; and
- e) strategies for parents to support their child(ren)'s learning at home and at school.

8. The election of parent, **teacher, school employee and student** members of the CSPC will be held within the first 30 **calendar** days of each school year. ~~The minimum number of council members is 7 and parents must form the majority. Other members include school personnel, community representatives and the local pastor. That said, parents shall still be the majority member. On behalf of the CSPC, the principal will communicate information about elections to the parent community of the school at least 14 days prior to the election.~~

9. On behalf of the CSPC, the principal will give written notice of the date, time and location of the elections to every parent of a pupil who is enrolled in the school, at least 14 days before the date of the election of parent members.



POLICY SECTION: **Schools**

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~~9.~~ **10.** The minimum number of council members is 7, and ~~or~~ parents/guardians must form the majority.

11. The composition of the CSPC will be consistent with the Education Act, and will include:

- a) parent members and, where possible, a parent member who has an interest in Special Education;
- b) the local pastor or designate;
- c) the principal of the school;
- d) an employee of the school (other than the principal, vice-principal or any teacher) ~~non-teaching representative~~;
- e) a teacher ~~teaching representative~~;
- f) a community representative;
- g) a parent representative from the Ontario Association of Parents in Catholic Education Toronto (OAPCE Toronto); and
- h) a student (if it is a secondary school or in the case of elementary schools, if the principal determines that a council should include a student)

~~11.~~ **12.** Every effort will be made to ensure that CSPC is representative of the diversity within a school community. ~~where possible.~~

~~10.~~ **13.** There will be **no voting** by proxy ~~votes at Council meetings~~ **at CSPC elections and council meetings.**

~~13.~~ **14.** There must be a minimum of **four** ~~six~~ CSPC meetings **during the school year**, which includes the Annual General Meeting (**AGM**). All CSPC meetings are open to the public in each school year.



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1415. ~~CSPC~~ **Catholic School Parent Councils** ~~may solicit and take into consideration the advice of parents of~~ **shall consult with** students enrolled in the school with regards to matters under consideration by the ~~council~~.

~~15.~~ **16.** All communications from CSPC intended for distribution to parents of children in the school, will be approved by the principal prior to the communication being sent to the intended recipients. **All communications will be made available if/as required in the predominant language(s) spoken in the community.**

~~16.~~ **17.** All Catholic School Parent Councils ~~CSPC~~ shall function and will be governed by **in accordance with** Ontario **Ministry** Regulation 612/00, ~~(found in Operational Procedures in Appendix A~~ **the Catholic School Parent Council By-laws (Appendix A), and by)** **and with the Guidelines for School Accounts and Catholic School Advisory Councils (Appendix B)-**
<https://tcdsbceec.sharepoint.com/teams/Parents-CSPC>.

~~17.~~ **18.** Each CSPC ~~will~~ **shall** adopt the standard TCDSB by-laws (Appendix A) ~~develop a constitution governing,~~ **that are written in accordance with Ontario Ministry Regulation 612/00 and TCDSB policies and procedures, and which will govern** the conduct of its activities, **including:** ~~with the following local must include the following by-laws:~~

- a) a by-law governing election procedures and the filling of vacancies in the membership of the CSPC;
- b) a by-law that establishes rules respecting participation in school council proceedings in cases of conflict of interest;
- c) a by-law that establishes a conflict resolution process for internal Council disputes, consistent with TCDSB Policy H.M.19 (Conflict Resolution) <https://www.tcdsb.org/FORPARENTS/Pages/Conflict-Resolution-Resources.aspx>; ~~CSPC by-laws must be distributed and verified each year at the Annual General Meeting ;~~



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- d) a by-law that establishes a process for the governance of Catholic School Parent Councils and its affairs;
- e) the number of elected parent members (Article V, S. 5.1);
- f) the number of community representatives (Article V, S. 5.2);
- g) the number of meetings that a member can miss (Article VII, S. 7.2); and
- h) amendments and/or additions to standing committees (Article XII).

~~19. (iii) 19.~~ **Catholic School Parent Councils'** by-laws must be distributed and verified each year at the **Annual General Meeting** (AGM).

~~18. Per Regulation 17 ii) 20.~~ No member of the school parent council **CSPC** will participate in proceedings if they **he/she** has a conflict of interest.

~~19. 21.~~ All funds collected by CSPCs shall be retained at the school for preparation and deposit to a CSPC account.

~~20. 22.~~ **Catholic School Parent Councils** may maintain a bank account, separate from the school account, under the name, of the **(Name of School) CSPC**.

~~21. 23.~~ The CSPC may engage in fundraising activities related to charitable, humanitarian, educational or services consistent with the tenets of Catholicism. All fundraising must be carried out under the jurisdiction and supervision of the principal, and will be governed by TCDSB policies ~~S.M.04~~ Fund Raising in Schools Policy, S.M. 04, and **by** ~~F.P.04~~ Purchasing Policy ~~F.P.01~~ (<https://www.tcdsb.org/Board/Policies/Pages/Default.aspx>). All funds raised will **must** be reported to the parent community.

~~22. 24.~~ ~~Per legislation~~ An annual report **on the CSPC's activities** will be submitted



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by May **31st** of every year to the principal, **the board** and **to the** local trustee. Trustees ~~will determine if this should be shared with the board.~~ The annual report will be posted to the **school's portal page** website.

23. ~~25.~~ **CSPC Catholic School Parent Councils** shall create **take** minutes of all its meetings and **keep** records of all its financial transactions. ~~and retain those records for a minimum of four years.~~ The principal will retain these minutes and records **for a minimum period of seven years** and **will** make them available at the school **for examination without charge to any person.** ~~for examination without charge for any member of the Catholic community~~

24. ~~26.~~ **The TCDSB Catholic School Parent Council By-Laws Template Operational Procedures and TCDSB Guidelines for School Accounts and Catholic School Parent Councils** ~~Financial Procedures~~ provided will govern the respective activities of Catholic School Parent Councils of the TCDSB.

Evaluation and Metrics:

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

1. 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.
2. **The Parent Engagement Department, in consultation with the Catholic Parent Involvement Committee (CPIC) and the Ontario Association of Parents in Catholic Education –Toronto (OAPCE), will prepare a CSPC**



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Policy Metric Report on an annual basis, to assess the effectiveness of parent engagement strategies in consideration of the Multi Year Strategic Plan (MYSP).

~~2.~~ **3** The utilization of parent engagement funds, such as **the** Parent Involvement **Committee (PIC)** funds Grant and **the** Parent Reaching Out (PRO) Grant, **if applicable**, will be monitored.

Appendix A : TCDSB Catholic School Parent Council By-Laws

Article I - Name of the organization

The name shall be **(Your School's Name) Catholic School Parent Council** herein referred to as **'The Council'**

Article II - Purpose of the Organization

In the spirit of the Mission and Vision Statements of the Toronto Catholic District School Board, the Catholic School Parent Council shall function in an advisory role to enrich, enhance and improve student education and achievement. As well, the Council will enhance the accountability of the education system to parents by making recommendations to the Principal and, where appropriate, the Board on any matter in accordance with the Education Act and the Policies, Guidelines and Operating Procedures of the Board.

Article III - Definitions

For the purposes of these By-Laws, the following definitions shall apply:

"AGM" shall refer to the Annual General Meeting.

"Board" shall refer to the Toronto Catholic District School Board.

"CSPC" shall refer to Catholic School Parent Council.

"Ex officio" means "by virtue of the office" and refers to persons who are members of the Council by virtue of another position or office they hold.

"School" shall refer to **(Insert School's Name) Catholic School**.

"The Council" shall refer to the elected, appointed and ex officio members of the Catholic School Parent Council of **(Insert School's Name) School**.

"The Catholic School Community" shall include the following:

The parent/guardians of students enrolled in the school;

The school staff, including teaching and non-teaching personnel;

The Pastor and the Parish designate;

The school trustee;

The students;

All Catholic school ratepayers within the area serviced by the school.

Business and/or community organizations, which The Council may recognize for specific purposes.

"Parent" means a natural or adoptive parent and includes a legal guardian who has lawful custody of a child.

"Pastor" refers to the recognized parish priest and can be the pastor, associate priest or curate.

"Quorum" shall refer to the minimum number of voting members required to be present for a meeting to be held. That number would consist of the majority of voting members.

Article IV - Membership

All members of 'The Council' shall be elected or appointed in accordance with the elections procedures in this document. The Council shall endeavor to have its membership reflect the diversity of the school community.

Article V- Composition of the Council

The elected or appointed members shall carry out the business of The Council on behalf of the Catholic school community. The minimum number of council members is seven (7) and/or parents must form the majority.

5.1 Elected Voting Members

Such members shall be:

- Parent members, which are parents/guardians of students enrolled in the school, elected by parents/guardians in such numbers as to form the majority of The Council. The number of elected parent members will be **(insert the number of elected parents)**. One parent member, where possible will have an interest in Special Education.
- A teacher, elected by teachers employed at the school.
- An employee of the school, other than the principal, vice-principal and teacher (i.e., non-teaching staff representative), to be elected by persons other than the principal, vice-principal and teachers.
- In a secondary school without a student council, a student representative will be elected by the students in the school in an election held for that purpose.

5.2 Appointed Voting Members

Such members shall be:

- The Pastor or parish designate.
- **(Insert the number)** community representatives to represent segments of the Catholic school community not represented.
- One person appointed by The Council to act as liaison with the Ontario Association of Parents in Catholic Education (OAPCE T.O.).
- One person, where possible, appointed by The Council who has a special interest in special education.
- In a secondary school with a student council, a student represented will be appointed by the student council.

- In an elementary school, a student appointed by the principal of the school, if the principal determines , after consulting with other members of the school council, that the council should include a pupil.

5.3 Non-Voting Ex Officio Members

Such members shall be:

- The principal or vice-principal of the school.
- The TCDSB trustee for the school.
- The school's superintendent of education who shall have standing at Catholic School Parent Council meetings for the purposes of updating the council on relevant matters, and/or to act as a resource, as required.

5.4 The Role and Responsibility of The Council

The Catholic School Parent Council shall:

- Represent the best interests of all students.
- Maintain ethical standards and set ground rules of respect for all meetings.
- Be informed and familiar with TCDSB policies and develop an understanding of how the policies impact the school community.
- Keep the school community informed of The Council's work, such as: meetings dates and minutes, committee work, news and survey result.
- Seek to involve the entire the school community in an equitable manner through a variety of mediums, including for example, questionnaires, informal discussions or topic-specific meetings.
- Actively and accurately, represent the views of the school community.
- Encourage and promote parental engagement and support.

5.5 The Role and Responsibility of the Principal

The school principal shall:

- Act as a resource person to The Council and assist The Council in obtaining information relevant to the functions of The Council, including information relating to relevant legislation, regulations and policies.
- Provide information and seek input from The Council, parents and community on major decisions that affect the school.
- Provide contextual information, as requested by The Council, on matters relating to the school.

- Facilitate the establishment of The Council and assist in its operation by:
 - a) Making maintaining and updating local TCDSB CSPC By-Laws , as required.
 - b) Facilitating the annual CSPC elections within the timeline set out by Ontario Regulation 612.
 - c) Updating the CSPC chair/co-chair information on the school portal.
 - d) Giving written notice of the dates, times and locations of council meetings to all parents.
 - e) Working in collaboration with the chair to prepare The Council's meeting agendas.
 - f) Supporting the chair in running efficient council meetings.
 - g) Assisting The Council in posting CSPC meeting agendas and minutes on the school portal.
 - h) Presenting at each council meeting the current balance of all school and CSPC accounts using TCDSB accounting templates.
 - i) Considering each recommendation made by The Council and advising the council of the action taken in response to the recommendation.
- Encourage and support the formation and continuous improvement of The Council.
- Interpret and share results of provincial achievement tests.
- Enable The Council to provide input into the school's learning plan, safe school plan, policies and budget.

Article VI - Election and Appointment Procedures

6.1 General Procedures

- All elections shall occur within the first thirty (30) days of each school year.
- Voting shall be by secret ballot. There shall be no proxies.
- Each participant eligible to vote may vote for a number of candidates equal to the total number of eligible positions (vancancies) on the Council. A ballot with more than this number shall be a spoiled ballot and shall not be counted.
- Names of the candidates shall appear on the ballot as they were submitted on the standard TCDSB nomination form.
- The order in which candidates' names appear on the ballot shall be determined by a random draw.
- Voting shall be by secret ballot. There shall be no proxies.
- All ties on the ballot shall be determined by a random draw.
- If there are fewer candidates than the total number of eligible positions, all qualified candidates who have submitted their standard TCDSB nomination forms shall be acclaimed.
- In consultation with the principal. The Council shall strike a School Election Committee, in May, to plan the election process, to gather nominations, and to run the

election. No candidate standing for election, or the spouse of anyone standing for election, shall be a member of this election committee. The committee should have representation from parent, teaching staff, non-teaching staff and students members.

- The Election Planning Committee shall:
 - i) Notify the school community of election procedures, election date(s), location, and time, at least fourteen days in advance of the election.
 - ii) Work with the principal to ensure the standard TCDSB nomination forms are sent home with the students. Ensure the election date(s), location and time are posted on the CSPC bulletin board.
 - iii) Ensure that candidate profiles submitted with the nomination forms for all candidates are available to the electorate at least one week before the election.
 - iv) Conduct the election
 - v) Count the ballots.
 - vi) Ensure to every extent possible any barriers to participation in the election are removed.
 - vii) Help the principal notify all candidates of the results. Announce only:
 - the names of those elected;
 - the total number of ballots cast; and
 - the total number of spoiled ballots.
- The election committee will resolve appeals related to The Council's election process or results. If the committee is unable to resolve an appeal, the principal and the chair of the out-going council shall jointly make a ruling.

6.2 Election of Parent Members

- Each parent of a student enrolled in the school shall be entitled to one vote of each vacant parent membership position on The Council.
- Employees of the Board who work at the school where their children attend, cannot be a parent member or a community representative on The Council.
- Employees of the Board who do not work at the school must have disclosed their employment on their parent member nomination form or informed The Council of their employment before being elected as a parent member or appointed as a community representative.
- Each parent seeking elections as a parent member must have a child registered at the school, and must declare if he or she is employed by the Board.

6.3 Election of the Staff and Student Representatives

- The principal, in consultation with the election committee, will make the necessary arrangements for the election of the teaching staff representative. Anyone assigned to the teaching staff of the school (full or part-time) other than the principal or a vice-

principal may be a candidate.

- The principal, in consultation with the election committee, will make the necessary arrangements for the election of the non-teaching staff representative. Anyone who forms part of the non-teaching staff of the school (full or part-time), excluding the principal or vice-principal, may be a candidate.
- If the school has a student council, it will appoint a student representative to The Council. Otherwise, the principal, in consultation with the election committee, will make the necessary arrangements for the election of a student representative.

6.4 Selection of Community Representatives:

- All appointments of community representatives to the school council are to be made by majority vote at the first regular meeting of the new school council members.
- Employees of the Board cannot be appointed as a community representative unless:
 - i) he/she is not employed at the same school; and
 - ii) the other members of the school council are informed of the person's employment before the appointment.

Article VII - Term of Office

The term of an elected or appointed member of The Council is one year.

7.1 Vacancies

- No vacancy in the membership of the CSPC shall prevent The Council from exercising its authority.
- Vacancies in the membership of The Council shall be filled by election or appointment.
- The School Council Election Committee, through a review of the most recent election records, and based on other considerations such as time in the year, attendance of other parents at CSPC meetings, and new parents enrolling their children at the school may recommend that:
 - a) a suitable candidate should be considered for appointment to The Council; or
 - b) a by-election should be held.
- The CSPC, having considered the report of the School Council Election Committee shall, in its sole discretion resolve by motion either to appoint replacement members, or to proceed with an election per Article VI.

