

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

AGENDA March 26, 2020

Joseph Martino, Chair
Trustee Ward 1

Angela Kennedy, Vice Chair
Trustee Ward 11

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Markus de Domenico
Trustee Ward 2

Daniel Di Giorgio
Trustee Ward 10

Taylor Dallin
Student Trustee

Norman Di Pasquale
Trustee Ward 9

Michael Del Grande
Trustee Ward 7

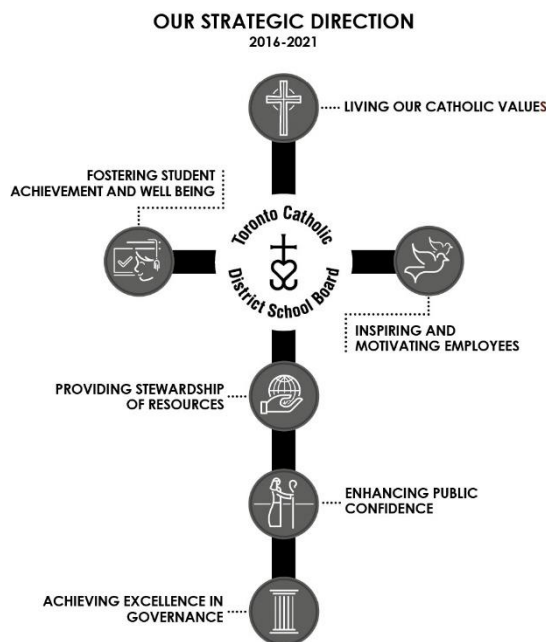
Ida Li Preti
Trustee Ward 3

Teresa Lubinski
Trustee Ward 4

Maria Rizzo
Trustee Ward 5

Garry Tanuan
Trustee Ward 8

Kathy Nguyen
Student Trustee



MISSION

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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

Assistant Recording Secretary: Sarah Pellegrini, 416-222-8282 Ext. 2207

Rory McGuckin
Director of Education

Joseph Martino
Chair of the Board



**AGENDA
REGULAR MEETING
OF THE
TORONTO CATHOLIC DISTRICT SCHOOL BOARD
PUBLIC SESSION**

Joseph Martino, Chair

Angela Kennedy, Vice Chair

Thursday, March 26, 2020

7:00 P.M.

Pages

1. **Call to Order**

2. **Memorials and Opening Prayer**

3. **Singing of O Canada**

School: Fr. Henry Carr Catholic Secondary School (Ward 1 Trustee Martino)

4. **Roll Call & Apologies**

5. **Approval of the Agenda**

6. **Reports from Private Session**

7. **Notices of Motions**

8. **Declarations of Interest**

9. **Approval and Signing of Minutes of the Previous Meetings**

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25.	Adjournment	

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

HELD THURSDAY, FEBRUARY 6, 2020

STUDENT ACHIEVEMENT

PRESENT:

Trustees:

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

Staff:

R. McGuckin
D. Koenig
A. Della Mora
L. Noronha
P. Aguiar
S. Camacho
S. Campbell
F. Cifelli
M. Eldridge
N. D’Avella
C. Fernandes
G. Iuliano Marrello
K. Malcolm

L. Maselli-Jackman

M. Meehan

J. Shanahan

S. Vlahos

J. Wujek

S. Harris, Recording Secretary

S. Pellegrini, Assistant Recording Secretary

External Guest: A. Robertson, Parliamentarian

1. Declarations of Interest

Trustees Del Grande and Kennedy declared an interest in a labour relations matter in PRIVATE Session and did not participate in that discussion nor vote.

There were none in PUBLIC Session.

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

MOVED by Trustee Martino, seconded by Trustee Kennedy, that all Items discussed in PUBLIC Session be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Martino
Tanuan

The Motion was declared

CARRIED

Trustee Rizzo returned to the horseshoe at 9:44 pm.

Trustees Del Grande and Kennedy left the horseshoe at 9:44 pm due to a Declaration of Interest in PRIVATE Session, as indicated earlier.

MOVED by Trustee Martino, seconded by Trustee Kennedy, that all Items discussed in PRIVATE Session be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Kennedy returned to the horseshoe at 9:45 pm.

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

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

SECRETARY

CHAIR

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

HELD THURSDAY, FEBRUARY 13, 2020

Corporate Services

PRESENT:

Trustees:

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

Student Trustee:

T. Dallin

Staff:

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

M. Loberto
M. Meehan
S. Vlahos

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

External Guest: A. Robertson, Parliamentarian

4. Roll Call and Apologies

An apology was extended on behalf of Student Trustee Nguyen.

7. Declarations of Interest

There were none in PRIVATE Session.

In PUBLIC Session, Trustee Kennedy declared an interest in Item 15c) 2019-20 First Quarter Financial Status Update as she has family members who are employees of the Board.

Trustee Kennedy did not vote nor participate in the discussions regarding that Item.

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

MOVED by Trustee Rizzo, seconded by Trustee de Domenico, that the Items discussed in PUBLIC and PRIVATE Sessions be approved.

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

**(PUBLIC and PRIVATE Sessions Minutes Distributed
at the March 12, 2020 Meeting)**

MOVED by Trustee Martino, seconded by Trustee Tanuan, that the meeting resolved back into Corporate Services, Strategic Planning and Property Committee.

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

The Attendance list remained unchanged, following DOUBLE AND TRIPLE PRIVATE Sessions.

7. Declarations of Interest

There were none in DOUBLE PRIVATE nor TRIPLE PRIVATE Session.

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

MOVED by Trustee Martino, seconded by Trustee Tanuan, that the Items discussed in DOUBLE and TRIPLE PRIVATE Sessions be approved.

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

**(DOUBLE and TRIPLE PRIVATE Sessions Minutes Distributed
at the March 12, 2020 Meeting)**

MOVED by Trustee Martino, seconded by Trustee Tanuan, that the meeting resolve back into Corporate Services, Strategic Planning and Property Committee meeting.

Results of the Vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

SECRETARY

CHAIR

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

THURSDAY, FEBRUARY 20, 2020

Trustees:

A. Kennedy, Acting Chair
I. Li Preti, Acting Vice-Chair
N. Crawford
M. de Domenico
M. Del Grande
D. Di Giorgio
N. Di Pasquale
T. Lubinski – via Teleconference
M. Rizzo
G. Tanuan

Staff:

R. McGuckin
D. Koenig
A. Della Mora
P. Aguiar
M. Caccamo
S. Camacho
S. Campbell
N. D'Avella
P. De Cock
L. DiMarco
M. Eldridge
M. Farrell
C. Fernandes
D. Friesen

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

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

External Guest: A. Robertson, Parliamentarian

4. Roll Call and Apologies

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

Trustee D'Amico was absent.

5. Approval of the Agenda

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that the Agenda, as amended to include the Addendum and reorder Item 19a) Loretto Abbey Catholic Secondary School Renewal Work and Accommodation Plan (Ward 5) after Item 11h) Delegation: Elizabeth Keenan regarding Loretto Abbey Relocation, and add Item 7a) *Notice of Motion from Norman Di Pasquale regarding Board Support for Local School Events*, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

6. Reports from Private Session

MOVED by Trustee de Domenico, seconded by Trustee Crawford, that the matter dealt with in PRIVATE Session regarding labour relation updates be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Rizzo
Tanuan

The Motion was declared

CARRIED

7. Notices of Motions

7a) *From Trustee Di Pasquale regarding Board Support for Local School Events* will be considered at the March 26, 2020 Regular Board Meeting:

Amendment to Permit Policy to allow for more flexibility in Catholic School Parent Council (CSPC) Fundraising Events

WHEREAS: School fundraisers are vital to the overall learning experience of Toronto Catholic District School Board (TCDSB) students;

WHEREAS: School fundraisers bring our school, parish and local community together to focus on a common goal of raising funds for the betterment of our school community;

WHEREAS: Permits Policy BR.05 was recently amended to add a cap of 20 custodial hours per year of no cost permitting for school fundraising activity on weekends; and

WHEREAS: One school event for 800 students could end up exhausting all 20 no cost custodial hours.

THEREFORE BE IT RESOLVED THAT: The policy be amended to allow for a maximum of 35 fully subsidized custodial hours for school fundraising events; and

BE IT FURTHER RESOLVED THAT: The Permits Policy BR.05 be referred to the next Governance and Policy Committee meeting to revise the policy as set out above.

8. Declarations of Interest

Trustee Kennedy declared an interest in an Item in PRIVATE Session.

Trustee Kennedy declared an interest in Item 18a) International Education Teacher Survey Report as she has family members who are employees of the Board. Trustee Kennedy indicated that she would neither participate in that Item nor vote.

9. Approval and Signing of Minutes of the Previous Meetings

MOVED by Trustee Li Preti, seconded by Trustee Di Pasquale, that Item 9a) be adopted as follows:

9a) Special Board (Student Achievement) held January 9, 2020 approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Di Giorgio, seconded by Trustee Li Preti, that Item 9b) be adopted as follows:

9b) Special Board (Corporate Services) held January 16, 2020 approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Li Preti, seconded by Trustee Di Pasquale, that Item 9c) be adopted as follows:

9c) Regular Board held January 23, 2020 approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Del Grande

Di Giorgio
Di Pasquale
Kennedy
Li Preti
Rizzo
Tanuan

The Motion was declared

CARRIED

10. Presentations

MOVED by Trustee Rizzo, seconded by Trustee Li Preti, that Item 10a) be adopted as follows:

10a) Monthly Report from the Chair received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

10b) Monthly Report from the Director of Education received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Tanuan, that Item 10c) be adopted as follows:

10c) Monthly Report from the Student Trustees received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

11. Delegations

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

11a) Diana Chan regarding Loretto Abbey Relocation received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Rizzo
Tanuan

The Motion was declared

CARRIED

On behalf of the Board, the Chair acknowledged the presence of Member of Provincial Parliament (MPP) Robin Martin.

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

11b) Laura Tomasicchio regarding Relocation of Loretto Abbey received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

11c) Gillian Vivona, representative of Toronto Secondary Unit, regarding Construction at Loretto Abbey received.

Trustee Lubinski joined the meeting via Teleconference at 7:36 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

11d) Carla Amodio regarding Loretto Abbey No Relocation received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Del Grande left the horseshoe at 7:54 pm.

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that Item 11e) be adopted as follows:

11e) Phil Hornak regarding Loretto Abbey Relocation received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Giorgio
Di Pasquale
Kennedy
Li Preti

Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Lubinski did not respond/vote via Teleconference.

MOVED by Trustee Rizzo, seconded by Trustee Tanuan, that Item 11f) be adopted as follows:

- 11f) Elaine-Solema Concepcion regarding Loretto Abbey Relocation** received.

Trustee Lubinski disconnected via Teleconference at 8:12 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Lubinski reconnected via Teleconference at 8:13 pm.

Trustee Tanuan left the horseshoe at 8:13 pm.

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that Item 11g) be adopted as follows:

- 11g) Lina Naccarato, representative of CUPE Local 1328, regarding Construction/ Loretto Abbey received.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Rizzo

The Motion was declared

CARRIED

Trustee Lubinski did not respond/vote via Teleconference.

MOVED by Trustee Crawford, seconded by Trustee Li Preti, that Item 11h) be adopted as follows:

- 11h) Elizabeth Keenan regarding Loretto Abbey Relocation received.**

Trustee Tanuan returned to the horseshoe at 8:23 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Lubinski did not respond/vote via Teleconference.

Trustee Del Grande returned to the horseshoe at 8:26 pm.

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

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

- 19a) Loretto Abbey Catholic Secondary School Renewal Work and Accommodation Plan (Ward 5)** that the Board approve Option 2, a two-phase implementation of the heating system replacement at Loretto Abbey as detailed in the report, with students remaining on site during the academic year for the duration of the project.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Tanuan, that \$1 million be set aside as a contingent liability for any possible grievance or claims brought forward by any Government orders and/or penalties resulting from negligence of work abatement at Loretto Abbey

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

In Favour

Trustees Del Grande
Kennedy
Lubinski
Rizzo
Tanuan

Opposed

Crawford
de Domenico
Di Giorgio
Di Pasquale
Li Preti

The AMENDMENT was declared

LOST ON A TIE

Time for business expired.

MOVED by Trustee Rizzo, seconded by Trustee Li Preti, that time be extended by 15 minutes, as per Article 12.6, to complete the debate on the Item.

Results of the Vote taken, as follows:

In Favour

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

Opposed

The Motion was declared

CARRIED

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

1. That the Building Committee membership be expanded to include a Loretto Abbey staff member, and representatives of the unions that Loretto staff are members of;
2. That TCDSB staff work with the staff at Loretto Abbey to address their questions and concerns;
3. That staff monitor noise levels during construction during the school year; and
4. That staff find a temporary location for Loretta Abbey staff who would normally be present in the summer break.

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

In Favour

Opposed

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

The AMENDMENT was declared

CARRIED

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

In Favour

Opposed

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

Di Giorgio

The Motion, as amended, was declared

CARRIED

The Chair declared a 10-minute recess.

The meeting resumed with Trustee Kennedy in the Chair.

The Attendance list remained unchanged.

13. Consent and Review

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

- 15a) Approved Minutes of the Governance and Policy Committee Meeting
Held January 7, 2020 – Trustee Crawford;

- 16b) Approved Minutes Special Education Advisory Committee (SEAC)
Meeting Held January 22, 2020 - Trustee Del Grande;
- 18a) International Education Teacher Survey Report – Trustee Di Giorgio;
and
- 19b) Tamil Heritage Month Proclamation - Trustee Di Pasquale

MOVED BY Trustee Li Preti, seconded by Trustee Di Pasquale, that the
Items not held be received and that the Staff recommendations be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

ITEMS NOT HELD AS CAPTURED IN ABOVE MOTION

- 16a) Approved Minutes of the Audit Committee Meeting Held November 13, 2019; and**
- 19c) From the Governance and Policy Committee: New Policy on Strategic Reserves** that the Board accept the recommendation of the Governance and Policy Committee and approve the new policy on Strategic Reserves, F.M. 09 found in Appendix A of the report, as well as the Operational Procedures found in Appendix B of the report.
- 15. Matters Recommended by Standing Committees of the Board**

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

- 15a) Approved Minutes of the Governance and Policy Committee Meeting Held January 7, 2020** received.

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that the Item be deferred to the March 5, 2020 Student Achievement and Well-Being, Catholic Education and Human Resources Committee Meeting.

Results of the Vote taken, as follows:

In Favour

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

Opposed

Del Grande
Lubinski

The Motion was declared

CARRIED

16. Matters Recommended by Statutory Committees of the Board

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

16b) Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held January 22, 2020 received and that the following recommendations to Board be referred to staff for a report at the March 12, 2020 Corporate Services, Strategic Planning and Property Committee Meeting:

1. That all Awareness days be added under the Board events/ deadline column;
2. That Awareness days for all exceptionalities covered by Special Services be added under the Board events/ deadline column;
3. That the Special Education Budget for 2020/2021 at least remain the same as previously;
4. That \$2M be added to supplement the existing full-time equivalent (FTE) allocation in the Special Services – Mental Health Division; and
5. That the Psychology Department of Special Services be augmented with additional funds of \$1M.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Rizzo, that Recommendations 1 and 2 be approved by the Board:

1. That all Awareness days be added under the Board events/ deadline column; and

2. That Awareness days for all exceptionalities covered by Special Services be added under the Board events/ deadline column.

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

In Favour

Opposed

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

Del Grande

The AMENDMENT was declared

CARRIED

Trustee Lubinski did not vote/respond via Teleconference.