7.2 Discipline of Members

- The Council shall have the authority to suspend or expel any member from The Council for any one or more of the following grounds:

- i) Missing more than **(Insert number)** consecutive meetings.
- ii) Willfully violating any provision of the articles, by-laws, or written policies of The Council or of the Toronto Catholic District School Board.
- iii) Carrying out any conduct that may be detrimental to The Council as determined by The Council in its sole discretion.
- iv) Persistent improper conduct at a meeting, seriously disrupting a meeting of The Council, refusing to comply with the policies of The Council or the Toronto Catholic District School Board, using offensive language, failing to come to order when instructed by the chair or co-chairs of the Council, or for making any persistent disorderly noise or disturbance.
- v) Serious misconduct or dishonesty.
- vi) For any other reason that The Council in its sole and absolute discretion considers to be reasonable, having regard to the purpose of The Council.

- A member may be suspended or expelled only on the affirmative vote of 2/3 of all Council members. The member whose conduct is under consideration may vote on such a question.
- In the event that, The Council votes that a member should be expelled or suspended from membership in The Council, the chair, or such other officer as may be designated by the Council, shall provide notice of consideration of the suspension or expulsion to the member and shall provide reasons for the proposed suspension or expulsion within ten (10) days of the vote of The Council. The member may make written submissions to the chair, or such other officer as may be designated by The Council, in response to the notice received within such ten (10) day period. In the event that no written submissions are received by the chair, the chair, or such other officer as may be designated by The Council, may proceed to notify the member that the member is suspended or expelled from membership in The Council. If written submissions are received in accordance with this section, The Council will consider such submissions in arriving at a final decision and shall notify the member concerning such final decision within a further ten (10) days from the date of receipt of the submissions.
- On appeal by a suspended or expelled member, the suspension or expulsion may be altered or rescinded only on a 2/3 vote of all council members, not including the suspended or expelled member.
- The Council's decision shall be final and binding on the elected member, without any further right of appeal and his or her position will be declared vacant.

7.3 Consultation

The Council shall communicate regularly with parents within the school community to seek the views on matters addressed by The Council, so that the advice and recommendation provided to the principal and the Board is representative of the whole school community.

Article VIII - Executive Officers

The officers of The Council may be chair, secretary and treasurer. However, The Council may choose to have two co-chairs.

8.1 Election of Executive Officers

The executive officers of the CSPC shall be elected by the voting members of the CSPC at the first regular meeting following the AGM. Voting shall be conducted by the Principal and may, at the request of any member, be conducted by secret ballot.

8.2 Chair/Co-Chairs

- The chair, or where applicable, one of the co-chairs shall, when present, preside at all meetings of the CSPC and of its executive.
- It is the responsibility of the chair/co-chairs, in collaboration with the school principal, to provide leadership and direction to The Council and executive officers to ensure that goals, priorities, and procedures of The Council promote Catholic faith and gospel values consistent with the Mission and Vision of the TCDSB.
- The chair and/or co-chairs must be parent members of The Council.
- Employees of the Board may not be chair/co-chairs of The Council.
- The duties of the chair/co-chairs of The Council shall be:
 - i) To be the official spokesperson of The Council.
 - ii) To stay informed about school board policy that impacts The Council.
 - iii) To ensure that the CSPC operating procedures are current and adhered to.
 - iv) To call Council meetings in consultation with the Principal.
 - v) To prepare the agenda for council meetings based on input from the CSPC and in consultation and collaboration with the principal.
 - vi) To chair all meetings of the school council.
 - vii) To, when present, preside at all meetings of the CSPC and of its executive committee.
 - viii) To ensure that the minutes of The Council meetings are recorded and properly maintained.
 - ix) To ensure that the collection of records of all meetings and financial transactions are kept for a minimum of seven years and made available at the school for examination without charge to any person.
 - x) To participate in Board sponsored information and training sessions and share information with the CSPC.

- xi) To communicate regularly with the school principal in an effort to work co-operatively to provide enrichment opportunities and improve student achievement.
- xii) To ensure that there is regular communication with the Catholic school community.
- xiii) To work collaboratively with the members of The Council to prepare and submit an annual written report on the activities of The Council, including fundraising, to the principal and the Board.
- xiv) To consult with senior board staff as required.
- xv) To, upon request, provide the local trustee with copies of the minutes of the meetings.
- xvi) To comply with Ontario Regulation 612, by preparing an annual CSPC report that summarizes the school council's activities, including a financial statement, by May 31st of each year, and providing the principal, the school board and the school's trustee with a copy of the report.
- xvii) To prepare the Annual Report to be presented at the AGM.
- xviii) To carry out other duties as shall be required from time to time.

8.3 Secretary

- The secretary shall keep a record and take minutes of all meetings of The Council and of the executive officers and shall deal with all correspondence or communications directed or required of The Council and the executive.
- In addition, the Secretary shall collaborate with the chair/co-chairs to ensure that all minutes and records of The Council are available at the school for examination by any person.
- The secretary shall perform such other duties as may be required by The Council or the executive officers.
- In the absence of the chair/co-chairs in the event of their inability, the secretary shall assume the duties of the chair or such other duties, as may be, required by The Council or the executive officers.

8.4 Treasurer

- The treasurer shall keep full and accurate accounts for all receipts and disbursements of The Council in accordance with generally accepted accounting principles, and shall be guided by Board Policy SM.04 Fund Raising in schools concerning banking and fund disbursements, in accordance with such requirements as may be imposed by the Board or other relevant authority.
- The Treasurer shall provide at regular meetings of The Council an account of all transactions of The Council, including the financial position.
- The Treasurer shall prepare a full financial statement at least two weeks prior to submission to the principal and the trustee, and, eventually, the Board for May of each year and the Annual General Meeting (AGM) in September.
- The treasurer shall perform such other duties as may be required by The Council or the

executive officers of The Council.

- In the absence of the chair/co-chairs in the event of their inability to serve, the Treasurer shall assume the duties of the chair/co-chairs.

Article IX - Conflict of Interest

Anytime The Council's activity directly or indirectly places the member in a potential conflict of interest, the member shall declare their real or potential conflict of interest and shall not deliberate or vote on any such resolutions where a conflict of interest exists.

Article X- Conflict Resolution

The Board's Conflict Resolution Policy Regulation and Guidelines shall govern conflict resolution between staff and the community and among members of the community at large.

The resolution of disagreements between members of The Council on any issue, for which no specific provision is made in these by-laws, shall be governed by the rules and practices of Roberts Rules of Order. The Council may also contact the Conflict Resolution Department at the TCDSB.

Article XI - Meetings

The Council shall conduct its business at meetings held at the school. Meetings shall be accessible and open to all members of the Catholic school community.

11.1 Annual General Meeting (AGM)

The AGM of The Council shall be held within the first thirty days of the school year. The following business shall be conducted:

- i) Annual Report of chair/co-chairs to the community-at-large;
- ii) Financial reports;
- iii) Resolutions;
- iv) Amendments to the by-laws; and
- v) Election of parents/guardians to The Council (See Article VI of this document).

11.2 The Calendar of Meetings

The elected members of The Council shall meet not less than four (4) times annually, including the AGM.

At the first meeting of the elected council, The Council shall set dates, times, and locations for its meetings for the academic year and ensure that they are communicated to the school community.

11.3 Rules of Order

- i) All decisions of The Council shall be by motions which must be moved, seconded, and stated from the chair prior to any debate.
- ii) A simple majority in favour, unless otherwise stated herein, shall be required. In the event of an equality of votes on any issue, the matter is lost and the motion is not passed.
- iii) All votes will be by show of hands, unless a member requests a secret ballot.
- iv) No member will speak to a question once it has been decided.
- v) The chair/co-chairs shall be privileged to debate all questions on calling another member to the chair.
- vi) If two or more members wish to speak at the same time, the chair shall decide who may speak first.
- vii) A motion shall be put in writing if any member requests it.
- viii) When a member is called to order, he or she will not speak until the chair has made a ruling.
- ix) An appeal to the meeting from the ruling of the chair shall at all times be in order provided that it is seconded by another member. In the event of an appeal, the chair shall say: "The ruling of the chair has been appealed. Is it the will of the meeting that the ruling of the chair shall be the decision of the meeting?" but shall not otherwise speak to the appeal. A 2/3 vote of the members shall be required to overturn the ruling of the chair.
- x) The Council may determine additional rules of order to be used at all meetings of The Council, at the first meeting provided that they are circulated in writing to all of the members of the CSPC.
- xi) The current edition of Robert's Rules of Order (Newly Revised) shall be the authority to decide all questions not provided for in these Rules or adopted per Section 9 (above).

11.4 Quorum

- A quorum is established when:
 - i) a majority of council members are present; and
 - ii) a majority of the members present are parent members.
- No business may be conducted without Quorum, except to set a date and time for the next meeting.
- If a quorum is not possible because of parent vacancies, a quorum shall consist of a simple majority of the remaining membership until such times as the vacancies may be filled.
- The Ex Officio members shall not be counted to establish a quorum.

11.5 Attendance

- All members of The Council are entitled to attend Standing or Special Committee meetings and to participate to the extent permitted by these by-laws.
- All members of the Catholic school community, subject to the Board's policies, may attend all meetings of The Council and participate fully; however, they do not have a vote.

11.7 Notice of Meetings

- The secretary shall provide written notice of the dates, times and locations of Council meetings to every parent in the school community to be placed on the CSPC bulletin board and in the monthly newsletters in the school. The Secretary will co-ordinate with the principal on behalf of The Council to ensure notice is sent home to the parents.
- In collaboration with The Council, the principal shall give written notice of the date, time and location of meetings of The Council to every parent of pupils enrolled in the school. The notice may be given to the parent's child for the delivery to the parent. A notice shall be posted in the school in a place accessible to parents and in monthly newsletters.

Article XII - Committees

12.1 Standing Committees

- The Council may create the following suggested Standing Committees to make recommendations to The Council on matters under study in the current school year:
 - i) Academic Affairs
 - ii) Community Relations
 - iii) Fund Raising
 - iv) Elections/By-laws
 - v) Finance
 - vi) Parent Class Representatives
 - vii) Communications
- The Council shall appoint the chair/co-chairs of each Standing Committee. Members of the Standing Committees may be recruited and appointed by the Standing Committee chair.
- A person not a member of The Council may be a member of a Standing Committee.
- Each committee must have at least one parent member of The Council.
- The work of the committee shall be governed by The Council's by-laws.
- The chair/co-chairs of each Committee shall report on the progress of the committee at regular council meetings.

- The chair/co-chairs of The Council and the principal shall be Ex Officio members of each Standing Committee.

12.2 Special Committees

The Council may strike Special Committees from time to time to meet specific objectives and to make recommendation to The Council. The Council shall appoint the chair/co-chairs of each Special Committee. Members of the committee may be recruited and appointed by the Committee chair subject to the approval of The Council. At least one member of the Special Committee must be a parent member of the Council. A person not a member of The Council may be a member of the Special Committee. Special committees shall cease to exist when they have achieved their mandate or on a decision from the Council.

Article XIII - Financial Matters

13.1 Remuneration

Members of The Council and members of Standing or Special Committees of The Council shall receive no remuneration for execution of their duties to The Council. Reimbursement for approved expenses incurred in the normal course of duty as a member of The Council shall be made in accordance with Board policy when such policy is established.

13.2 Signing Authority

The following people shall be authorized to sign cheques (one person from each of group (i) and (ii) shall sign each cheque:

- i) Two parents on the executive committee of The Council, one of whom must be the treasurer.
- ii) Two staff representatives from the school namely, the principal or designate.

Regardless, either the treasurer or the principal must be one of the two people signing the cheque.

Article XIV - Recommendations to the Principal and the Board

The Council may make recommendations to the principal and where appropriate to the Board on any matter.

When, after consideration and study of the issue, The Council determines it wishes to make a formal recommendation, it shall do so in writing using a format provided by the Board for the purpose or one of its own design. The Council will note the action taken in response to the recommendation.

Article XV- Consultation with the Council

Where the Board or the principal are required to seek the views of The Council in developing and revising policies, The Council shall refer the matter to the appropriate Standing Committee for study and recommendations. In situations where there is no appropriate Standing Committee of The Council, a Special Committee will be established for the purpose of study and recommendations.

In order to consult with the Catholic community effectively, reasonable time and means must be given to allow for communication and consultation at the local level in order to provide a response, which is representative of the views of the community.

Article XVI - Amendments to the Constitution and By-laws

Subject to legislative requirements and/or changes to the *TCDSB Catholic School Parent Council By-Laws* template, amendments to the by-laws will be done in accordance with this article.

Amendments to The Council's by-laws may only be done at the AGM in September of each year. The proposed amendments may be placed on the agenda of the AGM provided; notice in writing of the proposed amendment(s) shall have reached the Secretary or the chair/co-chairs of The Council 20 school days before the A.G.M. The majority of the members constituting quorum must approve amendments and the majority of the members constituting the quorum must be parent members. Copies of amendments shall be distributed to the school community at least ten days before the A.G.M. Defeated amendments may not be re-proposed for one year from the date of the meeting.

The May/June meeting must have time dedicated to prepare amendments to The Council's by-laws in order to be available at the September AGM for a full vote by the parent body.

Article XVII - Incorporation

The Catholic School Parent Council **shall not** incorporate.

Article XVIII - Repeal and Dissolution

18.1 Repeal

Previous by-laws of The Council are hereby repealed and replaced by this by-law and any amendments thereto.

18.2 Dissolution

The Council shall be dissolved and cease to exist in the event that **(Insert School's Name)** ceases to operate as a school.

In the event of dissolution of The Council, the disposal of funds and assets will be in accordance with the direction of members in attendance at a Special General Meeting of The Council called for the purpose of dissolution. Written notice of the purpose of such meeting shall include disclosure of the amounts and assets to be dispersed at such meeting. The notice shall have been sent to all members of the **(Insert School's Name)** Catholic school community at least 14 days prior to the date of the Special General Meeting.

School Name:

Address:

Dated:

TCDSB
Guidelines
For
~~**School Accounts & Catholic School Advisory Councils (CSAC)**~~

Guidelines for School Accounts and CSAC's

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Appendix B: Guidelines for School Accounts and ~~Catholic School Parent Councils~~

~~CSAC~~ **CSPC** Origin, Nature of Role and Purpose

~~CSAC's~~ **Catholic School Parent Councils (CSPC)** evolved from parent councils in the mid to late 1990's in response to the Ministry's attempt to encourage increased parental involvement in our schools. Under the *Education Act*, **Ontario** Regulation 612 (~~Appendix A~~), school boards in Ontario are required to establish a school council for each school within the board. These councils are advisory bodies that make recommendations to the school Principal or the board on any matter.

The *Education Act*, **Ontario** Regulation 612 outlines the Purpose of a ~~CSAC~~ **CSPC**:

- (i) *Through active participation of parents, to improve achievement and to enhance the accountability of the education system to parents.*
- (ii) *Primary means of achieving this purpose is by making recommendations in accordance with this Regulation to the principal of the school and the board that established the council.*

Many school councils perform fundraising activities in the name of the school and as such are required to conform to the appropriate sections of **Regulation 612 to the Education Act** that deal with fundraising issues. **The principal is ultimately responsible for activities related to the school and therefore is responsible for all school council activities.**

Ownership of ~~Catholic School Advisory Council~~ Catholic School Parent Council Funds

The Ministry of Education's document, *School Councils a Guide for Members (2002)*, states that **"School councils should be aware that, because the school Board is corporate entity and the school is not, any funds raised by the school council (and any assets purchased with those funds) belong, legally to the board."** Fundraising for schools by school councils is a partnership between the school, the board and the fundraising group. This document can be viewed at <http://www.edu.gov.on.ca/eng/general/elemsec/council/>.