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

In Favour

Opposed

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

Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

Trustee Kennedy relinquished the Chair to Trustee Li Preti.

Trustee Kennedy left the horseshoe at 10:18 pm due to a Declaration of Interest in Item 18a), as earlier indicated.

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

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

18a) International Education Teacher Survey Report received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Kennedy returned to the horseshoe at 10:28 pm.

Trustee Li Preti relinquished the Chair to Trustee Kennedy.

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

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

19b) Recommendation Report for the Proclamation of January as Tamil Heritage Month that the Board officially proclaim January as Tamil Heritage Month in the TCDSB.

The proclamation was read by Trustee Di Pasquale.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

23. Updating of Pending Lists

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that Item 23a) be adopted as follows:

23a) Master Pending List and Rolling Calendar received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that Item 23b) be adopted as follows:

23b) Annual Report received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

25. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

SECRETARY

CHAIR



**Chair's Monthly Report
February – March 2020**

**Following are highlights for the period of
February 24 – March 20**

March 4

- Along with the Director and Vice Chair Kennedy, and Chairs/Directors from Dufferin-Peel CDSB and YCDSB, attended a meeting with OCSTA executives about its service to GTA Catholic Boards



Director's Monthly Report February – March 2020

**Following are highlights for the period of
February 24 – March 20**

February 25

- Enjoyed serving pancakes at the CEC on Shrove Tuesday
- Had the pleasure of visiting students and participating in St. Sylvester Catholic Elementary School's ECO Club video presentation

February 26

- Celebrated Ash Wednesday mass at the CEC

March 3

- Along with Trustees and Senior Staff attended the 29th Annual Ordinandi Dinner

March 4

- Along with Chair Martino and Vice Chair Kennedy, and Chairs/Directors from Dufferin-Peel CDSB and YCDSB, attended a meeting with OCSTA executives about its service to GTA Catholic Boards

March Student Trustee Board Report

Update from the Student Trustees:



- On February 25, the Student Trustees hosted the February CSLIT General Assembly, welcoming hundreds of students from across the TCDSB in a spirit of community and leadership. One of the guest speakers was Aloysius Wong, a student from the University of Toronto who came to speak about mental health. Another one of the featured guest speakers was Mikey from Positive Gear. Throughout the meeting, the Student Trustees and the rest of the CSLIT Executive Council shared several opportunities, such as Faith Camp, CSLIT sweaters, Digital Learning Week, and the Ontario Student Voice Awards.
- On February 27, the Student Trustees had a meeting with the Education Lead for the Toronto Youth Cabinet.
- On March 2, the Student Trustees launched the 2020 Student Trustee application.
- On March 4, the Student Trustees attended the Angel Foundation for Learning Board of Directors Meeting.
- Throughout the month, the Student Trustees supported the work of the Executive Council, including the planning of Faith Camp and Destress Night.

CSLIT:

Administrative Affairs

This past month, the Director of Administrative Affairs has continued in organizing Catholic Student Leadership sweater orders, in which all proceeds will be going towards the Angel Foundation for Learning. In addition to this, the Director of Administrative Affairs has also helped promote applications for the position of Student Trustee, and opportunities such as the Lift Jesus Higher Rally. The Director of Administrative Affairs will be continuing to assist the Student Trustees in all CSLIT matters, and will be preparing necessary documents for the CSLIT's March General Assembly.

Social Affairs

The Director of Social Affairs has met with their predecessor to ensure that proper budgets are followed and responsibilities are met in planning the annual

Gala and barbecue. The Director of Social Affairs has begun to reach out to possible venue options for the Gala, and continues to keep their subcommittee informed of these possibilities. The Social Affairs subcommittee has successfully brainstormed a unique theme for this year's Gala. The Director of Social Affairs has also planned for a distress night sometime in the month of March, keeping in mind the date of the General Assembly for all high school students. The Director of Social Affairs looks forward to collaborating with the Directors of Elementary Affairs to plan an event at an ECSLIT meeting in the following months as well to promote inclusion and welcoming of elementary students.

Public Relations

In the month of February, the Public Relations Coordinators have attended and promoted the first Catholic Student Leadership Impact Team General Assembly of the new decade! A recap video was made and is posted on social media. At the General Assembly, live tweets were made to inform those not in attendance what happened. The coordinators will continue to supervise the CSLIT social media accounts, attend leadership events, and write live-tweets to promote Catholic Student Leadership.

Faith

The Faith Ambassador has fulfilled all the responsibilities for CSLIT and ECSLIT in the month of March. This includes creating the opening and closing prayer about this month's virtue of forgiveness. As well as hosting many subcommittee meetings in preparation for next month's Faith Camp. Moreover, the Faith Ambassador along with seven sub-committee members attended the Lift Jesus Higher Rally. At this event, the Faith sub-committee was able to grow their relationship with each other and have a connection with God from a different perspective. The Faith Ambassador of the CSLIT executive council aims to attend more events such as this one and create ones as well to bring others closer to God.

Social Justice

The Director of Social Justice has been working with the Director of Equity to host several events. In April or May, the Director of Social Justice and the Director of Equity hope to host the Inclusion and Belonging Retreat/Leadership Conference. The Directors and their respective subcommittees have already begun contacting potential speakers and the planning of workshops. Future subcommittee

meetings have been planned. The Director of Social Justice will discuss with their respective subcommittee to figure out the logistics of the event in the following months. Furthermore, the Director of Social Justice has been planning for related CSLIT events, such as assisting the Director of Social Affairs in the planning of the annual Gala.

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

Equity

The equity team is volunteering and partaking in the facilitation of the Anti-Racism conference on April 28th, at York University. This will help our team bring techniques to squash problems in our board, and schools, concerning many different types of racism. The focus of equity has been shifted from Inclusion and Belonging to Multiculturalism and Inclusion. This is to represent a greater population while also advocating for our smaller marginalized groups of students. It is very important to CSLIT to celebrate and embrace the importance of multiculturalism both in the TCDSB and Toronto. In order to infiltrate more multiculturalism into CSLIT, our annual student summit conference Voices That Challenge will have a Culture Shock theme created by students in CSLIT.

Elementary Affairs

This month, the Directors of Elementary affairs have rescheduled their March ECSLIT meeting. Originally Thursday March 5th, the meeting is now slated for Thursday March 12th, due to the OECTA strike on the 5th. March's meeting is scheduled to have Glen Reyes and the H4 community students as guest speakers. These speakers will be especially useful to student leaders transitioning into secondary school, as they will be covering topics pertaining to Catholic Student Leadership at the secondary level, and about high school in general.

Angel Foundation for Learning

The Angel Foundation for Learning subcommittee has hosted their monthly meeting for March. Attendees have discussed future plans for AFL and have come up with fresh ideas to fundraise at CSLIT. There is a plan for the upcoming CSLIT barbecue and gala that involve flower grams and carnival-like activities for the

students. Currently, all members are focused on gathering supplies and inquiring about all other possible fundraising activities available.

Moving forward, AFL's goal is to purchase supplies and prepare for the rest of the school year in regards to fundraisers. The subcommittee will meet again next month and the director will stay in contact with everyone until then to continue the discussion. Once again, the focus is to continue to meet deadlines for CSLIT and promote AFL at student run events.



*Norm Di Pasquale
Trustee Ward 9*

E-mail: Norman.DiPasquale@tcdsb.org

Voicemail: 416-512-3409

To: Regular Board Meeting , March 26, 2020

From: Norm Di Pasquale, Trustee Ward 9

Subject: Consideration of Motion – Board Support for Local School Events

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

**Amendment to Permit Policy to allow for more flexibility in CSPC
Fundraising Events**

WHEREAS: School fundraisers are vital to the overall learning experience of TCDSB students;

WHEREAS: School fundraisers bring our school, parish and local community together to focus on a common goal of raising funds for the betterment of our school community;

WHEREAS: Permits Policy BR. 05 was recently amended to add a cap of 20 custodial hours per year of no cost permitting for school fundraising activity on weekends; and

WHEREAS: One school event for 800 students could end up exhausting all 20 no cost custodial hours.

THEREFORE BE IT RESOLVED THAT: The policy be amended to allow for a maximum of 35 fully subsidized custodial hours for school fundraising events; and

BE IT FURTHER RESOLVED THAT: The Permits Policy (Policy BR. 05) be referred to the next Governance and Policy meeting to revise the policy as set out above.

OUR MISSION

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

OUR VISION

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



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

HELD TUESDAY, FEBRUARY 11, 2020

PRESENT:

Trustees:

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

Non-Voting Trustees:

M. de Domenico – via Teleconference
D. Di Giorgio – via Teleconference
I. Li Preti – via Teleconference
M. Rizzo – via Teleconference

Staff:

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

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

3. Roll Call and Apologies

An apology was extended on behalf of Trustee Martino.

4. Approval of the Agenda

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

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Kennedy, that Item 13b) Update to Catholic School Parent Councils Policy S.10 be reordered prior to 13a) Update to the International Languages Elementary (ILE) Policy S.P.05.

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

Trustee Lubinski did not vote.

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 Lubinski did not vote.

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 January 7, 2020 be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion was declared

CARRIED

Trustee Lubinski did not vote.

Trustee Lubinski disconnected via Teleconference and joined the table at 7:18 pm.

MOVED by Trustee Del Grande, seconded by Trustee Kennedy, that the Agenda be reopened.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Lubinski, that Item 13b) Update to Catholic School Parent Councils Policy S.10 be reordered after Item 7a) Delegation: John Del Grande, Chair of Toronto Catholic Parent Involvement Committee (CPIC), regarding Parent Council Policy Recommendations.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

7. Delegations

MOVED by Trustee Del Grande, seconded by Trustee Kennedy, that Item 7a) be adopted as follows:

- 7a) Delegation: John Del Grande, Chair of Toronto Catholic Parent Involvement Committee (CPIC), regarding Parent Council Policy Recommendations** received and referred to staff for a report at the March 2, 2020 Governance and Policy (GAP) Committee Meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford	Di Pasquale
Del Grande	Kennedy
Lubinski	

The Motion was declared

CARRIED

13. Staff Reports

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

- 13b) Update to Catholic School Parent Councils Policy S.10** that the Item be deferred to the March 2, 2020 GAP Committee Meeting.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
Del Grande
Lubinski

Opposed

Di Pasquale
Kennedy

The Motion was declared

CARRIED

12. Matters Referred or Deferred

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

- 12a) Delegation: Gillian Vivona, representative of the Toronto Secondary Unit, regarding Trustees Code of Conduct** received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

Trustee de Domenico disconnected at 8:14 pm and reconnected at 8:16 pm.

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

- 12b) Update to Trustee Code of Conduct T.04** that the revised Trustee Code of Conduct Policy T.04 provided in Report Appendix A be approved.

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Kennedy, that *Respectful Workplace Guidelines* be included in the Cross References, Page 4 of the Addendum.

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Kennedy, that ... *a Trustee may comment on, or disagree with, a decision taken by the Board* be deleted from the first paragraph, Regulation 3, Page 8 of the Addendum.

Trustee Del Grande left the table at 8:31 pm.

MOVED in AMENDMENT to the AMENDMENT by Trustee Kennedy, seconded by Trustee Di Pasquale, that the sentence *Subject to the duty of a Trustee...* be replaced with *In accordance with Section 218.1(e) of the*

Education Act, Trustees shall uphold the implementation of any Board resolution after it is passed by the Board, Regulation 3, Page 8 of the Addendum.

Trustee Del Grande returned to the table at 8:34 pm.

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

In Favour

Opposed

Trustees Crawford
Di Pasquale
Kennedy

Del Grande
Lubinski

The AMENDMENT to the AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Di Pasquale
Kennedy

Del Grande
Lubinski

The AMENDMENT was declared

CARRIED

Trustee Di Giorgio joined the meeting via Teleconference at 8:38 pm.

Trustee Rizzo joined the meeting via Teleconference at 8:41 pm.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Kennedy, that *strategic* be placed in square brackets between *multi-year* and *plan*, Regulation 4(c), Page 9 of the Addendum.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Kennedy, that Regulation 10, Page 15 of the Addendum, be revised as follows:

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 of Trustees, referencing the Regulation in this policy.

Trustee Li Preti disconnected via Teleconference at 8:55 pm.

Results of the Vote taken the AMENDMENT, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT was declared

CARRIED

Trustee Rizzo disconnected via Teleconference at 8:58 pm and reconnected at 8:59 pm.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Di Pasquale, that the sentence *Alternatively a Roman Catholic Elector and Eastern Right Catholics may petition the Board of Trustees directly* be deleted, Regulation 10, first paragraph, Page 15 of the Addendum.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Di Pasquale, that the following be added after the first sentence, Regulation 10, Page 15 of the Addendum:

The Trustee shall write a formal letter to the Chair of the Board and Director, unless the Chair of the Board is the subject of the alleged breach in which case the Vice Chair.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT was declared

CARRIED

Time for business expired and was extended by 15 minutes, as per Article 12.6, by unanimous vote to complete the debate on the Item.

MOVED by Trustee Del Grande, seconded by Trustee Di Pasquale, that Staff review the Ontario Public School Boards' Association template for the Trustee Code of Conduct to bring into our Trustees' Code of Conduct those items that more fully explain the process of Trustees' Code of Conduct, and return with a new draft policy to the March 2, 2020 GAP Committee Meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale

Kennedy
Lubinski

The Motion was declared

CARRIED

9. Notices of Motion

- 9a) From Trustee de Domenico regarding Lunchtime Supervisors** will be considered at the March 2, 2020 GAP Committee Meeting.

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; and

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

13. Staff Reports

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

- 13a) Update to the International Languages Elementary (ILE) Policy S.P.05** that the revised ILE Policy, S.P.05, provided in Appendix A of the Report,

and the accompany Operating Procedures, provided in Appendix B of the Report, be approved for consultation.

MOVED by Trustee Lubinski, seconded by Trustee Del Grande that the Item be deferred, for accommodation purposes, to the March 2, 2020 GAP Committee Meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

The Chair declared a 10-minute recess.

The meeting resumed with Trustee Crawford in the Chair.

PRESENT:

Trustees: N. Crawford, Chair
M. Del Grande, Vice-Chair
N. Di Pasquale
A. Kennedy
T. Lubinski

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

- 13c) Strategic Reserve Policy FM.09** that the GAP Committee recommend to Board the approval of the draft Strategic Reserve Policy.

Trustee Lubinski left the table at 10:01 pm.

Trustee Li Preti reconnected via Teleconference at 10:02 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The Motion was declared

CARRIED

Trustee Lubinski returned to the table at 10:03 pm.

MOVED by Trustee Del Grande that Item 13d) be adopted as follows:

- 13d) New Policy on Age-Appropriate Placement - Curriculum and Program Supports** that the Item be deferred.

Trustee Kennedy left the table at 10:09 pm and returned at 10:09 pm.

With the unanimous consent of the Committee, Trustee Del Grande withdrew his deferral motion.

MOVED by Trustee Kennedy, seconded by Trustee Lubinski:

1. That the Policy be deferred and referred to the Special Education Advisory Committee; and
2. That the Policy be provided to the Catholic Schools Parent Council (CSPC) Chairs and invite their feedback by March 30, 2020, and that feedback be shared by Staff at the April 14, 2020 GAP Committee Meeting.

Trustee Crawford requested that the Question be divided.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

Part 1 of the Motion was declared

CARRIED

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

In Favour

Opposed

Trustees Del Grande	Crawford
Kennedy	Di Pasquale
Lubinski	

Part 2 of the Motion was declared

CARRIED

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.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

Trustee Li Preti disconnected via Teleconference at 10:36 pm.