All fundraising activities and expenditures must be conducted in accordance with Board policies. This is clearly stated in Regulation 612, s. 22 of the Education Act. Under the TCDSB Policy Register, Fundraising in Schools S.M.04 (~~Appendix B~~), all fundraising must be carried out under the jurisdiction and supervision of the principal and may be a joint project with the local ~~Catholic School Advisory Council~~ **Catholic School Parent Council.**

Sources and Uses of School Generated Funds

Funds are generated in schools from a number of different sources and used in a number of different ways. As per *Regulation 612*, these funds are under the direction and control of the school principal.

Categories of School Generated Funds

1. **School generated fees for services, athletics, etc.**
2. **School generated fund raising for charities and /or specific events/initiatives.** In this category schools hold special fundraising drives to either assist a local or well known charity (i.e. Terry Fox Run) or to provide funds to support a specific event in the school, such as an excursion, or to support a specific initiative in the school such as the purchase of playground equipment. In this category, the staff in the school organizes and runs the fundraising activity without the involvement of the ~~CSAC~~ **CSPC**.
3. **~~CSAC~~ **CSPC** generated fund raising for charities and/or specific events/initiatives/activities.** In this category, funds are raised for the same purpose as in **category** # 2 above; however, the direct involvement of the ~~CSAC~~ **CSPC** is evident. This category is identified separately because Board policy S.M.04 requires ~~CSAC~~ **CSPC** involvement in expenditure decisions and disbursements when funds are raised jointly.
4. **Funds raised through a Board wide initiative.** In this category, funds are raised through Board wide initiatives such as a beverage-vending contract.
5. **Funds raised through local school initiatives.** In this category, where approved by the Board, schools raise funds from such things as cafeteria services. Any contracts entered into must conform to Board's purchasing policy.
6. **Funds donated to schools.** This category deals strictly with donations made to a particular school either for a specific purpose or for general use. Such donations may be eligible for a charitable donation tax receipt.

Acceptable and Unacceptable Uses of School Generated Funds

All purchases made using school generated funds must comply with board policy and procedures. Relevant board policies with which to ensure compliance would include the fund raising policy S.M.04, and the board purchasing policy.

Funds raised for a specific purpose must be used for the intended purpose. For example, student activity fees charged for locks, yearbooks and agendas should be used for the purchase of these items. The accounting records must track each category separately

Funds raised for general purpose with no specific intent must be used for school related activities, at the discretion of the school Principal, and as per category 3 above, may require ~~CSAC~~ **CSPC** input.

As a general principle ~~CSAC~~ **CSPC** funds raised in a particular school year should be used to benefit the students in the same year unless they have been earmarked for a specific intent (i.e., the purchase of playground). In this case the carry-forward of funds should be a joint decision of both the principal and ~~the CSAC committee~~ **CSPC**.

A list of unacceptable uses of school generated funds would include:

- Items that are to be purchased from the Board's budget (i.e., textbooks)
- Mileage reimbursements to staff
- Monetary payments to staff for services
- Gifts to staff
- Cell phones for staff
- Out of school parties for staff
- Principal professional membership fees
- Principal/vice principal conference fees

CAUTION

- **Expenditures made from school generated funds that do not directly benefit the students in the school are subject to greater scrutiny and may require further justification.**

i) Roles & Responsibilities of the Principal

- Ensure that the Guidelines/Policies and Regulations relating to school accounts and ~~Catholic School Advisory Councils~~ **Catholic School Parent Councils** are implemented and in compliance with Board policy.
- Required to share budget and school account information (i.e., school block account, school ~~CSAC~~ **CSPC** account, school outside agency account, and school main bank account) with ~~CSAC's~~ **CSPC's** in the interest of accountability and transparency.
- To be the approved signing officer on the school account.
- To be one of the approved signing officers on the ~~CSAC~~ **CSPC** bank account
- Ensure that processes are in place to adequately control the funds within the school including security over cash and records.
- Review, sign and date the annual ~~CSAC~~ **CSPC** financial reports
- Distribute to ~~CSAC~~ **CSPC** committee and members and/or make available the annual financial reports as outlined in the financial reporting requirement section.
- Notify the school superintendent and the senior business official immediately if funds are lost or stolen.
- Ensure that the ~~CSAC~~ **CSPC** chair and treasurer are aware and understand their roles and responsibilities.

ii) **Roles & Responsibilities of ~~CSAC~~ CSPC Chair and Treasurer**

- Work with the principal to ensure that the sources and uses of funds raised comply with Board policy and established guidelines.
- Ensure fundraising activities involving the students and /or the school are in compliance with Board policies and no direct or indirect benefit is derived by a member of the School council.
- Review, sign, and date the annual ~~CSAC~~ CSPC financial reports **and CSPC meeting minutes.**
- Distribute and/or make available the annual ~~CSAC~~ CSPC financial reports as disclosed in the financial reporting requirement section.
- Work with the principal to ensure that processes are in place to adequately control the funds and ensure security over cash and records of the school council.
- Review, sign and date the bank reconciliation and **CSPC meeting minutes** on a monthly basis.
- Ensure that the treasurer presents the financial reports and bank reconciliation at each ~~CSAC~~ CSPC Meetings **meeting in a timely manner.**
- **Record the HST details for rebate purposes.**

Banking Procedures

i) **Authorized Cheque Signatures for ~~CSAC~~ CSPC Accounts**

TCDSB Policy Register S.M.04 Fund Raising in Schools Regulation #6 is very specific:

When fundraising is a joint project with the local ~~Catholic School Advisory Council~~ **Catholic School Parent Council** and/or Student Council, it is understood that the decision making as to the disbursement is also a joint responsibility. The following **people** shall be authorized to sign cheques (one person from each of groups (a) and (b) must sign each cheque):

- a) two parent/student representatives on the Executive Committee of the ~~Catholic School Advisory Council~~ **Catholic School Parent Council**/Student Council – usually the treasurer and the ~~President~~ **chair**;
- b) Two staff representatives from the school, namely the principal and designate. The principal's signature is required on all cheques and only in the absence of the principal will the vice-principal or superintendent sign.

Policy S.M.04 has been formulated around Public Sector Accounting Board (PSAB) guidelines and principals and assumes that ~~CSAC~~ CSPC is under the control and influence of the Board. Furthermore, the Ministry of Education's document, *School Councils a Guide for Members* (2002), states that "School councils should be aware that, because the school board is a corporate entity and the school is not, any funds raised by the school council (and any assets purchased with

those funds) belong, legally, to the board.”

ii) Procedures for School Banking Cheque Signatures

A report was approved at Education Council on March 5, 2007 that revised the procedures for cheque signing in the School Banking system. The following is a summary of the new requirements.

Cheque Amount	Required Signatures
Under \$1,000 \$5, 000	Principal
Over \$1,000 \$5, 000	Principal and Vice Principal or Superintendent Approval Form

Please note that our banks will accept one signature for all cheques including cheques which exceed ~~\$1,000~~ **\$5, 000**. However, as an internal control measure if two signatures are not used, a copy of the cheque and invoice must be forwarded to the school superintendent ~~for their signature~~. ~~After signing the copy of the cheque and invoice~~ The superintendent **will** ~~should~~ return the **approval form** ~~it~~ back to the school to be attached to the original cheque for audit purposes. Scanned documents will suffice.

Please note that school secretaries are no longer authorized to sign cheques for a CSPC or school generated bank account. In most schools the secretary is preparing the deposits, preparing the cheques for signature and preparing the bank reconciliation. By also signing the cheque there is not a clear segregation of duties and this puts both the secretary and principal at risk.

iii) Receipts

- For the security of funds and to protect anyone handling money raised through ~~CSAC~~ **CSPC** activities, all money needs to be counted and kept in the school for prompt deposit into the bank account.
- All money received at the school is to be stored on site in a designated locked and safe location as soon as possible (i.e., same day).
- All money collected is to be deposited intact to the bank account promptly. This means that expenditures must not be paid from the cash collected. The total funds are deposited to the bank account and a cheque is written to pay for expenditure.
- All staff or ~~CSAC~~ **CSPC** members collecting money must complete the attached “Funds Received Form” and forward both to the designated individual for deposit.
- The forms must be filed with bank deposit form.

iv) Disbursements

- All disbursements should be recorded promptly
- All cheques require 2 signatures (see authorized cheque signatures above)
- Pre-signing of cheques is not permitted. Signature stamps are not permitted.
- Payments should only be made upon the presentation of an invoice, receipts or other appropriate supporting documentation.
- Cheques made payable to cash is not permitted.

CAUTION

- Deviation from the above guidelines will leave the school and ~~CSAC~~ **CSPC** vulnerable to potential problems. The need to have guidelines in place is often not recognized until something goes wrong.
- The goal is to have controls that ensure money is handled appropriately, that staff are protected and that records are accurate, up to date and useful. The controls are only as good as their enforcement.

Financial Reporting Requirements

To enable the ~~CSAC~~ **CSPC** to manage and monitor school council funds and fundraising activities, current financial information is required. To achieve this goal, monthly reports outlining the sources and uses of the funds and the current financial position of the ~~CSAC~~ **CSPC** are required.

The fiscal year for ~~CSAC~~ **CSPC** Councils is ~~September 1 to August 31~~ **June 1 to May 31st** of the following year. ~~This is the same as the boards' fiscal year prescribed by the Province of Ontario in order to meet the Principal's reporting responsibilities as outlined in the Ontario Regulation 612.~~ Annual financial reports shall reflect the activities undertaken during this timeframe. Sample budget, monthly and yearly financial recording templates can be found at <https://tcdsbcec.sharepoint.com/teams/Parents-CSPC>

~~Appendix C contains samples of Annual Report/Financial Statements~~

Monthly Reports should include:

~~i) A Treasurer's Report containing:~~

- ~~• Opening Balance in records (should equal last months closing balance);~~
- ~~• Deposits made during the month;~~
- ~~• Cheques issued or any other changes to the account during the period; and~~
- ~~• Closing Balance in records (The following month opening balance).~~

ii) ~~A Bank Reconciliation containing:~~

- ~~• The bank balance on the bank statement;~~
- ~~• Plus outstanding deposits, including details of deposits;~~
- ~~• Less outstanding cheques, including a detailed listing of all cheques; and~~
- ~~• The balance shown in the Treasurer's records.~~

Annual - Budget

1. A Treasurer's Budget

- Opening balance (Same as previous year's closing balance)
- Planned revenue activities (Funds Collection)
- Planned expense activities (Funds Disbursements)
- Planned funds surplus
- Due at the start of the school year

Monthly Financial Reports

1. A Treasurer's Report

- Opening balance (Same as the previous month's closing balance)
- Revenue received (Funds Collected)
- Expense paid (Funds Disbursed)
- Closing available balance
- Copy to be included in the monthly minutes

2. A Bank reconciliation

- The bank balance on the bank statement
- Identifying outstanding deposits, including details of deposits
- Less outstanding cheques, including a detailed listing of all cheques
- The balance shown in the treasurer's records
- Copy to be included in the monthly minutes

Yearly Financial Reports

1. A Treasurer's report to the Board and to the Principal

- Opening balance (June 1st)
- Revenue received (Funds Collected between Jun 1st and May 31st)
- Expense paid (Funds Disbursed between Jun 1st and May 31st)
- Funds committed but not yet paid
- Closing balance (May 31st)

It must be noted in the ~~CSAC~~ CSPC meeting minutes that the treasurer's report has been received

and approved.

Regulation 612, s. 24, School councils states that “**every school council shall annually submit a written report on its activities to the principal of the school and to the board**”. It further states “**If the school council; engages in fundraising activities, the annual report shall include a report on these activities.**” This annual report should be the sum of the monthly treasurer’s reports received by the council ending on ~~August 31~~ **May 31st**.

Financial Review/Audit

Regular reviews/audits of ~~CSAC~~ CSPC financial records help to ensure compliance with the TCDSB policies and procedures. A review/audit is an independent examination of specified activities, which is used to assist management in the assessment of whether the organizations plans are carried out; policies and procedures are observed; and accounting is accurate for assets, liabilities, revenues and expenses and reporting is done on a timely basis.

Scope of Review/Audit

The scope of the review/audit includes:

- Evaluate the adequacy and application of financial and other operating controls;
- Review compliance with related Board policies;
- Evaluate the timeliness, accuracy, and usefulness of the school’s records and reports;
- Ensure that the ~~CSAC~~ **CSPC** funds are properly accounted for and safeguarded from loss; and
- Comment on the extent to which funds raised are used efficiently, effectively, and for the purpose stated prior to the funds being raised.

Review/Audit

The review audit consists of the following elements:

- A meeting with the school principal, ~~CSAC~~ **CSPC** chair and **CSPC** ~~CSAC~~ treasurer
- Gathering of relevant records from the school, banking institutions and ~~CSAC~~ **CSPC**
- Examination of financial records
- Preparation of review/audit report outlining the findings and results of the review/audit

~~CSAC~~ CSPC Record Retention

Regulation 612, s. 16, states that “(1) a school council shall keep minutes of its meetings and records of all its financial transactions.” It goes on to state **that** “(2) the minutes and records shall be available at school for examination without charge by any person.”

As a matter of consistency with other financial record retention requirements, all records

are to be maintained on board premises for a period of seven years.

Issue:

- The Board recognizes the hard work and long hours ~~CSAC~~ **CSPC** volunteers put in to achieve their goals. Volunteers have expressed a concern that they be able to work out of their homes and create their own hours to balance their volunteer activities with family and work responsibilities.
- The Board must also maintain custody of the documentation that supports our reports to the community and the year over year continuity from one ~~CSAC~~ **CSPC** executive to the next or from one principal to the next

Recommendation

In the interest of supporting both the volunteers and the Board's responsibilities the following guidelines should be considered:

1. The ~~CSAC~~ treasurer should be able to work from home in the preparation of ~~CSAC~~ **CSPC** financial records. At some point, interim reports will be prepared and bank statements and accounts will be reconciled. At this point the historical records and analysis that supports this work must be filed and stored at the school for future reference and audit. The Principal, in consultation with the ~~CSAC~~ **CSPC** executive, should have the final say as to what the reasonable time periods should be. As a guideline, the maximum period for an un-reconciled account must not exceed 3 months.
2. All ~~CSAC~~ **CSPC** financial documents including blank cheques and bank books must be stored at the school when it closes for the summer, usually mid-July. **There should be no petty cash.** All ~~petty~~ cash and cash receipts should be deposited in the bank account and there should be no purchase activity from the account until the school opens in the fall.
3. The Board's external auditors and the Finance Department will select 15-20 locations each year to audit their school banking, ~~CSAC~~ **CSPC** and nutrition accounts. If your school is selected, all relevant financial documentation must be brought to the school on the agreed upon date for the visit.
4. If for any reason the historical records need to be removed from the premises then the principal should be aware of this fact and should have a timetable for their return. This may be done using a sign out system or any other method the principal feels is appropriate to remain accountable.

Change in School Principal/ CSAC CSPC Chair/ CSAC CSPC Treasurer

Changes in principal and CSAC CSPC members at schools are frequent and should not impact on the day to day administration of the school generated funds.

In order to ensure that when the principal changes or when there are changes in the CSAC CSPC chair and/or treasurer, basic information is transferred to the new principal/staff, the following form should be completed:

- The accompanying form is to be completed by the exiting principal and CSAC CSPC treasurer.
- The new principal or the new CSAC CSPC Treasurer should verify its accuracy. Any discrepancies should be clearly identified.
- The new principal should arrange for the signing authorities to be updated with the financial institution.

Cash Donations

Please note that CSAC CSPC can not issue tax receipts. They are not registered charities.

The Toronto Catholic District School Board (TCDSB), which is a charitable organization, accepts donations that are used for educational purposes (i.e., board programs, school-raised funds etc.). The donation cannot be reverted back to an organization or individual outside of the Toronto Catholic District School Board (e.g., CSAC CSPC, Alumni Associations etc.).

A donation (gift) is a voluntary transfer of property without valuable consideration. Generally a gift is made if all three conditions listed below are satisfied:

- Some property - usually cash – is transferred by a donor to a registered charity;
- The transfer is voluntary; and
- The transfer is made without expectation of return. No benefit of any kind may be provided to the donor or to anyone designated by the donor.

Tax receipts are issued for the donations subject to all applicable income tax laws, regulations. Interpretation bulletins, brochures and guides, and newsletters under the Canada Revenue Agency (“CRA”).

The preferred method of making a donation is using “Making a Donation” on KEV. Using this method offers schools the many advantages.

1. It is convenient and easy to use

- **Anyone can secure donations 24/7 from the comfort of their home using various payment methods**

2. It is student safe and it reduces risk

- Children will not have to carry cash or a signed cheque to school
- Reduces risks associated with cash handling

3. Tax receipts

- Tax receipts are issued automatically directly to the donor and may be reprinted
- No minimum required to receive a tax receipt

4. Saves Time

- No school involvement in the process
- Board electronically transfer donation funds directly to the account identified by the donor

Tax receipts will only be issued for individual donations of ~~\$25.00~~ **\$10.00** or more. Cash donations must be in the form of a cheque made payable to TCDSB, except when there is more than one donor. **If there is more than one donor**, it is then best to have the cheques made payable to the school **and** deposited in the school bank account. **Then, the school submits** and then one cheque for the total amount ~~be submitted~~ to the Board, accompanied by an electronic excel spreadsheet outlining the donor's name, address and amount of donation.

~~You may also donate through CANADA HELPS. (See section below).~~

If a ~~CSAC~~ **CSPC** wishes to provide a tax receipt for a donor, **the council** ~~they~~ should follow the **same** procedures above. A cheque and electronic spreadsheet should be submitted to the Board. Reference should be made to the ~~CSAC~~ **CSPC**. The donation will then be deposited into the revenue cost centre for the applicable school (either Outside Agency or ~~CSAC~~ **CSPC**). The school may then use the related expenditure cost centre to make purchases against the revenue received. The cheque should be sent directly to the Toronto Catholic District School Board, 80 Sheppard Avenue East, Toronto, On, M2N 6E9, Attention: ~~Chris McRae~~, Finance Department.

The Finance Department issues an official tax receipt, with a thank you acknowledgement, and mails it out to the donor, unless there are numerous donations and then the official receipts and acknowledgements will be returned to the school for mailing.

Funds may be accessed by:

- a. A SAP purchase order to purchase an item through the board; or
- b. A cheque requisition signed by the principal made payable to the school for reimbursement of an item purchased (original invoice must be attached to cheque requisition).

CANADA HELPS

~~Canada Helps is an online donation portal that facilitates the donation process at very little cost. Canada Helps provides the secure on-line link to take a donation; they provide the means to use a credit card; they deposit the funds into the Board's bank account within days; they issue an electronic charitable tax receipt to the donor and they provide a downloadable reporting structure that can be distributed to each school. Canada Helps deducts 3% of the money collected which is used to offset the processing fees for credit cards. There are no other fixed or hidden fees for using the service. For more information you can visit their website at www.canadahelps.org.~~

~~*IMPORTANT*~~

~~Before you direct donors to the webpage you must request the Finance Department to set up your school as a selection on the "Fund/Designation" screen. After your school has been set up you must instruct your donors to select your school from the "Fund/Designation" screen. If they do not specify the school then the donation will be recorded as a general donation to the Board.~~

~~The process will work as follows:~~

- ~~1. — The school must be registered as a choice under the "Fund/Designation" screen on the Canada Helps TCDSB website. You must request the Finance Department to complete this step.~~
- ~~2. — You may solicit donations from your community by asking them to visit the website. The Canada Helps website can also be accessed from the TCDSB website by selecting the "Donate Now" button which will redirect you to the TCDSB selection on the Canada Helps website.~~
- ~~3. — The donor will select the school or fund that they wish to direct their donation and will pay for this on-line using their credit card.~~
- ~~4. — The donor will be issued a printable tax receipt immediately by email.~~
- ~~5. — The money collected will be transferred to the schools Outside Agency account at the end of each month. On a twice monthly basis the Finance Department will distribute a report to each school itemizing each donor and amount. This will facilitate timely recognition where necessary.~~

~~This represents another option for collecting donations requiring tax receipts and reduces effort. You may still collect cash donations and send them to the Finance Department for receipts~~

Crime Insurance

School councils are involved in fundraising for their schools and collect a great deal of money. The question has come up regarding insurance coverage if those funds were to be stolen or disappear from the school. School boards purchase crime insurance to cover the board's losses of money and securities. Coverage would only be extended to monies owned by the CSAC **CSPC**'s

in situations where the school and/or board are holding the funds in trust. In order to be considered “held in trust”, funds need to be in the care, custody and control of the principal or secretary.

- **Example 1**

The school council has a bake sale and generated \$2,000. The money is given to the school secretary on Friday to put in the school safe to hold over the weekend. When the secretary goes to retrieve the funds on Monday, she finds that the money is missing. A claim is forwarded to the Board’s insurance provider and paid subject to the deductible amount because the funds were held in trust by the school.

- **Example 2**

Same scenario as above except that the school council member takes the \$2,000 and makes their way to the bank to make a deposit. The council member has the money stolen from their vehicle on their way to the bank. In this situation, coverage would not be extended as the funds are no longer held in trust by the school and/or board.

Recommendation

To maximize crime insurance coverage, funds should be stored securely at the school location under the care, custody and control of the school principal or school secretary wherever possible and financial records must be in place to support any loss claim.

Liability Insurance

The Board’s liability insurance coverage for events held away from Board property is the same as the coverage for events held on Board property provided that the event is authorized/approved by the principal of the corresponding school.

OSBIE’s Board Liability coverage is ~~\$20~~ **\$27** million per occurrence with no deductible and also includes coverage for volunteers.

Requests for a Certificate of Insurance or for a Confirmation of Coverage Certificate

- Many outside facilities will request proof that adequate insurance is in place before they will allow a group to occupy their premises.
- These certificates can be obtained from the Finance/Risk Management Department and are usually available within two days.

Supplemental ~~CSAC~~ **CSPC Liability Insurance**

Supplemental liability insurance for ~~CSAC’s~~ **CSPC** may be purchased at their own expense through the Board’s insurer (OSBIE). This insurance would be purchased only where in the out of the ordinary situation that ~~CSAC~~ **CSPC** activities will be undertaken that are not typically considered normal educational activities and are not endorsed or approved by the principal of the

school. This insurance will only be made available at the beginning of each school year and if the ~~CSAC~~ ~~CSPC~~ decides later in the year that they would like to purchase supplemental insurance then they will unfortunately be required to find their own source.

Ministry of Education -Parent Involvement ~~Committee~~ (PIC) Funding

The Ministry of Education has made the goal of increasing parental involvement in education a key strategy towards improving student achievement. To support this strategy, the Ministry continues to provide school councils with \$500 base funding from the Grants for Student Needs (GSN) school boards receive every year. This allocation is intended to assist school council's communication and engagement activities with parents and their local school community.

Typical activities listed by the Ministry that may be funded as part of this base allocation include the following:

- Broadening the number of school events that include parents and the number of parents who attend;
- Diversification of communication tools (e.g., translation of existing materials) to meet the varied needs of parents.

The ~~Parent Involvement~~ **PIC** funds are provided to the school councils on an annual basis (Ministry funding permitting) through the ~~CSAC~~ ~~CSPC~~ account (CC Loc 333) with the Toronto Catholic District School Board's financial system. Funds can be expended by following established purchasing procedures and/or submitting cheque requisitions with appropriate back-up and signatures for payment processing. The school council is responsible for keeping records, receipts and submitting an annual report detailing how the \$500 base funds were expended in each school year, as prescribed by the Ministry of Education.

APPENDIX D : Catholic School Parent Council Policy S. 10 - Additional Consultation**Consultation Process**

There were two components to the additional consultation in December 2019.

- a) Focus Group (December 3, 2019): Five facilitated tables at the CEC
- b) Online Survey (December 4-15, 2019): 136 parents responded

Results

Data from the focus group session and the online survey are summarized below. Not all participants responded to all questions. The percentages are based on the number of participants who responded to each individual question. Results from both consultation processes should be considered; however, the methods differ with regard to anonymity and confidentiality.

Current Policy: Regulation 1

The school council at every school shall use the name Catholic School Parent Council (hereafter the CSPC), and will be guided by Catholic values and doctrine. The Chair or at least one of the CSPC Co-Chairs must be Roman Catholic.

Proposed Revision:

- i. A person is qualified to be a parent member of the school council if he or she is a parent or a legal guardian of a pupil who is enrolled in the school.
- ii. The chair or co-chairs are to be parent members.

Do you agree with the proposed revisions?

Focus Group (December 3, 2019 – CEC)			Online Survey (December 4-15, 2019)		
Agreed/Disagreed	Frequency	Percent	Agreed/Disagreed	Frequency	Percent
Yes	15	43.1%	Yes	103	76.3%
No	29	65.9%	No	32	23.7%
Total	44	100.0%	Total	136	100.0%

Additional Comments Summary: (Total comments: 57). Of those who provided comments, about half believe the chair should be Catholic and about 20% believe that non-Catholics can positively affect the school as chair. Other comments included upholding Catholic values and giving consideration when no Catholic candidates run for the position. There was also mention of constitutional and political ramifications.

Current Policy: Regulation 3

The principal will act as a resource person to the CSPC and shall assist the Council in obtaining information relevant to the duties and functions of the Council.

Proposed Revision: None

Do you agree with this regulation?

Focus Group (December 3, 2019 – CEC)			Online Survey (December 4-15, 2019)		
Agreed/Disagreed	Frequency	Percent	Agreed/Disagreed	Frequency	Percent
Yes	33	100.0%	Yes	132	98.5%
No	0	0.0%	No	2	1.5%
Total	33	100.0%	Total	134	100.0%

Additional Comments Summary: (Total comments: 15). Of those who provided comments, about half responded that principals should work more closely with councils. Other comments included need for participation at information sessions and mentoring.

Current Policy: Regulation 4

The principal, will provide information and solicit the views of CSPC on matters concerning:

- i. student achievement and the School Learning Improvement Plan;
- ii. annual funding for parent involvement;
- iii. the school budget;
- iv. school policies and procedures including the code of conduct; and
- v. school uniform or dress code.

Proposed Revision: The Board, through the principal, will provide information and solicit the views of CSPC with respect to the following matters:

- i) The establishment or amendment of board policies and guidelines that relate to student achievement or to the accountability of the education systems to parents, including:
 - a. Policies and guidelines with respect to the conduct of persons in schools;
 - b. Policies and guidelines respecting school uniforms and appropriate dress for students in schools;
 - c. Policies and guidelines respecting the allocation of funding by the Board CSPC(s);
 - d. Policies and guidelines respecting the fundraising activities of CSPC(s);
 - e. Policies and guidelines respecting conflict resolution processes for internal CSPC disputes; and
 - f. Policies and guidelines respecting reimbursement by the Board for expenses incurred by members and officers of CSPCs
- ii) The development of implementation plans for new education initiatives that relate to student achievement or the accountability of the education system to parents including:
 - a. Board action plans for improvement, based on the Education Quality and Accountability Office (EQAO) reports on the results of student tests, and the communication of those plans to the public.
 - b. The process and criteria applicable to the selection and placement of principals and vice-principals.

Do you agree with the proposed revisions?

Focus Group (December 3, 2019 – CEC)			Online Survey (December 4-15, 2019)		
Agreed/Disagreed	Frequency	Percent	Agreed/Disagreed	Frequency	Percent
Yes	11	32.4%	Yes	100	79.4%
No	23	67.6%	No	26	20.6%
Total	34	100.0%	Total	126	100.0%

Additional Comments Summary: (Total comments: 32). Of those who provided comments, about a quarter responded that the current process works well.

Current Policy: Regulation 6

A CSPC may make recommendations to the Board on any matter, and the Board shall consider each recommendation and advise the CSPC of the action taken in response to the recommendation.

Proposed Revision: None

Do you agree with the regulation?

Focus Group (December 3, 2019 – CEC)			Online Survey (December 4-15, 2019)		
Agreed/Disagreed	Frequency	Percent	Agreed/Disagreed	Frequency	Percent
Yes	19	59.4%	Yes	123	98.4%
No	13	40.6%	No	2	1.6%
Total	32	100.0%	Total	125	100.0%

Additional Comments Summary: (Total comments: 12). There were minimal comments; of those who provided comments, a few stated that there should be more specificity with regard to response timelines.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

STRATEGIC RESERVE POLICY

"A generous man will himself be blessed, for he shares his food with the poor."

Proverbs 22:9

Created, Draft	First Tabling	Review
January 9, 2020	February 11, 2020	Click here to enter a date.

D. De Souza, Coordinator of Grant & Ministry Reporting
G. Sequeira, Coordinator of Budget Services
P. De Cock, Comptroller of Business Services & Finance

RECOMMENDATION REPORT

Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

The Education Act, Section 233, allows School Boards to create “Reserves”. These special purpose type funds are restricted to a specific type of expenditure and can be funded by the Accumulated Surplus. The TCDSB already has several of these types of reserve accounts; however, the strategy to set these monies aside requires a formal Board Policy.

This report is to provide an overview of a formalized Strategic Reserve Policy that will guide the TCDSB’s management of financial reserves to protect against unexpected financial events and plan for the funding of special initiatives and projects and ensure equitable distribution of available resources.

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

B. PURPOSE

1. This report provides context and introduces a new policy on Strategic Reserves.

C. BACKGROUND

1. The 2018-19 Budget Book approved by the Board of Trustees on June 6th 2018 contained recommendations around a reserve strategy. The Budget Book’s Volume V referenced the need for financial sustainability and recommended that the strategy begin to be formalized so that funds from the Accumulated Surplus could be strategically set aside for potential future in-year deficits as well as for one-time large expenditures that can change from year to year.
2. The 2019-20 Budget followed suit with the previous year’s budget and maintained the same reserve framework. At both the 2017-18 and 2018-19 year-end the reserve strategy recommendations from the 2018-19 budget were implemented. As a result, the TCDSB currently has several reserves with healthy balances.
3. Reserve funds play a very important role in TCDSB finances and provide a strong indicator of TCDSB’s overall financial health. For this reason, the management of reserve funds is vitally important, and therefore, the primary basis for this policy. The policy intends to establish consistent guidelines and

standards, which will assist in the administration of reserve funds in a responsible, consistent, and equitable manner.