MOVED by Trustee Lubinski, seconded by Trustee Kennedy, 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
Lubinski

The Motion was declared

CARRIED

17. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

SECRETARY

CHAIR

**APPROVED MINUTES OF THE REGULAR MEETING OF THE
CATHOLIC PARENT INVOLVEMENT COMMITTEE
PUBLIC SESSION**

HELD MONDAY JANUARY 20, 2020

1. Call to Order

The Chair called the Meeting to Order at 7:10PM and opened the teleconferencing bridge.

The Chair indicated that the Board is still pending appointing a Recording Secretary to CPIC. Minutes are being captured by the Chair.

2. Opening Prayer

Opening prayer was led by Anthony Antinucci & Manuela Sequiera

3. Roll Call & Apologies

Trustees: N. Di Pasquale (W9)

Elementary Parent Members:

John Del Grande (W12), Chair
Joe Fiorante (W3), Vice-Chair
Jennifer Di Francesco (W1)
Natalia Marriott (W2)
Daniel Oliveira (W5/W)
Gus Gikas (W6)
Annalisa Crudo-Perri (W10) – Via Teleconference
Ben Xavier (W11/N) – Via Teleconference
Isabel Starck (W11/S)
Anthony Antinucci (W12)

Secondary Parent Members:

Geoffrey Feldman (West)
Kathleen McGinnis (Central)

Community Members:

Katie Piccinnini (OAPCE-Toronto) – Via Teleconference

Staff: J. Wujek (Director Designate)
M. Sequeira (Parent Engagement Coordinator)
D. Bilenduke (Finance)

Guests: D. Hastings
E. Pearson – Via Teleconference

Apologies were extended on behalf of Jennifer Di Francesco (W1), Ruth Oliveros (W8/E), Wendell Labrador (W8/W) and Trustee Tanuan.

4. Approval of the Agenda

MOVED by Joe Fiorante, seconded by Gus Gikas, that the draft Agenda & Addendum be approved and amended so items #13 & #17 will be dealt with after item #9.

By Unanimous consent, the Motion was declared

CARRIED

5. Declarations of Interest

None declared by Members present

6. Approval & Signing of the Minutes of the Regular Meeting Held December 16, 2019 for Public Session

MOVED by Anthony Antinucci, seconded by Joe Fiorante that the minutes of the meeting held December 16, 2019 be approved

By Unanimous consent, the Motion was declared

CARRIED

7. Presentations & Reports from Committee Officials

7a[i]) Chair Report

The Chair provided a printed copy of the 2018/2019 CPIC Annual Report & approved policy #7 for all Members to include in their binders.

MOVED by Gus Gikas, seconded by Natalia Marriott that the Report from the Chair for the period of December 17 to January 15 be received.

By Unanimous consent, the Motion was declared

CARRIED

7a[ii] CPIC Newsletter Draft

MOVED by Natalia Marriott seconded by Gus Gikas that newsletter format be approved in principle and subject to final edits & reviews, print copies for all parents in the TCDSB based on previously approved budget.

By Unanimous consent, the Motion was declared

CARRIED

7b) Treasurer Report

The Treasurer provided a link to the online mileage form as an option for Members to use.

MOVED by Isabel Starck, seconded by Natalia Marriott that the Report from the Treasurer as of December 31, 2019 be received.

By Unanimous consent, the Motion was declared

CARRIED

9. Unfinished Business & Matters Arising Out of Minutes

9a) CPIC Logo Refresh

The Chair took a straw vote on colour swatches provided.

#1	#2	#3	#4	#5	#6
0	0	6	0	0	5

MOVED by Gus Gikas, seconded by Joe Fiorante that CPIC adopt the new logo with colour swatch #3 subject to verifying print colour on paper.

By Unanimous consent, the Motion was declared

9b) KEV/School Cash Online Demo & Discussion

D. Bilenduke addressed the Committee to demonstrate School Cash Online for schools student payments and standard donations. He indicated CSPC chairs through their Board account can customize forms for the principal to approve.

Finance staff will look into options for any customizations & added instructions for the benefit of schools/Parent Councils.

The Committee agreed to review the current instructions provided to Parent Councils and consider including the topic as a conference workshop in the Spring.

9c) Notices of Motion from J. Del Grande re: Labour Relations Impact

Joe Fiorante assumed the Chair

MOVED by John Del Grande seconded by Isabel Starck that the following be recommended to the Board of Trustees:

Whereas: There is potential for labour action from Teachers Unions

Whereas: Actions will adversely affect students, parents & families

Whereas: Parents need timely information in order to prepare & make appropriate arrangements

That CPIC recommend to the Board of Trustees that:

- a. The Board ensure timely information to parents & guardians about possible & potential labour action and its impact.
- b. In the event of a withdrawal of services, the Board advise parents opportunities where they may be able to volunteer to continue to make some extra-curricular activities available.

- c. In the event of a strike - The Board make pre-arrangements where feasible with organizations that may be able to provide programs or child minding in schools, during the school day with reduced permit fees.

By Unanimous consent, the Motion was declared

CARRIED

The Meeting continued with John Del Grande in the Chair

13. Subcommittee & Special Committee Reports

13a) Executive Subcommittee held January 8, 2020

MOVED by Joe Fiorante seconded by Gus Gikas that the report & recommendations of the Executive Subcommittee as presented in the agenda be adopted.

By Unanimous consent, the Motion was declared

CARRIED

17) Parent Member & Community Member Reports

17a) FIOC- Ward 8 Parent Event Report

MOVED by Geof Feldman seconded by Ben Xavier that the report be received and that CPIC authorize reimbursement of the additional \$264.22 based on the original budget of \$600.00.

MOVED in amendment by Natalia Marriott seconded by Joe Fiorante that the video of the event be provided to CPIC Members and be added to the CPIC digital library.

By Unanimous consent, the Amendment was declared

CARRIED

By Unanimous consent, the Motion as Amended was declared

CARRIED

The Chair declared a 10 minute recess at 8:00 PM

The meeting resumed with John Del Grande in the Chair.

12. Program/Policy Consultation

12a) TCDSB Catholic School Parent Council Policy (S.10) Draft Report

J. Wujek presented the revised CSPC Policy to the Committee and the results of the in person and online consultation.

MOVED by Annalisa Crudo-Perri seconded by Anthony Antinucci that CPIC recommend to the Director of Education through to the Governance & Policy Committee of the Board that Draft Policy S.10 be recommended with the following amendments:

- a) Regulation #1 be amended so that the Chair or at least one of the Co-Chairs must be Catholic or in communion with the See of Rome.
- b) Regulation #4 be amended in part i) to remove duplications of “policies and guidelines” AND language in part ii) be simplified and parent friendly.
- c) Regulation #6 be amended to clearly indicate the Board of Trustees
- d) Proposed regulation #10 be amended with the indicated minimum OR the parents/guardians must form the majority.
- e) Proposed Regulation #18 be amended to indicate that all schools will adopt the standard TCDSB CSPC Bylaw and will be permitted to make the following local decisions:
 - [i] Maximum number of voting members (Article V)
 - [ii] Term limits for Executive Officers, if any (Article VII)
 - [iii] Responsibilities of any additional Executive Officers, if any (Article VIII)
 - [iv] Amendments and additions to Standing Committees (Article XII)
- f) Proposed Regulation #24 be amended to June 30th
- g) A new regulation be added to indicate that CSPC Members are to receive no remuneration but are entitled to have expenses reimbursed that were authorized by the CSPC through an approved motion.

By Unanimous consent, the Motion was declared

CARRIED

12b) CSPC Annual Report Comments Review

MOVED by Joe Fiorante, seconded by Isabel Starck that the item be deferred to the next meeting of the Committee.

By Unanimous consent, the Motion was declared

CARRIED

14 Matters Referred to the Committee by Board or Other Committees

14a) PRO Grant Distribution & Review

Members of the Committee compiled requests from schools by Ward and identified which ones were from EPAN designated schools.

Based on Board of Trustee motion directed CPIC to allocate the approved \$41,000 divided equally between the twelve wards.

MOVED by Isabel Starck, seconded by Joe Fiorante that:

PART A) the allocation of 2019/2020 PRO GRANTS – Round 1 be approved in principle:

[i] Ward 1: Grant all 4 EPAN school requests

[ii] Ward 2: Grant 1 non EPAN school request

[iii] Ward 3: Grant 2 EPAN school requests, hold non EPAN requests

[iv] Ward 4: Grant 2 EPAN school requests, hold non EPAN requests

[v] Ward 5: Grant 2 EPAN school requests, hold non EPAN requests

[vi] Ward 6: Grant 2 EPAN school requests, grant 3 non EPAN requests reallocated to \$472 each

- [vii] Ward 7: Grant 3 EPAN school requests reallocated to \$1000 each
- [viii] Ward 8: Grant 1 EPAN school request, hold non EPAN requests
- [ix] Ward 9: Grant 1 EPAN school request, hold non EPAN requests
- [x] Ward 10: Grant 1 EPAN school request, hold non EPAN requests
- [xi] Ward 11: Grant 1 EPAN school request, hold non EPAN requests
- [xii] Ward 12: Grant 2 EPAN school requests as part of school cluster allocation for \$2000, hold non EPAN request.

PART B) The following criteria be collected from identified schools:

- [i] School must certify they have plans for existing PIC funds
- [ii] School must supply and reaffirm event plan & cost aligned to Ministry of Education PRO GRANT criteria
- [iii] Event plan/speaker & day to be communicated back to CPIC

PART C) Timelines and communications be as follows:

- [i] The principal to be communicated with to provide the information requested in PART B
- [ii] Monday January 27 be the extended deadline for additional EPAN school applications currently being worked on with the Ward Trustee and/or CPIC representative
- [iii] The Parent Engagement Office of the Board be authorized to grant EPAN schools distributions meeting criteria in PART A & B
- [iv] Any remaining PRO Grant applications will be reviewed at the March 2, 2020 CPIC Meeting.

By Unanimous consent, the Motion was declared

CARRIED

MOVED by Joe Fiorante, seconded by Natalia Marriott that item **9a)** be reconsidered given new information.

By Unanimous consent, the Motion was declared

CARRIED

MOVED by Natalia Marriott, seconded by Isabel Starck that CPIC rescind its previous motion and adopt the new logo with colour swatch #5.

By Unanimous consent, the Motion was declared

CARRIED

15. Reports from TCDSB Board Officials - Deferred

16. Report from Trustee or Trustee Alternate - Deferred

18. Update from the Board on prior CPIC resolutions recommended

- Deferred

19. Pending List Review - Deferred

20. Adjournment

MOVED by Gus Gikas, seconded by Daniel Oliveria that the meeting be adjourned and that all items deferred be dealt with at the next meeting of the Committee.

By Unanimous consent, the Motion was declared

CARRIED

The Meeting adjourned at 10:50PM



CPIC SECRETARY



CPIC CHAIR



REPORT TO

REGULAR BOARD

CREATING AWARENESS ABOUT FETAL ALCOHOL SPECTRUM DISORDER (FASD) AND TORONTO CATHOLIC DISTRICT SCHOOL BOARD (TCDSB) SUPPORTS

Then he will answer them, 'Truly I tell you, just as you did not do it to one of the least of these, you did not do it to me.' (Mt 25:45)

Created, Draft	First Tabling	Review
March 2, 2020	March 26, 2020	Click here to enter a date.
Linda Maselli-Jackman, Superintendent of Education, Special Services		

INFORMATION REPORT

Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report contains information about Fetal Alcohol Spectrum Disorder (FASD), the actions that the Toronto Catholic District School Board (TCDSB) is now undertaking to provide supports to students with FASD, as well as future plans to create awareness and help more of our students with FASD.

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

B. PURPOSE

This report will provide information to TCDSB Trustees, staff and stakeholders about FASD, its prevalence, and effects on students served within the TCDSB. It also provides information about ways in which TCDSB staff support students with FASD, including strategies and resources for promoting their wellbeing within the educational context.

C. BACKGROUND

1. This information report is on the Order Paper for the 25 March 2020 Special Education Advisory Committee (SEAC) meeting as a result of a motion recommended at the October 16, 2019 SEAC and carried at the December 5, 2019 Student Achievement and Wellbeing Committee (SAWBC): *That staff bring back a report in March 2020 on what the Toronto Catholic District School Board (TCDSB) is doing now and how it can help more of our FASD students.*
2. Arising out of a Board motion, an annual FASD Awareness Day was established for the TCDSB with the first observance being held on September 9, 2019.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Fetal Alcohol Spectrum Disorder (FASD) – Overview

FASD is a neuro-developmental disability that occurs in individuals who were exposed prenatally to alcohol. It is a lifelong disability for which there is no

cure. This disorder can be prevented by avoiding alcohol during pregnancy. More detailed information about this disorder can be found in **Appendix A**.

2. **Bill 172: Education Statute Law Amendment Act (Fetal Alcohol Spectrum Disorder) and Bill 43: Sandy's Law:**

The prevention of FASD is supported by Bill 172 (Education Statute Law Amendment Act (Fetal Alcohol Spectrum Disorder) and Sandy's Law: (Liquor Licence Amendment), 2004, S.O. 2004, c.12 – Bill 43, a provincial requirement for establishments selling or serving alcohol to post signs warning women of the risks of consuming alcohol during pregnancy. (See **Appendix B**)

3. Current Special Education supports and services for students with FASD include:
- behaviour management classroom supports
 - speech and language pathology (by internal TCDSB providers and/or Local Health Integration Network (LHIN) partners)
 - physical therapy (LHIN partnership) and
 - mental health and other education supports.
4. Furthermore, TCDSB Intensive Support Programs (ISPs) can be accessed if a student with FASD, like any other, has met the criteria for identification with any of the following ministry indicated exceptionalities:
- Autism
 - Behaviour
 - Deaf/Hard of Hearing
 - Language/Speech Impairment
 - Learning Disability
 - Mild Intellectual Disability, or
 - Multiple Exceptionalities/Developmental Disability.
5. In order to promote awareness among stakeholders of the TCDSB the Board approved a motion to establish an FASD Awareness Day, with the first annual observance being held on September 9, 2019. The Communications Department shared information via social media, website, E-News and the Weekly Wrap-up, focusing on staff, students, parents and other stakeholders. Additionally, communications were sent to all schools and Catholic School Parent Council (CSPC) chairs via the monthly update for school newsletters.

6. Suggested additional strategies for TCDSB stakeholders to engage in order to provide further support of students with FASD are the following:
 - a) Continue to engage and consult with the FASD representative on SEAC as well as any related FASD organization(s):
 - i. for evidence-based teaching/learning strategies;
 - ii. to engage, for additional information, lived experience with children/families with FASD, and
 - iii. to help inform TCDSB Special Education and Safe Schools policy direction and alignment.
 - b) provide opportunities for professional learning regarding FASD that:
 - i. will promote the building of healthy and resilient learning communities;
 - ii. enable TCDSB staff to further improve the address of students' complex needs; and
 - iii. enhance public confidence in the services being provided to students with FASD.
 - c) provide services to students with FASD with a level of intensity that:
 - i. matches a student's needs;
 - ii. provides choice and flexibility, and
 - iii. ensures that it is responsive to individual student needs.