4. Historically, there has been a heavy focus on balancing the provincial funding with the planned operating expenditures for the year. Often a school board may encounter one-time increases or decreases in expenditures, which put the budget out of balance. School Boards may also face structural deficits arising from legislative or labour arbitration decisions that essentially place an ongoing structural cost burden that is greater than the funding received from the Province.
5. During the 2018-19 budget process, the TCDSB board approved the establishment of strategic reserves funded from accumulated surpluses, which may fund future projects, provide for operating contingencies, and provide funding for the support of equity initiatives, unexpected events and/or legislated liabilities.
6. The draft Strategic Reserve Policy appears in Appendix A and the associated Procedures can be located in Appendix B.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The new policy places reserve funds into three categories: Strategic Reserve Funds, Operating Reserves Funds and Obligatory Reserve Funds.
2. **Strategic Reserve Funds (Discretionary):** These reserve funds can be used to better plan for the implementation of projects over the long-term. These funds will be used for high priority projects critical to the success of the organization moving into the future. These are fiscally prudent investments given their broad impact on the organization. The Strategic Reserves currently approved and included in the draft Policy are as follows:
 - a. Information Technology Strategic System Reserve
 - b. Administrative Facility Reserve
 - c. Student Equity Strategic Reserve
 - d. Information Technology Infrastructure Reserve
 - e. Trustee Strategic Initiatives Reserve
 - f. Ward Based Playground Reserve

3. **Operating Reserve Funds (Discretionary):** An allocation of funds for which the Board of Trustees, or the Director of Education and Chief Financial Officer earmark, at their discretion, funding for a short-term future expenditure, liability or other purpose. Funding is typically determined during the budget estimates, revised estimates or year-end financial results. These reserves are funded from various sources including, but not limited to, allocated revenues, accumulated surpluses, and dedicated contributions, etc. They are typically operational in nature (e.g., carry-over of school block budgets, funding for a time-limited program etc.).
4. **Obligatory Reserve Funds (Non-Discretionary):** Obligatory Reserve funds are prescribed for specific purposes through the Education Act or act as a contingency to offset future in-year deficits. Mandated reserves exist for Education Development Charges (EDCs) and Proceeds of Disposition (POD). These reserves will operate with limits as prescribed in the operating procedures (Appendix B). The current Obligatory Reserves that are approved and included in the draft Policy are as follows:
 - a. Operating Contingency Reserve
 - b. Education Development Charges Reserve
 - c. Proceeds of Disposition Reserve
5. Distributions to the reserves on an annual basis will vary according to the reserve type. Specific directions regarding these distributions are detailed within each reserve fund's operating procedures.

E. METRICS AND ACCOUNTABILITY

1. The Board will see the status of the reserve funds at least twice a year as follows:
 - A year to date budget versus actual continuity schedule will be included as part of each year's budget process for the information of the Board (May/June).
 - Year-end audited financial statements will also include balances of reserves, both obligatory and discretionary reserve funds; inclusive of note disclosure and comparative figures (November).

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

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

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

G. STAFF RECOMMENDATION

That the Governance and Policy Committee recommend approval of the draft Strategic Reserve Policy.



POLICY SECTION: Administration

Appendix A

SUB-SECTION:

POLICY NAME: Strategic Reserve Policy

POLICY NO: F.M.09

Date Approved:	Date of Next Review: February 2025	Dates of Amendments:
Cross References:		
Appendix: Strategic Reserve Policy Operational Procedures		

Purpose:

Reserve funds play a very important role in the Toronto Catholic District School Board's (TCDSB) financial strategies and provide a strong indicator of the school boards overall financial health and stability of the organization. Reserve funds provide financial flexibility and mitigate pressures, all of which impact the board's overall financial condition.

This policy is intended to establish consistent guidelines and standards, which will assist in the administration of reserve funds in a responsible, consistent, and equitable manner.

This Policy applies to all the departments of the Toronto Catholic District School Board.



POLICY SECTION: Administration

Appendix A

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Scope and Responsibility:

This policy applies to all internal stakeholders of the TCDSB community. The Director of Education is responsible for this policy.

The following general principles apply when managing reserve funds.

- 1) Alternate arrangements should be considered before creating a new reserve fund i.e., accommodation within existing reserve, scope expansion, alternate funding arrangements etc.
- 2) If an option exists, discretionary reserve funds are preferable to obligatory reserve funds due to their flexibility.
- 3) Reserves for different purposes shall be separated. Definitions should be specific, but flexibility can be accommodated by incorporating service groupings, like one-time funds, etc.
- 4) Obligatory reserve funds are defined through legislation. Reserves grouped by service, funding source, type, etc. will be developed as permitted.
- 5) Funds spent from the Reserve must be carried out in accordance with the original intent and consistent with the purpose identified in the documentation submitted to and approved by Board.
- 6) Spending cannot exceed the reserve or the intended budget allocation for that reserve, unless otherwise approved (e.g. Education Development Charges).



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Alignment with MYSP:

Living Our Catholic Values

Enhancing Public Confidence

Fostering Student Achievement and Well-Being

Achieving Excellence in Governance

Providing Stewardship of Resources

Inspiring and Motivating Employees

Policy:

One of the key attributes of financial sustainability is appropriate reserve fund levels. Adequate reserve balances allow the Board to manage service needs, sustain infrastructure, provide flexibility, and mitigate risk and uncertainty. To assist the Board in managing reserve funds, where appropriate, guidance related to reserve level targets and minimum balance will be incorporated for each individual reserve. These are detailed in the policy's operating procedures. Balances exceeding target levels may be redirected at the discretion of the Chief Financial Officer.

Regulations:

1. RESERVE CLASSIFICATION

Reserve funds shall be classified into the following three categories:

a. Strategic Reserve Funds (Discretionary)

These reserve funds can be used to better plan for the implementation of projects over the long-term. These funds will be used for high priority projects critical to



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the success of the organization moving into the future. These are fiscally prudent investments given their broad impact on the organization. The allocation of funding shall be primarily from in-year surpluses and will be in accordance with allocation formula found in the Operating Procedures

b. Operating Reserve Funds (Discretionary)

An allocation of funds for which the Board of Trustees, or the Director of Education and Chief Financial Officer earmark, at their discretion, funding for a short-term future expenditure, liability or other purpose. Funding is typically determined during the budget estimates, revised estimates or year-end financial results. These reserves are funded from various sources including, but not limited to, allocated revenues, accumulated surpluses, and dedicated contributions, etc. They are typically operational in nature (e.g. carry-over of school block budgets, funding for a time limited program etc.).

c. Obligatory Reserve Funds (Non-Discretionary)

Obligatory Reserve funds are prescribed for specific purposes through the Education Act or act as a contingency to offset future in-year deficits. Mandated reserves exist for Education Development Charges (EDCs) and Proceeds of Disposition (POD). These reserves will operate with limits as prescribed in the operating procedures.

2. RESERVE CONTRIBUTIONS

Distributions to the reserves will vary according to the reserve type. Specific directions regarding these distributions are detailed within each reserve fund's operating procedures.

- a. Strategic Reserve contributions result from specified board approved strategies, as set through this policy.



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- b. Operating Reserve contributions are determined through the budget process, at year end by the Director of Education and Chief Financial Officer or as otherwise approved by the Board of Trustees.
- c. Obligatory Reserve fund contributions shall be made as prescribed by Federal, Provincial or other Statutes/Agreement.

3. RESERVE TRANSACTIONS

- a. All withdrawals/transfers shall be authorized through the budget process, under policy or by specific Board approval.
- b. Under no circumstances should a withdrawal/transfer place a reserve in a negative position, with the exception of the EDC reserve ~~per the Education Act.~~
- c. The Director of Education and Chief Financial Officer (CFO) shall have joint responsibility and accountability for all reserve transactions.

4. REPORTING

The Board shall see the status of the reserve funds at least twice a year as follows:

- a. A year to date budget versus actual continuity schedule will be included as part of each year's budget process for the information of the Board (May/June).
- b. Year-end audited financial statements will include balances of reserves, both obligatory and discretionary reserve funds; inclusive of note disclosure and comparative figures (November).



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5. ADDING, REMOVING OR MODIFYING RESERVES

The process to address reserve modifications is as follows:

a. For Strategic Reserves

- i. A Strategic Reserve may be created, removed or modified by a Notice of Motion by a Trustee to reopen the Strategic Reserve policy during non-budget related meeting or by regular motion during a budget meeting. This would be followed-up by consideration through the Governance and Policy Committee and later ratification by Board per Board By-laws.
- ii. A Strategic Reserve may be created, removed or modified by staff bringing a revised policy to a Governance and Policy Committee with a recommendation to amend.

b. For Operating Reserves

- i. A request, including appropriate justification, support and financial evidence, shall be submitted to the CFO by other senior staff for review and process approval.
- ii. The CFO will review the request with the Director of Education (through Director's Council) and will approve or reject the request based on this policy, prudent fiscal management and operational need.
- iii. An Operating Reserve that is in accordance with this policy may also be created by a motion and approval of the Board of Trustees.



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c. For Obligatory Reserves

Should the Provincial Government mandate new reserves then the Director of Education and Chief Financial Officer will bring a policy amendment to Governance and Policy Committee at the earliest opportunity to include the new reserve(s).

Definitions:

Strategic Reserves

- **Information Technology Strategic System Reserve** - This reserve will be used for the long-term financial planning for the replacement and/or update of major enterprise-wide systems.
- **Administrative Facility Reserve** - This reserve restricts funding for the renewal activities of administrative buildings for which most Renewal and Capital grants from the Province do not provide funding.
- **Student Equity Strategic Reserve** - This reserve sets aside monies that can be applied towards various equity initiatives across the Board.
- **Information Technology Infrastructure Reserve Fund** - This fund will be used for the replacement of Information & Communication Technology hardware equipment.
- **Trustee Strategic Initiatives Reserve** - This fund will be used to fund Board of Trustee strategic initiatives.
- **Ward Based Playground Reserve** - This fund will be used to fund outdoor element improvements that are not currently funded by the Ministry. A ward based allocation will be implemented with schools applying for funds from the ward pool of funding.



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Operating Reserves

Operating reserves are typically used to “carry” funds from one fiscal year to the next with specific intent for the use of the funds and will therefore vary from year to year. They may be more operational in nature, rather than strategic, and can be initiated by senior staff for operational matters or by Trustees through motion when the need arises. Examples are as follows:

- **School Block Budget** - Unexpended and Committed school block budgets carried forward to the next school year.
- **Pastoral Plan**- Carryover of unexpended funding from year one to year two of the pastoral plan to purchase religious materials for the TCDSB community
- **Capital Planning Capacity** - Resources to undertake a range of capital planning related activities.
- **Catholic School Parent Councils** – Carryover of funds raised by parents for special projects and activities.
- **Human Resource Related Initiatives** - One-time funding for the hiring of contract staff for specific initiatives or needs.

Obligatory Reserves

- **Operating Contingency Reserve** - To mitigate future unforeseen costs and in-year deficits, the minimum amount should be 1% of operating budget, while the maximum amount held in this reserve is 2% of the operating budget. The Ministry of Education has indicated that 2% is the optimal contingency amount.
- **Education Development Charges (EDCs)** - EDCs may be imposed if a board will need to acquire new school sites to accommodate the students resulting from new residential development. The scheme provides an eligible school board with the option of collecting EDCs on new residential



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and non-residential development. The funds are used to acquire land for new schools in growth areas.

- **Proceeds of Disposition (POD)** – POD are generated when boards sell school facilities or properties that the board has declared surplus. POD must be used for the repair or replacement of components within a school unless otherwise agreed to by both the Board of Trustees and the Ministry of Education. School Boards must spend 80% of their POD to target key building components and systems, with the remaining up to 20% addressing other locally identified renewal needs.

Evaluation and Metrics

Staff will report on the status of Reserve Funds as part of each year's budget process and at the year-end audited financial statement.

Strategic Reserve (F.M.09)

OPERATIONAL PROCEDURES

This operational procedure supports the TCDSB's commitment to provide a framework for the strategic reserve policy. It provides the purpose, funding source and any time limitations associated with each reserve.

For all Strategic Reserves funded by in-year surpluses, it is assumed that should an in-year deficit occur, no contributions would be made to any Strategic Reserve in that fiscal year. To account for multi-year projects, or expected variations in year to year expenditures, transfers from operating budget accounts can be made to corresponding Strategic Reserves.

For all projects completed under budget, surplus funds would be returned to the Reserve Fund from which they were drawn.

Strategic Reserve Funds

Information Technology Strategic Systems Reserve

Purpose: This reserve will be used for the long-term financial planning or the replacement and /or update of major enterprise-wide systems.

Funding Source: 35% of in-year surplus funds shall be allocated to this reserve. Other one-time or ongoing contributions may also be made as approved by the Board of Trustees.

Time limit: Funds for approved projects using this funding source need to be used within five years. If funds for the project are not used within the five-year period, the remaining funds will be added back to Strategic Reserve Fund, unless otherwise approved by the Board of Trustees.

Administrative Facilities Reserve

Purpose: This reserve provides funding for the renewal activities of administrative buildings for which most Renewal and Capital grants from the Province do not provide funding.

Funding Source: 5% of in-year surplus funds shall be allocated to this reserve. Other one-time or ongoing contributions may also be made as approved by the Board of Trustees.

Time limit: Funds for approved projects using this funding source need to be used within two years. If funds for the project are not used within the two-year period, the remaining funds will be added back to the Administrative Facilities Reserve, unless otherwise approved by the Board of Trustees.

Student Equity Strategic Reserve

Purpose: This reserve sets aside monies that can be applied towards various equity initiatives across the system as approved by the Board of Trustees.

Funding Source: 5% of in-year surplus funds shall be allocated to this reserve. Other one-time or ongoing contributions may also be made as approved by the Board of Trustees.

Time limit: Funds for approved projects using this funding source need to be used within two years. If funds for the project are not used within the two-year period, the remaining funds will be added back to the Student Equity Strategic Reserve, unless otherwise approved by the Board of Trustees.

Information Technology Infrastructure Reserve

Purpose: This fund will be used for the replacement of Information and Communications Technology hardware equipment.

Funding Source: 5% of in-year surplus funds shall be allocated to this reserve. Other one-time or ongoing contributions may also be made as approved by the Board of Trustees.

Time limit: Funds for approved projects using this funding source need to be used within two years. If funds for the project are not used within the two-year period, the remaining funds will be added to Operating Contingency Reserve, unless otherwise approved by the Board of Trustees.

Trustee Strategic Initiatives Reserve

Purpose: This fund will be used to fund specific strategic initiatives at the discretion of the Board of Trustees.

Funding Source: Unexpended trustee budgeted funds from the current year. If the Board is in an in-year surplus position, any unexpended trustee individual budgets at year-end will be transferred to this reserve.

Time limit: Funds for approved projects using this funding source need to be used within two years. If funds for the project are not used within the two-year period, the remaining funds will be added back to Trustee Strategic Initiatives Reserve, unless otherwise approved by the Board of Trustees.

Ward Based Strategic Playground Reserve

Purpose: This reserve provides funding for outdoor improvements at school sites where such improvements cannot be funded by renewal grants received by the Ministry of Education. Funding will be allocated on an application basis based on a process and criteria as approved by the Board of Trustees.

Funding Source: One-time or ongoing contributions may also be made as approved by the Board of Trustees.

Time limit: Funds for approved projects using this funding source need to be used within two years. If funds for the project are not used within the two-year period, the remaining funds will be added back to Ward Based Strategic Playground Reserve, unless otherwise approved by the Board of Trustees.

Operating Reserve Funds

The Board of Trustees or the Director of Education and Chief Financial Officer may create operating reserve funds from time to time in order to “carry over” funds from one year to the next for specific purposes. The purpose, funding source and time limit below are provided for illustrative purposes. Each operating reserve will have its own specified purpose, funding source and time limitation. These will be approved by the Board of Trustees and/or the Director of Education and Chief Financial Officer. Where there is ambiguity in the purpose, funding source and time limitation on an operating reserve, delegated authority will be provided to the Chief Financial Officer to assign the same in a fiscally prudent manner.

General Description for Operating Reserves

Purpose: To carry forward operating funds from one fiscal year to the next for a specified program or expenditure.

Funding Source: Unexpended budgeted funds from the current fiscal year.

Time limit: Funds need to be used in the following fiscal/school year, unless otherwise specified by Collective Agreements, legislation or authorized by the Director of Education and Chief Financial Officer.

Obligatory Reserves Funds

Operating Contingency Reserve

Purpose: To mitigate future unforeseen costs and in-year deficits. The minimum target shall be 1% of operating budget, and the maximum amount held in this reserve will be 2% of operating budget.

Funding Source: 50% of in-year surplus funds shall be allocated to this reserve. Other one-time or ongoing contributions may also be made as approved by the Board of Trustees.

Time limit: No time limit. Funds will be maintained at 2% of operating budget.