E. METRICS AND ACCOUNTABILITY

1. Special Services staff will meet with the FASD Representative on SEAC in order to strategize about developing a deeper understanding about the most appropriate supports for students with FASD, as well as about viable professional learning opportunities for staff.
2. The Superintendent of Special Services will meet with Special Services staff to determine appropriate means for the provision of professional learning opportunities for TCDSB staff, including Special Education service providers.
3. Special Services staff will provide an update regarding the efficacy of existing and proposed strategies for serving the needs of students with FASD, as well as regarding any professional learning opportunities provided for staff supporting students with FASD.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Fetal Alcohol Spectrum Disorder (FASD) – Overview

FASD is a neuro-developmental disability that occurs in individuals who were exposed prenatally to alcohol. It is a lifelong disability for which there is no cure. However, it can be prevented by avoiding alcohol during pregnancy.

Every year 3,000 babies in Canada are born with Fetal Alcohol Spectrum Disorder (FASD). It is estimated that more than 130,000 children and adults in Ontario are currently living with this lifelong disability.ⁱ

FASD is a term used to describe a range of physical, mental, behavioural, and learning effects in children who were exposed to alcohol as a fetus. It is now a known fact that alcohol use in any amount is unsafe and causes birth defects in varying degrees. Alcohol consumption during pregnancy, whether a large quantity in a short timeframe or frequent consumption ex. more than seven drinks per week, poses significant risk to the fetus.ⁱⁱ

When a woman drinks alcohol while pregnant, her fetus is exposed directly to alcohol through her bloodstream. Alcohol can interfere with the growth and development of all fetal body systems; however, the developing central nervous system (the brain and spinal cord) is especially vulnerable to the damaging effects of alcohol. These effects, which can vary from mild to severe, may include physical, mental, behavioural, and/or learning disabilities with possible lifelong implications.
ⁱⁱⁱ FASD affects individuals from all socioeconomic and ethnic backgrounds.

FASD is one of the leading causes of preventable birth defects and developmental delays among Canadian Children. Although this disorder is preventable, the statistics for prevalence in Canada are not decreasing. In fact, according to the first population-based study in Canada, conducted by the Centre for Addiction and Mental Health (CAMH), an estimated 2 to 3% of elementary-aged children (7-9 years) in the Greater Toronto Area (GTA) likely have FASD.^{iv}

Although some children with FASD possess certain characteristic facial features, the majority of people with FASD are not visibly different. As such, FASD is primarily an invisible disability. People with FASD may have average to above-average intelligence; however, they can experience executive functioning and communication challenges along with neuromotor deficits.^v

“People living with FASD, particularly those who have not received effective early and ongoing interventions, are at increased risk for a range of issues including:

disrupted school experiences and early school failure; depression, anxiety, and other mental health conditions; substance use issues; involvement with the law; and, family disruption. The majority of people with FASD are unable to live independently and are at risk for homelessness.”^{vi} The fact that FASD is preventable, yet the rates of prevalence remain high signals the need for enhanced public awareness, particularly awareness among educators of school-aged children.

Bill 172: Education Statute Law Amendment Act (Fetal Alcohol Spectrum Disorder) and Bill 43: Sandy’s Law:

The prevention of FASD is supported by Bill 172 (Education Statute Law Amendment Act (Fetal Alcohol Spectrum Disorder) and Sandy’s Law: (Liquor Licence Amendment), 2004, S.O. 2004, c.12 – Bill 43, a provincial requirement for establishments selling or serving alcohol to post signs warning women of the risks of consuming alcohol during pregnancy. (See **Appendix B**)

Bill 172 requires school boards to develop policies and guidelines regarding FASD. Teacher education programs (colleges) and early childhood education programs shall now be required to provide training regarding FASD. All of the following: Early Childhood Educators Act, 2007, Ontario College of Teachers Act, 1996, and the Education Act have been amended to include minimally:

- a) awareness of the signs and symptoms of FASD; and
- b) strategies to accommodate the needs of children who have diagnosed or suspected FASD.
- c) however, the Education Act amendments go into more detail to include also that every board shall establish policies and guidelines respecting FASD.

The policies and guidelines must:

- a) promote awareness and understanding of FASD;
- b) include established and emerging best practices to support pupils who have diagnosed or suspected FASD; and
- c) identify strategies for the identification of pupils who have diagnosed or suspected FASD and for providing accommodation for those pupils.

Furthermore:

- d) Every board shall facilitate collaboration with parents and FASD Support Groups in undertaking the promotion of awareness and understanding of FASD.

Causes, Risk Factors, and Prevention of FASD:

FASD is preventable. There is no safe amount or type of alcoholic beverage, and no safe time to drink alcohol during pregnancy. Pregnant women are advised not to drink any alcohol during pregnancy.

Signs and Symptoms:

The Centre for Addiction and Mental Health (CAMH) provides the following detailed information regarding FASD^{vii}. Individuals with FASD do not all present with the same visible and non-visible physical features, or strengths and weaknesses. However, individuals with a diagnosis anywhere on the FASD spectrum will have some degree of brain dysfunction. The signs and symptoms of FASD are categorized into primary and secondary disabilities such as the following:

Primary, brain-based disabilities of FASD are those that most directly reflect the underlying central nervous system damage caused by prenatal exposure to alcohol. This damage is made manifest in a range of difficulties with adaptive behaviour, attention, cognition, executive functioning and memory. As a result, individuals with FASD may have trouble with abstract reasoning, organization, planning, understanding or recalling a sequence of events, connecting cause and effect relationships, and/or regulating their own behaviours and emotions. They include:

- a) inconsistent memory and recall;
- b) inability to filter out environmental or emotional distractions and sensory stimuli;
- c) slow and inconsistent cognitive and auditory processing;
- d) decreased mental stamina;
- e) difficulty interpreting and applying abstract concepts (for example, managing money and time);
- f) impulsivity and poor judgment;
- g) inability to predict outcomes (of their own or others' actions);
- h) difficulty shifting from one context to another;
- i) resistant to change;
- j) inability to see another person's perspective;
- k) inability to recognize indirect social cues.

Another common characteristic of individuals diagnosed with FASD is dysmaturity. Dysmaturity is a term used to refer to widely varying levels of maturity in different areas of development, such as expressive language and language comprehension, social and self-care skills, and awareness and regulation of emotions.

Individuals with FASD do not have the ability to meet many of society's age-based social and academic expectations. Since FASD is not usually outwardly visible, the effects of dysmaturity can be confusing and frustrating to people who have FASD as well as to those around them.

Individuals with FASD can also have permanent vision and hearing problems; poorly developed bones, limbs and fingers; and damage to the heart, kidney, liver and other organs.

Secondary disabilities are those not present at birth, but occur later in life as a result of the primary disabilities associated with FASD. They include:

- a) mental health problems;
- b) disrupted school experience (suspension, expulsion, and/or drop-out;
- c) involvement with the law (trouble with authorities, charged and/or convicted of a crime);
- d) confinement (inpatient treatment for mental health and/or alcohol/drug problems, or incarceration for crime);
- e) alcohol and/or drug problems;
- f) poor academic achievement and school failure
- g) sexually deviant behaviour;
- h) problems with employment; and
- i) dependent living.

When combined with individuals' primary disabilities, these secondary disabilities increase the complexity of care for individuals both while school-aged and later on in life.

Diagnosis and Treatment - Strategies for Home and School:

According to CAMH, if FASD is diagnosed early, interventions may be able to lessen its impact and prevent secondary disabilities. Many types of treatment are available for individuals with FASD such as:

- a) medical care/specialists (for example, speech-language pathology, occupational therapy, physical therapy, mental health care, etc.);
- b) medication to help lessen some of the symptoms of FASD;
- c) behavioural and educational therapy;
- d) parent training; and
- e) alternative approaches (auditory training, creative art therapy, meditation.

An individual with FASD can be assisted by special school programs with their learning and behaviour. Such assistance can enable a person with FASD to maximize their independence and achievements. Other factors can help reduce the effects of FASD and help individuals with these conditions to reach their full potential such as:

- a) early diagnosis;
- b) involvement in special education and social services; and
- c) loving, nurturing and stable home and school environments.