Education Development Charges (EDCs)

Purpose: Funds will be used primarily to acquire new school sites to accommodate students resulting from new residential development, or any other expenditure that is in accordance with the Education Act.

Funding Source: Education Development Charges collected on new residential and non-residential development.

Time limit: No time limit. Funds will be reserved and expended as required.

Proceeds of Disposition (POD)

Purpose: This reserve primarily funds renewal activities, but may be used for other purposes with Ministerial approval in accordance with the Education Act.

Funding Source: Proceeds from sale of surplus school facilities or properties.

Time limit: No time limit. Funds will be reserved and expended as required.

Further Clarity on Procedures for Allocating an In-Year Surplus

- For all Strategic Reserves funded by in-year surpluses, it is assumed that should an in-year deficit occur, that no contributions would be made to any Strategic Reserve in that fiscal year.
- The first \$1.2 million of in-year surpluses shall be allocated to the Ward Based Strategic Playground Reserve.
- Subsequently, the formula based allocations of other Strategic Reserves and the Operating Contingency Reserve shall be allocated.
- Once the 2% maximum threshold of Operating Budget is reached for the Operating Contingency Reserve, then the 50% allocation shall be distributed to the remaining Strategic Reserves, which are currently funded from in-year surpluses on a percentage allocation, on a pro-rata basis.



REPORT TO

GOVERNANCE AND POLICY COMMITTEE

NEW POLICY ON AGE-APPROPRIATE PLACEMENT: CURRICULUM AND PROGRAM SUPPORTS

“And God said, “Let the waters bring forth swarms of living creatures, and let birds fly above the earth across the dome of the sky.” (Gn 1:20)

Created, Draft

January 27, 2020

First Tabling

February 11, 2020

Review

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

RECOMMENDATION REPORT

Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

Executive Summary

This report recommends the adoption of a new policy on age-appropriate placement: curriculum/program supports.

This new policy has been created in response to a motion, carried by the Board of Trustees, which is intended to address parental requests for grade-level acceleration or retention. While the Toronto Catholic District School Board routinely engages the Ministry-mandated practice of the age-appropriate placement of students, it finds itself, from time to time, needing to address parental requests for grade-level acceleration or retention. This new policy's accompanying operational procedures will provide curriculum and program support suggestions that will enable students to engage with age-appropriate and meaningful enrichment or support activities and/or program settings that are within-grade.

This report also recommends the adoption of the accompanying Toronto Catholic District School Board (TCDSB) Operational Procedures – Age-Appropriate Placement: Curriculum/Program Supports.

The cumulative staff time required to prepare this report was 50 hours.

A. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends the adoption of a new policy and Operational Procedures.

B. BACKGROUND

1. The Toronto Catholic District School Board (TCDSB) Policy on Age-Appropriate Placement: Curriculum/Program Supports has been created in response to a motion carried by Trustees at the April 4, 2019 Student Achievement and Wellbeing Committee meeting. The motion was as follows:
“The Board of Trustees recommend that a task force chaired by the Superintendent of Special Services, be formed to document current TCDSB practices and to develop a policy in the areas of acceleration and retention. Furthermore, it is recommended that staff create a draft policy, and that it be

presented to the Governance and Policy (GAP) Committee for consideration.”

2. This policy and the appended operational procedures have been developed in accordance with the following:
 - a) key regulations such as: the Education Act and PPM 156: Supporting Transitions for Students with Special Education Needs, 2013;
 - b) key policy documents such as: the Policy on Accessible Education for Students with Disabilities, 2018; and
 - c) other Ontario Ministry of Education resource documents that inform the principles of:
 - i) Differentiated Instruction (DI),
 - ii) Universal Design for Learning (UDL), and
 - iii) Assessment, evaluation, and reporting for student success.

C. EVIDENCE/RESEARCH/ANALYSIS

This policy has been created in consultation with Family of Schools Superintendents, as well as Senior Staff in Special Services, Research, Legal Services, Curriculum and Innovation, Communications, and Equity and Indigenous Education. Other TCDSB stakeholders consulted are those from among the various staff work groups, students, and parent representatives on the Special Education Advisory Committee (SEAC).

D. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by the Director of Education and Superintendent of Special Services
2. Policy updates will be brought to Board in accordance with the policy review schedule.

E. IMPLEMENTATION

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

F. STAFF RECOMMENDATION

Staff recommends that the newly created Policy on Age-Appropriate Placement: Curriculum/Program Supports, provided in Report Appendix A, and the accompanying TCDSB Operational Procedures, provided in Report Appendix B, be adopted.



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: Age-Appropriate Placement: Curriculum/Program Supports

POLICY NO: S.P. 03

Date Approved:	Date of Next Review:	Dates of Amendments:
<p>Cross References:</p> <p>A Guide for Effective Assessment and Instruction for All Students, Kindergarten to Grade 12</p> <p>Education Act, 265 (g): Duties of a Principal</p> <p>Effective Educational Practices for Students with Autism Spectrum Disorders, 2007</p> <p>Growing Success, 2010: Assessment, Evaluation, and Reporting in Ontario Schools,</p> <p>Growing Success - The Kindergarten Addendum, 2016</p> <p>Learning For All, 2013</p> <p>Ontario Equity and Inclusion Strategy, 2009</p> <p>Ontario Schools K-12 Policy and Program Requirements, 2016</p> <p>Ontario Regulation (O Reg.) 181/98: Identification and Placement, Exceptional Pupils</p> <p>PPM 156: Supporting Transitions for Students with Special Education Needs, 2013</p> <p>Policy on Accessible Education for Students with Disabilities, 2018, Ontario Human Rights Commission</p> <p>Special Education in Ontario Kindergarten to Grade12, Policy and Resource Guide, 2017</p> <p>Supporting English Language Learners: A Practical Guide for Ontario Educators, Grades 1 to 8, 2008</p> <p>Toronto Catholic District School Board Equity Action Plan, 2018-2021</p>		
<p>Appendix: TCDSB Operational Procedures - Age-Appropriate Placement: Curriculum/Program Supports</p>		

Purpose:

This policy and the appended Operational Procedures for Age-Appropriate Placement and Curriculum/Program Supports have been developed in accordance with the following:

- a) key regulations such as: the Education Act and PPM 156: Supporting Transitions for Students with Special Education Needs;
- b) key policy documents such as: the Policy on Accessible Education for Students with Disabilities, 2018; and



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: Age-Appropriate Placement: Curriculum/Program Supports

POLICY NO: S.P. 03

c) other Ontario Ministry of Education resource documents that inform the principles of:

- i) Differentiated Instruction (DI),
- ii) Universal Design for Learning (UDL), and
- iii) assessment, evaluation, and reporting for student success.

Scope and Responsibility:

This policy applies to all Toronto Catholic District School Board (TCDSB) elementary and secondary schools. The Director of Education and the Superintendent of Special Services are responsible for the oversight and implementation of this policy.

Alignment with MYSP:

Living Our Catholic values

Enhancing Public Confidence

Fostering Student Achievement and Well-Being

Policy:

The Toronto Catholic District School Board (TCDSB) is committed to the learning of all students and provides a range of differentiated placements, programs, and interventions to support student success. While the TCDSB adopts the Ministry of Education mandate of placing students in age-appropriate settings (*Ontario Schools, Kindergarten to Grade 12, p.52*), it also commits to providing individualized accommodations to students with abilities/disabilities in order to enable them to have meaningful access to education services.

The accompanying operational procedures identify curriculum and programming considerations that address individualized learning needs. They provide information also regarding the steps to be taken in response to parental requests for the placement of their child in settings that are not age-appropriate.



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: Age-Appropriate Placement: Curriculum/Program Supports

POLICY NO: S.P. 03

Regulations:

1. All accommodation requests pertaining to the grade-level acceleration or retention of students shall be directed to the Principal of the school where the student attends.
2. The operational procedures will outline consistent and transparent processes for:
 - i. the consideration of grade-level acceleration and retention requests;
 - ii. the communication of the approval or denial of the request to affected parties;
 - iii. the implementation of the grade-level acceleration or retention accommodation;
 - iv. the roles and responsibilities of the involved parties; and
 - v. approaches to student academic and social-emotional development and well-being.
3. In circumstances where a parent requests to have the student grade-level accelerated or retained, each such request shall be reviewed individually by the TCDSB giving consideration to the student's dignity, integration, independence and learning abilities/needs, and other types of accommodations available to enable meaningful access to education.

Definitions:

Acceleration: The term *acceleration* refers to a variety of practices that increase the rate or level of learning for students who learn more quickly or who have more advanced levels of understanding than those expected for students in their grade. Grade-level acceleration involves the placement of a pupil in the grade beyond an age-appropriate placement.

Accommodations: The term *accommodations* refers to the special teaching and assessment strategies, human supports, and/or individualized equipment that are deemed to be necessary for students with Special Education needs to enable them to learn and demonstrate learning. The provision of accommodations in no way alters the curriculum expectations for the grade-level or course.



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: Age-Appropriate Placement: Curriculum/Program Supports

POLICY NO: S.P. 03

Assessment: This refers to the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment *for* learning" and "assessment *as* learning." Evaluation of student learning is based on "assessment *of* learning" that provides evidence of student achievement at strategic times throughout the grade/course and often at the end of a period of learning.

Differentiated Instruction (DI): An approach to instruction designed to maximize growth by considering the needs of each student at his or her current stage of development and offering that student a learning experience that responds to his or her individual needs.

Equity: A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences (*Ontario Equity and Inclusion Strategy, 2009*).

Individual Education Plan (IEP): A written plan describing the Special Education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve his/her learning expectations. An IEP must be developed for a student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), and may also be developed for a student who has Special Education needs but has not been identified as exceptional. An IEP is a working document that identifies learning expectations that may be modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement. (*Learning for All, 2013, p.64-65*).

Inquiry-Based Learning: The inquiry process involves open-ended learning experiences that are inclusive of all students and offer students real choices and opportunities to develop their own voice. Educators design the inquiry process to respond closely and accurately to individual students' learning needs.



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: Age-Appropriate Placement: Curriculum/Program Supports

POLICY NO: S.P. 03

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

Readiness: This does *not* refer to the student's general ability level, but to the current knowledge, understanding, and skill level a student has in relation to a particular sequence of learning. Some students may require remediation or modified expectations; others may need learning concept extensions or opportunities for independent study.

Retention: This refers to withholding the advancement of a pupil to the next age-appropriate grade-level; the repeat of the current grade placement; or to the placement of a pupil in a grade below an age-appropriate placement.

Tiered Approach: The "tiered" approach to prevention and intervention is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students' individual needs.

Universal Design for Learning (UDL): Is an approach utilized by educators to ensure that teaching strategies, pedagogical materials and tools appropriately respond to the special needs of a specific student or group of students, and can also be useful for *all* students. Examples include, but are not limited to, various types of assistive technology, such as speech-to-text software, organizational software, and interactive whiteboards, enable students who have special education needs to access the curriculum. (*Learning for All*, 2013, p.13).

Evaluation and Metrics:

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

1. Data will be gathered annually regarding the number of requests for students to be grade-level accelerated or retained; as well as approvals, and denials.



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: Age-Appropriate Placement: Curriculum/Program Supports

POLICY NO: S.P. 03

2. This policy shall be reviewed on a regular basis (as needed), but no less than every five years.



TCDSB Operational Procedures: Age-Appropriate Placement – Curriculum and Program Supports

TCDSB Special Services Department

1.0 Purpose

- 1.1 The Toronto Catholic District School Board (TCDSB) is committed to the learning of all students and provides a range of differentiated placements, programs, and interventions to support student success. While the TCDSB adopts the Ministry of Education mandate of placing students in age-appropriate settings (*Ontario Schools, K-12, p.52*), it also commits to providing individualized accommodations to students with abilities/disabilities in order to enable them to have meaningful access to education services. These operational procedures shall be interpreted in accordance with applicable legislation, including the Ontario *Human Rights Code*, the *Education Act* and its attendant Ontario Regulation 181/98. To the extent that these operational procedures or its accompanying policy - *Policy S.P. 03 Age-Appropriate Placement: Curriculum and Program Supports* - conflict with applicable legislation, the legislation shall prevail.
- 1.2 These operational procedures identify curriculum and programming considerations that address individualized learning needs. They provide information also regarding the steps to be taken in response to parental requests for the placement of their child in settings that are not age-appropriate.
- 1.3 These procedures and the attendant policy - *Policy S.P. 03 Age-Appropriate Placement: Curriculum and Program Supports* will be posted on the TCDSB website in order to inform the TCDSB community about considerations for age-appropriate curriculum and programming supports.
- 1.4 The following are important considerations for the parent who may apply to the TCDSB to have a student grade-level accelerated or retained:
- a) The TCDSB utilizes a variety of placements, differentiated instruction, and evidence-based interventions and strategies to provide meaningful access to education for students who have ability- or disability-related needs that impact their learning;
 - b) Any determination of whether grade-level acceleration or retention is an appropriate accommodation for a student while receiving education services is a decision of the TCDSB; and
 - c) Notwithstanding any provision in *Policy S.P.03 Age-Appropriate Placement: Curriculum and Program Supports*, and these Operational

Procedures, the Board will consider each request for a student's grade-level acceleration or retention on a case-by-case basis (and will comply with its duty to accommodate under the *Education Act* and *Human Rights Code*).

2.0 Background

The Board upholds its current practice of endorsing an age-appropriate, grade-level placement for students. In this context, the appropriate accommodations would continue to be engaged for a variety of types of learner, whether it is one seeking enrichment, accommodations to meet curriculum expectations, or to meet alternative expectations outlined in the Individual Education Plan (IEP). This new policy will formalize the process for consideration of acceleration or retention of a student.

In the event that a parent requests consideration for grade-level acceleration or retention, a number of considerations need to be discussed with the Parent and other key stakeholders, and a decision is made in the best interests of the individual child. In most cases, a student's learning needs can be met within the age-appropriate, mainstream classroom. Accommodations to the mainstream (non-Special Education) classroom can include: enrichment activities, special peer groupings, or individualized attention.

3.0 Three Effective Approaches to Classroom Instruction

(Learning for All, 2013, p.12-14)

Instruction that both responds to the characteristics of a diverse group of students and that is precisely tailored to the unique strengths and needs of each student can be achieved using the principles and guidelines associated with three instructional approaches:

- a. Universal Design for Learning (UDL),
- b. Differentiated Instruction (DI), and
- c. Tiered approach to prevention and intervention.

Used in combination, UDL and DI enable educators to respond effectively to the strengths and needs of all students.

The two approaches overlap, sharing certain goals and strategies, such as providing a range of instructional strategies, resources, learning tasks, and assessment tools in order to meet the different strengths, needs, levels of readiness, and learning styles or preferences of the students in a class.

3.1 Universal Design for Learning (UDL)

Universality, Equity, Flexibility, and Inclusiveness are four principles for establishing effective UDL classrooms. Incorporating the principles of *universality* and *equity*, UDL is intended to ensure that teaching is tailored to draw on the strengths and meet the needs of *all* students.

The “universal” in UDL does not imply that there is one optimal solution for everyone; rather, it reflects awareness of the unique nature of each learner and the need to accommodate differences, creating learning experiences that suit individual learners and maximize their ability to progress (Rose & Meyer, 2002). This means planning learning opportunities that will extend the learning of all students, whatever their level of achievement, and help each one reach his/her potential.

Incorporating the principles of *flexibility* and *inclusiveness*, the planning of teaching and the time teachers allocate to students’ activities must be sufficiently flexible to provide real learning experiences for all students, regardless of their performance level. Students are accommodated through:

- a. a variety of teaching strategies and pedagogical materials that are relevant, engaging, and responsive to their learning needs; that make use of all the senses; and that vary in form, level of difficulty, and manner of presentation;
- b. a variety of technological media and tools;
- c. different types of assessment strategies, involving a range of media, formats, and response options (Note: During assessments, students have access to the same supports that they have during instruction unless those supports undermine the purpose of the assessment.); and
- d. various ways of using space.

3.2 Common Classroom Strategies

Common classroom strategies support the principles of DI and UDL. The best way to engage students is by offering them choice (Karen Hume, 2008). By providing Differentiated Instruction options, this can be made possible. Some

key essentials of differentiated instruction are the following (*Ontario Ministry of Education Differentiated Instruction (DI) Brochure, October 2008*):

- i) Teachers having knowledge of students' readiness to work with concepts, their interests, and their learning preferences, and seeing all preferences as equally valid;
- ii) Teachers using a repertoire of instructional and assessment strategies to meet the needs of different learners;
- iii) Ensuring that all differentiated instruction activities are equally engaging and respectful and take approximately the same amount of time;
- iv) Unless students are on an IEP, all differentiated instruction is based on the same curriculum expectations and all students have opportunities to achieve the same high standards of performance;
- v) Students are assessed before, during, and after their learning. Assessments inform next steps for both teacher and student;
- vi) Even if students have choices in the ways that they demonstrate their learning, teachers are able to use a common assessment tool (e.g., a rubric) so that all student work is judged against the same assessment criteria; and
- vii) A defining characteristic of a differentiated classroom is flexibility. Students work in short-term, flexible learning groups and educators are flexible in creating and altering instructional plans in response to learners.

Differentiated Instruction is an approach to instruction designed to maximize growth by considering the needs of each student at his or her current stage of development and offering that student a learning experience that responds to his or her individual needs. It recognizes that equity of opportunity is not achieved through equal treatment and takes into account factors such as the student's readiness, interest, and learning preferences. (*Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools, Kindergarten to Grade 12, 2010, p.146*)

Furthermore, differentiating instruction based on student readiness involves knowing where particular students are on the learning continuum, then planning program features and instructional strategies, resources, and supports to meet them where they are and move them along the continuum. Some students may require remediation or modified expectations; others may need extensions or opportunities for independent study. (*Learning for All, 2013, p.18*)

Differentiated Instruction includes:

- Providing alternative instructional and assessment activities;
- Challenging students at an appropriate level;
- Using a variety of groupings to meet student needs.

Differentiated Instruction does not include:

- Doing something different for every student in the class;
- Disorderly or undisciplined student activity;
- Using groupings that never change or isolating struggling students within the class;
- Never engaging in whole-class activities with all students participating in the same endeavour.

Differentiation of Content, Process, and Product: A Checklist to Guide Classroom Practice (Adapted from *Differentiated Instruction Educator's Guide: Getting to the core of teaching and learning, Ontario Ministry of Education, 2007, in Learning for All, 2013, pp.20-21*)

Differentiate Content

- ✓ Vary content (e.g., provide content at different levels of difficulty; enable students to extend knowledge and skills) to suit student readiness, interests, motivational needs, and learning styles.
- ✓ Unpack the big ideas of the curriculum to create achievable learning goals.
- ✓ Introduce new learning and pose open questions as appropriate to the student's zone of proximal development (ZPD).

Differentiate Process

- ✓ Use various assessment strategies to match students' strengths, learning style preferences, interests, and readiness.

- ✓ Use various types of learning activities and various grouping strategies to draw on students' strengths and provide support in areas that need improvement.
- ✓ Use a variety of instructional and management strategies that engage all modalities.
- ✓ Provide students with opportunities to choose from an array of activities and projects that involve differentiated processes.
- ✓ Monitor students' responses to the differentiated strategies used, and assess their progress on a regular basis.
- ✓ Provide the accommodations and/or modifications that are specified in the IEPs of students who have special education needs.

Differentiate Product

- ✓ Gather achievement data through various assessment tools.
- ✓ Engage students' interest by involving them in various different types of projects and problem-solving activities.
- ✓ Foster students' awareness of their strengths in learning, and their sense of ownership of their learning, by allowing them to choose the products they will create and the formats or modes of presentation they will use.

The Tiered Approach (*Learning for All, 2013, p.24*)

- 3.3 The tiered approach is based on frequent monitoring of student progress and the use of assessment data, focusing on learning rate and level, to identify students who are facing challenges in learning and to plan specific assessment and instructional interventions of increasing intensity to address their needs effectively.

Based on the premise of the *growth mindset* (Carol Dweck, Stanford University), tiered supports incorporate the following incremental supports:

Tier 1: Universal strategies (for all)

Tier 2: Targeted strategies (for some)

Tier 3: Intensive strategies (for few)

Tiered supports can be used to address both academic and social-emotional needs. The nature, intensity, and duration of interventions may be decided by teachers individually or in collaboration with a school team, always on the basis of evidence derived from monitoring student achievement.

The tiered approach can:

- a. Facilitate early identification of both students who may be at risk and those who might be in need of greater support;
- b. Ensure appropriate and timely intervention to address these students' needs.

4.0 Understanding Students' Social-Emotional Needs and Abilities

- 4.1 Prior to giving consideration to grade-level acceleration, every opportunity should be taken to provide students with differentiated learning experiences in the mainstream classroom and to engage all available Special Education programming supports such as the Intensive Support Program (ISP) learning environment.
- 4.2 Considerations must be given to all aspects of academic achievement as well as social emotional development
- 4.3 There are some situations where great caution must be exercised in considering a request for advanced placement. Very young children have unique learning needs that must be addressed in a manner that acknowledges their need to be nurtured and respects their developmental level. Accelerated academic learning in early childhood may force the child to rely on lower level processes such as memorization instead of developing higher level cognitive strategies.
- 4.4 Learning opportunities presented at age three through five play a significant role in forming a foundation for learning that builds on confidence and curiosity. Students who may eventually be identified as Gifted might be at a significant disadvantage if they are accelerated.
- 4.5 When programming for gifted students is offered on a withdrawal basis, a child who has been accelerated will be evaluated and admitted to the program based on age norms. However, the placement will be with other gifted students who are one year older. In this setting, the accelerated child will be comparing his/her reasoning abilities and products to those of older gifted students.

5.0 Considerations for Acceleration

5.1 There are competency-based and age-based programming acceleration options for gifted and talented learners. “Education programs and curricula can be differentiated in a variety of ways to provide Canada’s most capable learners with opportunities to progress at a developmentally appropriate pace, to offer them opportunities to learn ‘what they don’t already know.’ (Stanley, 2000, p. 216).”ⁱ

5.2 Educators should consider engaging some form of acceleration when the three following considerations hold true:

a) In all aspects of the provincial report card (numeric grade, learning skills, and anecdotal comments), a student consistently demonstrates levels of achievement that are significantly beyond his/her grade-level peers.

b) Achievement assessed includes assignments done independently at home as well as those completed in the classroom.

c) Social and emotional development is appropriate for the proposed grade level, and self-esteem is well developed.

5.3 Successful acceleration depends on comprehensive assessment, thoughtful decision-making involving all stakeholders, and flexible implementation that is carefully monitored. In these circumstances, educational acceleration appears to promote social development, reduces boredom, and enhances academic achievement and attitudes toward school.ⁱⁱ

5.4 **Categories and forms curriculum delivery, enrichment, and acceleration** include the following which are either content-based or grade-based:

a) Content-based:

- (i) Advanced Placement,
- (ii) concurrent enrolment,
- (iii) e-learning courses,
- (iv) credit by examination,
- (v) curriculum compacting,
- (vi) co-curricular programs,
- (vii) International Baccalaureate (IB) programs,

- (viii) mentoring,
- (ix) single-subject or subject-matter acceleration, and
- (xi) dual credit.

b) Grade-based:

- (i) Combined classes,
- (ii) continuous progress,
- (iii) early admission to Kindergarten or Grade 1,
- (iv) early entrance to high school or post-secondary education,
- (v) early graduation from secondary school,
- (vi) grade-skipping (whole grade acceleration),
- (vii) self-paced instruction,
- (viii) telescoping curriculum.

(See **Appendix 1** for a more detailed explanation of the above.)

5.5 Key questions to consider in order to determine if a student will benefit from grade-level acceleration according to the Ontario Psychological Association are the following:

- i) Is there assessment evidence that the child able to master material at a rapid pace relative to age-mates?
- ii) Is there assessment evidence that the child understands concepts at a deeper level than classmates?
- iii) Does the child demonstrate the emotional maturity to handle the demands of an advanced grade?
- iv) Does the child demonstrate the social skills required to handle the demands of an advanced grade?
- v) Are the parent, child, and teachers in agreement with an advanced grade placement?

It should be noted that only with a positive response to *all* of these questions should the child be considered for grade-level acceleration.

- 5.6 **Characteristics of Giftednessⁱⁱⁱ** are recognized by educators and outlined in the four categories below. However, it should be noted that no student is outstanding in all characteristics. The following list of characteristics is neither prescriptive or exhaustive:

Learning Characteristics

- Has unusually advanced vocabulary for age or grade level
- Has quick mastery and recall of factual information
- Reads a great deal on his or her own; usually prefers adult-level books; does not avoid difficult materials
- Reasons things out for him- or herself

Motivational Characteristics

- Becomes easily absorbed with and truly involved in certain topics or problems
- Is easily bored with routine tasks
- Needs little external motivation to follow through in work that initially excited him or her
- Strives toward perfection; is self-critical; is not easily satisfied with his or her own speed and products
- Prefers to work independently; requires little direction from teachers
- Stubborn in his or her beliefs
- Concerned with right and wrong, good and bad

Creativity Characteristics

- Constantly asking questions about anything and everything
- Often offers unusual, unique or clever responses
- Is uninhibited in expressions of opinion
- Is a high-risk taker; is adventurous and speculative
- Displays a keen sense of humor
- Shows emotional sensitivity
- Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different
- Is unwilling to accept authoritarian pronouncements without critical examination

Leadership Characteristics

- Carries responsibility well
- Is self-confident with children his or her own age as well as adults

- Can express him- or herself well
- Adapts readily to new situations
- Generally directs the activity in which he or she is involved

- 5.7 Reach Ahead Opportunities for Elementary School Students: In certain circumstances, consideration may be given for reach-ahead opportunities for Grade 8 students seeking enrichment.

“Under exceptional circumstances, an individual student in Gr. 8, with parental consent, may be given permission by the principal of a secondary school to ‘reach ahead’ to take secondary school courses, either during the school year or in the summer prior to entering Gr. 9. The principal of the elementary school and the principal of the secondary school will decide, on a case-by-case basis, whether ‘reaching ahead’ to take a secondary school course is in the best interests of the student. The principal of the secondary school will assume responsibility for evaluating the student’s achievement and for granting and recording the credit.” (Ontario Schools, Kindergarten to Grade 12, p.32, 2.5.2.1)

- 5.8 Individual Education Plan (IEP) Accommodations and Modifications: An IEP will be prepared for all students with an identification of Giftedness. The Principal of the home school will ensure that an IEP is completed within 30 school days after placement in the program or start of a new school year/semester. A review of the identification and placement will be determined annually.

- 5.9 Academic and Psycho-educational Assessments: Students with psychological assessments must meet TCDSB criteria for an identification of Giftedness. The assessment must include a measure of intellectual ability that is accepted by TCDSB.

- 5.10 Identification and Placement in a (Gifted) Special Education Program:
Step 1: The Otis-Lennon School Ability Test (OLSAT8) is administered to **all grade 4 students** as well as to students who are nominated in higher grades have not previously completed the OLSAT8 test.

Step 2: Successful candidates who meet the TCDSB criteria will be referred to an Identification, Placement and Review Committee (IPRC) for possible identification as an Exceptional student with Giftedness and

placement in the Gifted Program. Parents are invited to attend this meeting and will obtain information as to the location of the program.

Gifted Programs: Elementary Gifted Intensive Support Programs (ISPs) take the form of *Withdrawal* or *Congregated* Settings in the TCDSB.

Program Foci:

- ✓ To broaden the development of the intellectual, emotional, social, cultural, moral and spiritual potential of students
- ✓ To develop further creative thinking, collaboration, communication, critical thinking, problem solving, research, organizational and independence skills
- ✓ To provide students with opportunities to explore multiple perspectives, novel ideas, and to probe topics more deeply
- ✓ To engage students in independent and leadership learning opportunities
- ✓ To provide students with the opportunity to collaborate with like-minded peers

Is Grade-Level Acceleration an Appropriate Response?

- 5.11 If a student is considered for acceleration, it would be only after all above options, included Gifted Intensive Support programming, have been considered, and it is deemed to be an essential response to promote a student's continued academic, social, and emotional growth.

In order to consider the grade-level acceleration of a student, it is recommended that the student have been placed in a TCDSB school for a minimum of one full school (reporting) year.

6.0 Considerations for Promotion (Grade 8 to Grade 9)
(*Ontario Schools K-12 Policy and Program Requirements, 2016, p.31*)

- 6.1 Students without an IEP who have successfully completed the Grade 8 curriculum expectations will be promoted from elementary school and placed in a secondary school.
- 6.2 Students with an Individual Education Plan (IEP):
1. All students who have achieved the grade-level expectations will be promoted.
 - a) students who require program accommodations and/or modifications will have an IEP. If a student is not successfully demonstrating achievement of goals/expectations outlined in his/her IEP, the goals/expectations might need to be updated.
 - b) students with an IEP should not be considered to be at risk of promotion. If the learning expectations outlined in the IEP are appropriate for the student's level of instruction, the provincial report card promotion status should indicate that the student is *"progressing well towards promotion."*
 - c) Kindergarten students should not be considered for retention given their age and early educational development. Alternatively, kindergarten students with Special Education needs should be given every opportunity to advance with their peers in order to support their academic achievement and social-emotional development.
 2. Students with an IEP who are working on modified Gr. 8 expectations will be reviewed at the Gr. 8 Transition planning meeting and/or the IPRC Annual Review meeting (as appropriate). In consultation with the appropriate school-based and board-level staff and parent, a decision will be made regarding placement into an appropriate secondary school program.
- 6.3 English Language Learners (ELLs)
(*Ontario Schools K-12 Policy and Program Requirements, 2016, p.35-36*)
- English Language Learners should be placed in an age-appropriate grade-level rather than a lower grade based on their level of language acquisition and/or academic functioning.

ELLs will require variable lengths of time and levels of support in ESL/ELD programs to acquire the English language skills necessary for integration into non-ESL/ELD programs.

Ongoing monitoring and assessment of student progress and a flexible approach are needed in order to ensure that ESL/ELD programming and/or monitoring continue to be appropriate for them.

7.0 Considerations for Retention

Is Grade-Level Retention an Appropriate Response?

- 7.1 If a student is considered for grade-level retention, it would be only after all programming options, including Intensive Support Programs (ISP), have been considered, and it is deemed to be an essential response to enhance a student's continued academic, social, and emotional growth.

In order to consider the grade-level retention of a student, it is recommended that the student have been placed in a TCDSB school for a minimum of one full school (reporting) year.

8.0 Roles and Responsibilities

1. Principal:

- ✓ Is responsible for the management of the school premises, curriculum leadership of staff providing educational programs, and the safety and well-being of all staff/students;
- ✓ Is responsible for the promotion, transfer, acceleration, or retention of students;
- ✓ Co-ordinates the Case Conference or SBSLT process with all school and/or board-level staff, parent, and student (as appropriate);
- ✓ Provides professional learning opportunities for all school staff regarding the abilities and needs of the spectrum of learners within the school community.

2. Superintendent:

- ✓ Reviews with the principal any parental requests received for grade-level acceleration or retention;
- ✓ Collaborates with the principal and/or parent regarding unresolved recommendations for grade-level placement for the following school year;
- ✓ In consultation with the Superintendent of Special Services, collects and maintains yearly data pertaining to parent requests for student grade-level acceleration/retention, and students who have been accelerated or retained.

3. Classroom Teacher:

- ✓ Engages UDL and DI instructional approaches that engage high-yield strategies, and promote inquiry-based learning and student engagement in the age-appropriate grade-level;
- ✓ Engages students in a collaborative teaching-learning process;
- ✓ Creates learning profiles for their class(es) as well as individual student profiles in order to identify a baseline of student achievement and to identify any students at risk or otherwise in need of increased challenges. (See *Learning for All, 2013, p. 39 – Process for Developing a Class Profile; and p. 48 – Process for Developing an Individual Student Profile.*);
- ✓ Consults with parents on an ongoing basis;
- ✓ Engages the Tiered Approach to the identification of and intervention for academic and social-emotional needs, informing the principal about any academic and/or social-emotional developmental concerns; and
- ✓ Consults with the school team as needed regarding student achievement.

4. Special Education Teacher

- ✓ Creates in a timely manner an IEP as required for students who have been identified as exceptional by an IPRC;
- ✓ May create an IEP for students not identified as exceptional by an IPRC but who might have Special Education needs;
- ✓ Monitors the implementation and update of IEPs for students with Special Education needs and;
- ✓ Advocates for students with special education needs.

5. Guidance Teacher

- ✓ Assists students with course selections (secondary) and pathways planning (elementary/secondary);
- ✓ Advocates for all students, but in particular students not otherwise supported by Special Education or English as a Second Language (ESL) resource teachers.

6. Student:

- ✓ Accepts his/her responsibility for engaging with all aspects of the curriculum including active participation with in-class teaching/learning as well as independent completion of homework and assignments.
- ✓ Seeks assistance (as developmentally appropriate) when requiring remediation and/or deeper learning opportunities; and
- ✓ Actively participates in all aspects of pathways planning.

7. Parent:

- ✓ Works closely with their child/ren to promote their own interest and engagement with subjects being studied, and helps them self-advocate for their learning needs;
- ✓ Consults with teachers/administrators regarding their child's achievement; and
- ✓ Engages in the consultation process for the purpose of considering and implementing, if appropriate, their request for grade-level acceleration or retention.

Receiving an Request for Grade-level Acceleration or Retention

- 8.1 On receipt of a parental request for grade-level acceleration or grade-level retention, the school principal shall proceed with the following steps:
- a) Request any additional information or clarification that is necessary to assess the request for these forms of accommodation.
 - b) Inform and consult with the Superintendent of Schools and Superintendent of Special Services about the request.

- c) Organize a review of the request by the Case Conference Team or School Based Support Learning Team (SBSLT), as appropriate. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe. A meeting with the Case Conference Team or SBSLT can include the parent along with the appropriate school/board interdisciplinary team members that may include: principal, Assessment and Programming Teacher (APT)/Programming and Assessment Teacher (PAT), current teacher(s) of the student, Psychology and/or Social Work and/or Speech-Language Pathologist;
 - d) Consider the request on an individual basis giving consideration to all relevant factors;
 - e) Communicate the Board's determination with respect to the request for grade-level acceleration or grade-level retention to the parent in writing.
- 8.2 Each request for grade-level acceleration or grade-level retention will be addressed on an individual basis giving consideration to all relevant factors, including but not limited to:
- a) the individual learning strengths and needs of the student, the student's IEP goals, safety plan, behaviour plan and/or student's medical Plan of Care (if any);
 - b) supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments, or other relevant supporting documents;
 - c) evidence of how grade-level acceleration or retention might provide accommodation for a demonstrated ability/disability-related learning need;
 - d) the impact of the accommodation on the student's dignity, integration, and independence;
 - e) other accommodations available and whether one or more alternative accommodations can meet the needs of the student; and

- f) approval for grade-level acceleration or retention shall not occur more than once during elementary school.
- 8.3 The process of accommodation shall respect the student's right to privacy.
- 8.4 The school principal shall be responsible for communication with the parent with respect to the accommodation process, and where approved, the implementation and management of the accommodation.
- 8.5 Implementing the Accommodation
Where the request is granted, the school principal, in consultation with the Case Conference Team or SBSLT, will do the following:
- a) consider any necessary change in routine and procedures, as well as any programming changes that might be required;
 - b) forward the following letters as appropriate:
 - i) Decision Letter Approving Grade-Level Acceleration/Retention, or
 - ii) Decision Letter Declining Grade-Level Acceleration/Retention.
 - c) make changes to the student's IEP goals to document the type of support the accommodation will provide for the student;
 - the accommodation may be provided on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins.
- 8.6 TCDSB will make best efforts to implement the accommodation within a reasonable timeframe.
- 8.7 Continuous Assessment
A review of the effectiveness of the grade-level retention or acceleration in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP and as otherwise deemed necessary by the Principal.
- 8.8 Approval may be revoked at any time by the principal if:
- a) there are any concerns about academic performance or social-emotional well-being of the student;

- b) there has been a change to the student's circumstances or ability/disability-related needs, which had supported the original approval; and
- c) the TCDSB in its discretion determines that the accommodation is not effective for the student's demonstrated ability/disability-related learning needs.

8.9 In all cases, however, the TCDSB will comply with its duty to accommodate under the *Education Act* and the *Human Rights Code*.

9.0 Records

9.1 A copy of the decision approving or declining the accommodation request, as well as any other relevant documents supporting the accommodation, shall be retained in the student's Ontario Student Record (OSR).

9.2 The TCDSB shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Efforts should be made to limit the personal information to only that which is necessary.

9.3 The TCDSB will collect the following information regarding the implementation of the policy and procedure pertaining to grade-level acceleration and retention:

- a. Total number of requests for students to be grade-level accelerated or retained;
 - i. Whether requests are for elementary or secondary school students;
 - ii. The student's grade; and
- b. The number of requests approved and denied;
 - i. If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum.



10.0 Attachments:

Appendix 1: Categories and Forms of Acceleration

Endnotes

ⁱ Kanevski, Lannie, *A Survey of Educational Acceleration Practices in Canada*, in Canadian Journal of Education, 34, 3 (2011), p.155.

ⁱⁱ Kanevsky, p.157

ⁱⁱⁱ Adapted from: <http://www.us.mensa.org/learn/gifted-youth/insights-into-gifted-youth/gifted-characteristics/>



Categories and Forms of Acceleration

Content Based

Advanced Placement (AP): The student takes a course (traditionally in high school) that results in postsecondary credit upon completion of a standardized AP examination with a score acceptable to the college or university.

Concurrent or Dual Enrolment: The student is enrolled in one level but takes a course or courses at a higher level. Examples include taking calculus at the university level and receiving university credit for it upon successful completion while still enrolled in high school, or taking a high school course in chemistry while still enrolled in junior high school.

Correspondence Courses: A student enrolls in advanced coursework outside of normal school instruction. Instruction may be delivered by mail, internet, television and/or other media.

Credit by Examination: The student is awarded advanced standing (e.g., high school or college) by successfully completing some form of mastery test or activity. This is also known as “course challenge” or “testing out.”

Curriculum Compacting: Based on high levels of mastery demonstrated on a pre-assessment, the amounts of introductory activities, drill, and practice are reduced for one or more students in a class. The time gained may be used for more advanced content instruction or to participate in enrichment activities. Curriculum compacting does not necessarily result in advanced grade placement.

Extracurricular Programs: A student enrolls in coursework after school, on weekends, or in summer programs that offer advanced instruction and/or credit.

International Baccalaureate Programs: Students complete advanced interdisciplinary curriculum prescribed by the International Baccalaureate organization. At the end of high school, students take an international examination and may receive advanced standing in their postsecondary studies.

Mentoring: A student is paired with a mentor or expert tutor who provides advanced or more rapidly paced instruction.

Subject Matter, Single Subject, or Partial Acceleration: A student is placed in classes with older peers for a part of the day or works with materials from higher



Categories and Forms of Acceleration

grade placements in one or more content areas. Subject-matter acceleration may also take place outside of the general instructional schedule (e.g., summer school or after school) or by using higher level instructional activities on a continuous progress basis without leaving the placement with chronological-age peers.

Dual Credit: Dual credit programs are ministry-approved programs that allow students, while they are still in secondary school, to take college or apprenticeship courses that count towards both the Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, degree or a Certificate of Apprenticeship. Students may earn credits towards their secondary school diploma through courses delivered entirely or partially by publicly funded colleges in Ontario that are participating in a ministry-approved dual credit program. Students may earn up to four optional credits through college-delivered courses. (<http://www.edu.gov.on.ca/morestudentsuccess/DualCreditFS.pdf>)

Grade Based

Combined classes: Students in two or more consecutive grades are enrolled in one class (such as a dual-grade combined class). This is a form of acceleration when it is done intentionally to allow younger students to interact academically and socially with older peers. It may or may not result in an advanced grade placement later.

Continuous progress: A student is given content progressively as prior content is mastered. The practice is accelerative when the student's progress exceeds the performance of chronological peers in rate and level.

Early entrance to Grade 1: Students either skip kindergarten or accelerate from kindergarten into Grade 1 during what would be the student's first year of school.

Early admission to kindergarten: Students enter kindergarten prior to achieving the minimum age for school entry as set by the provincial ministry of education.

Early entrance to middle school, high school, or college/university: A student is advanced to the next level of a subject or schooling at least one year ahead of chronological-age peers at the end of elementary, middle, junior, or senior secondary school. This may involve dual enrolment and/or credit by examination.

Early graduation from high school: A student graduates from a 4-year high school program in 3½ years or less. Generally, this is accomplished by increasing the



Categories and Forms of Acceleration

amount of coursework taken each year in high school, but it may also be accomplished through concurrent or dual enrolment in college or university, or through extracurricular or correspondence coursework.

Grade skipping: A student is considered to have skipped one or more grades if he or she is given a grade-level placement ahead of chronological-age peers at anytime during the year.

Self-paced instruction: The student has control over pacing decisions. Self-paced instruction is a subtype of continuous progress.

Telescoped curriculum: A student is provided instruction in less time than is normal (e.g., completing a one-year course in one semester, or three years of middle school in two). Telescoping differs from curriculum compacting in two ways: it is planned to fit a precise time schedule and it always results in advanced grade placement.

1. Based on Southern & Jones (2004) and reprinted from Kanevsky, L. (2011a). *A survey of educational acceleration practices in Canada*, Canadian Journal of Education, 34(3), 179–180.

GOVERNANCE AND POLICY COMMITTEE

PENDING LIST TO JANUARY 07, 2020

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Mar-2017 Governance and Policy	TBC	Governance and Policy	Report regarding consultations with CLSIT and conversations with the Archdiocese in regards to the content of the policy (Update to Chaplaincy Program Policy)	Superintendent Fernandes
2	June-2017 GAP	TBC	Governance and Policy	Staff to bring back after the Ministry of Education's Transportation report is considered (Update to Transportation Policies S.T.01, 03, 04 and 05)	Superintendent Fernandes
3	Mar-2018 Regular Board	Feb-2020	Governance and Policy	That the matter be referred to the Governance and Policy Committee (Photographing and Filming of Individuals at Board and Committee Meetings)	Superintendent Fernandes
4	May-2018 Governance and Policy	May-2020	Governance and Policy	Staff was requested to add the policy to the Governance and Policy Committee work plan for the development of an Omnibus policy (Update to School Events Communications and Invitee Protocols Policy (S.02).)	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
5	Jun-2018 Corporate Services	TBC	Governance and Policy	That the Pupil Accommodation Review Policy and Operating Procedures be referred to the Governance and Policy Committee to be updated to reflect changes to the Pupil Accommodation Review Guidelines with extensive community and Section E Implementation, Strategic Communications and Stakeholder Engagement Plan (Ministry Memo 2018: B10 – Final Pupil Accommodation Review Guidelines and Updated on Integrated Planning and Supports for Urban Education)	Superintendent Fernandes
6	Jan-2019 Governance and Policy	Mar-2020	Governance and Policy	That all existing and new policies be reviewed to reflect the Ontario Human Rights Commission (OHRC) Accessible Education for Students with Disabilities Policy Document and that once completed, that they be brought back to GAP Committee; and That staff develop a policy reflective of the OHRC Accessible Education for Students with Disabilities Policy Document (SEAC Minutes, 2018-09-19, Item 9g) Ontario Human Rights Commission (OHRC) Policy Document Article on Special Education Inclusion)	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
7	Jan-2019 Governance and Policy	May-2020	Governance and Policy	Review the Director Performance Appraisal policy in one year, including the challenges during an election year and the “parked” items from the November 21, 2018 Special Board meeting, TRIPLE PRIVATE Session (Review of the Director Performance Appraisal)	Superintendent Fernandes
8	Mar-2019 Special Board	TBC <i>Subject to NEW Ministry policy/regulation dealing with student exclusions</i>	Governance and Policy	<p>That the TCDSB establish a comprehensive policy regarding the refusal to admit special education students and those with special needs and disabilities to school; and</p> <p>That a refusal to admit policy should depend on the TCDSB ensuring that students excluded from attending school are provided an equivalent educational program; and</p> <p>That students should not be excused unless it can be demonstrated that the student presents an imminent risk to health or safety; and</p> <p>That the policy include:</p> <p>Circumstances when a refusal to admit is</p>	Superintendent Fernandes

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				<p>permitted, and when it is not permitted;</p> <p>Procedures that must be followed when refusing to admit a student;</p> <p>Timelines dictating the maximum number of consecutive days a student can be excused from school;</p> <p>An appeal process; and</p> <p>Data documentation and process for reporting to SEAC and Board.</p> <p>That the policy should include where the TCDSB refuses to accommodate students with special education disabilities in regular classrooms without needed supports or services, the principal be required to provide written notice and rationale of this to the family and that the Superintendent be copied; and</p> <p>That a refusal to admit policy be referred to the Governance and Policy Committee; and that staff prepare a comprehensive report on the implementation of a refusal to</p>	

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
9				report policy.	
	Apr-2019 Student Achievement	Feb-2020	Governance and Policy	That staff create a policy regarding Forms of Acceleration for Gifted and Talented Students and that it be presented to the Governance and Policy Committee for consideration	Superintendent Fernandes

Governance and Policy Committee
2020 Policy Priority Schedule
Policy titles are linked to policy documents

GAP Date	Policy	Policy #	Key Contact (s)
January 7	Trustees Code of Conduct	T.04	M. Eldridge/C. Caldwell
	Delegations	T.14	M. Eldridge/C. Caldwell
	Catholic Parent Involment Committee	P.04	J. Wujek
	Caretaker Deployment (Rescindment)	H.S.03	C. Fernandes/C.Caldwell
February 11	Strategic Reserves Policy (NEW)	TBD	L.Noronha/P.De Cock
	Acceleration and Retention of Students (NEW)	TBD	L.Maselli-Jackman
	Catholic School Parent Councils	S.10	J. Wujek
March 3	Workplace Accommodation for Employees with Disab	H.M.38	C. Caldwell/A. Della Mora
	Accessibility Standards for Services and Facilities	A.36	C. Caldwell/F.Cifelli
	Alcohol, Cannabis and Other Drugs	S.S.03	L.DiMarco/M. Caccamo
April 14	Guidelines For Trustees, Parents and Staff in Address	A.33	J. Wujek
	Meta-Policy	M.01	M. Eldridge/C. Caldwell
	ICod Policy (NEW)	TBD	M. Eldridge/C. Caldwell
May 12	Performance Appraisal: Director of Education	H.C.06	M. Eldridge/C. Caldwell
	Complaint Against a Staff Member	H.M.30	A. Della Mora
	Harassment and Discrimination	H.M.14	A. Della Mora
June 2	Fresh Start	S.S.12	M. Caccamo
	Board Recognized Charitable Foundations	A.09	P. De Cock
September 8			
October 6			
November 10			

December 7	<u>Pupil Accommodation Review</u>	S.09	M. Loberto