Strategies for Home and School:

When dealing with a child with FASD, it may become evident that s/he presents with difficulty learning a pattern of acceptable behaviour or that s/he responds inconsistently in a favourable manner to learning situations.^{viii}

When situations such as this emerge, the challenge for educators becomes the determination about which teaching method to utilize in order to maximize the FASD child's ability to learn.

While many children without FASD tend to learn in sequential stages of difficulty of task completion, the child with FASD requires repetitive teaching of a task until it becomes automatic. All children learn best in a way that resonates with their strengths.

The Importance of Routine:

High importance is placed on the creation of routines for individuals with FASD as they do not adapt well to change. Therefore, daily routines are a source of comfort and stability.^{ix} The use of visuals/signs can be helpful for children's memory for the order of tasks in daily routines such as: dressing, personal hygiene, and the organization of one's personal space.

Behaviour and Discipline:

The consistency of one's approach to discipline is critical when considering the effects of FASD. Changing or make exceptions to the rule can become confusing for the child. Problems with memory and making the link between actions and consequences mean that strategies such as reflecting on one's past mistakes might not be effective.^x

Adapting the Environment:

Both at home and at school, the learning environment has a significant impact. The manifestations of FASD highlight the importance of creating a safe, stable, and

nurturing environment. Since sensory integration can be a challenge for children with FASD, it is important for educators and parents to have a good understanding of potential impacts of the environment on the five senses. Caregivers are encouraged to seek out an assessment with an Occupational Therapist if there are concerns.^{xi}

If a child presents with hypersensitivity (feels too much), consider taking the following steps to mitigate the effects of it:

- a) use soft bedding and avoid new linen;
- b) remove labels from clothing and wash it several times before wearing;
- c) avoid wool sweaters, turtlenecks, jeans, or other close-fitting clothing that has a distinct texture;
- d) avoid crowds or other high-traffic areas;
- e) turn off strong lights and use softer, indirect lighting; and
- f) keep spaces clutter free.

If a child presents with hyposensitivity (feels too little), supervise him/her carefully as s/he might not feel pain, hot, or cold. Consider taking the following steps:

- a) help ensure that s/he is not over/underdressed for the season;
- b) provide opportunities for oral stimulation using various foods that are: crunchy, chewy, or slurpy;
- c) provide opportunities to engage in physical/kinaesthetic activities such as: running, jumping, lifting, or shovelling snow;
- d) offer the use of a fiddle toy, stress ball, or bean bag when required to sit still for long periods of time in order to improve focus and sustain attention.^{xii}

It is essential that educators and other providers avail themselves of opportunities to engage with specialized trainers who can provide the skills and strategies that are useful for children and youth with FASD. A number of resources and links can be found through the Best Start Resource Centre (Health Nexus) (see **Appendix A**), CAMH, Catholic/Children's Aid Societies of Toronto, Toronto FASD Coordinating Network, and Toronto Public Health.

Building Better Brains:^{xiii}

“To build better futures, we need to build better brains.” As parents, educators, and community members, we have the capacity and responsibility to help build healthy

brains. Brain builders are who we are. Brains are not just born, but they are built over time.

The experiences of our lives help to build the architecture of the brain: positive experiences help to build a more solid foundation; negative experiences prevent the building up of solid supports for healthy brain function. Just as a house needs a solid foundation on which to be built, a brain needs a solid foundation on which to grow. A solid foundation and the earliest years build a good foundation in the earliest years of life. A good foundation helps to promote a lifetime of success

A solid brain foundation is built and maintained in a developing child through what are known as “Serve and Return” interactions that function similarly to a tennis match. In ‘serve and return’ relationships, the child acts, the parent responds and notices the child.

Stress and Executive Functions: Stress helps to shape childhood development, for better or for worse. However, toxic stress can damage sturdy brain architecture. Executive function and self-regulation are like the air traffic control centre of the brain. These centres of the brain help children to self-regulate.

Brain Hero:^{xiv}

The Harvard Centre on the Developing child, 2011, provides some critical facts about the developing brain and the impact of communities on the shaping of childhood experiences and the quality of life within communities.

The brain is built and shaped over time. Parents, extended family, and care givers of all kinds have a part to play in a child’s life. Formative events and family and community events can shape child development. What happens early matters for a lifetime. Formative events, family, and community environment affect child development.


Lower levels of stress and more opportunities for learning improve brain architecture. Serious adversity early in life can disrupt brain development. Brain architecture and behaviour are increasingly difficult to change over time.




A child raised in a healthy environment, who is exposed to lower levels of stress, and who is provided with more opportunities for learning, has the foundation that creates a sturdier brain architecture. Good early brain development can improve health, behaviour, and learning and have an impact throughout life.

Resiliency and (community) protective factors can help to inform the translation of a strategy into action. A community/organization needs to create opportunities for “stress inoculation” in children. However, it is important to note that not all stress is toxic; in fact, some is instrumental towards positive change and growth in a child’s life. The emerging biology of parenting and adults who are working towards reducing adversity in the lives of children is a goal towards healthy social and emotional (childhood) development.

ENDNOTES


- ⁱ City of Toronto, Fetal Alcohol Spectrum Disorder, <https://www.toronto.ca/community-people/children-parenting/pregnancy-and-parenting/pregnancy/during-pregnancy/staying-healthy/fetal-alcohol-spectrum-disorder/>
- ⁱⁱ Toronto Public Health (TPH) Report: Fetal Alcohol Spectrum Disorder (FASD) - Activities to Address Key Priorities, May 30, 2019, p.2.
- ⁱⁱⁱ Centre for Addiction and Mental Health (CAMH), Mental Illness and Addiction Index, FASD, <https://www.camh.ca/en/health-info/mental-illness-and-addiction-index/fetal-alcohol-spectrum-disorder>.
- ^{iv} TPH FASD Report, 2019, p. 3.
- ^v TPH, p.3.
- ^{vi} TPH, p.3.
- ^{vii} CAMH, Mental Illness and Addiction Index, FASD.
- ^{viii} Toronto FASD Coordinating Network, 2008, p.13.
- ^{ix} Ibid, p.14
- ^x Ibid, p. 15.
- ^{xi} Ibid, p. 16.
- ^{xii} Ibid, p. 17.
- ^{xiii} How Brains are Built: <https://www.youtube.com/watch?v=LmVWOe1ky8s&list=PL8trYXJ3BbwMO-ORVmeLtBSa6J9sfT6v5&index=2&t=0s>
- ^{xiv} Brain Hero: Harvard Center on the Developing Child, October 2011, <https://www.albertafamilywellness.org/resources/video/brain-hero>.



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A source of accurate, up-to-date FASD information for Ontario


New! Click here to discover the latest Health Nexus website.

Best Start by Health Nexus, formerly Ontario's Maternal Newborn and Early Child Development Resource Centre, supports service providers working on preconception health, perinatal and newborn health and early child development and education.


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Electronic Bulletins




Maternal, Newborn and Child Health Promotion Bulletin



Bulletin de santé maternelle et infantile




OPEN News Brief




FASD Ontario


Online Networks (listservs)




Maternal Newborn and Child Health Promotion Network



Best Start Indigenous Sharing Circle Network




Réseau de Santé Maternelle et Infantile



Healthy Babies Healthy Children Network for HBHC program staff



Ontario Prenatal Education Network




FASD Ontario Network

Resources and Research


We offer a variety of resources that range from fact sheets, brochures, decals, posters, videos to program planning guides and reports. [Browse and download them free of charge, adapt them, or refer your clients to them!](#)




The FASD Ontario Website: a source of accurate, up-to-date FASD information for Ontario



Make sure families know where to find our trustworthy resources: distribute our bilingual flyer for parents!



Pregnancy and alcohol don't mix. Visit our [newly revised bilingual alcohol and pregnancy website](#) for parents AND service providers!



Atuaqsijut: Following the Path Sharing Inuit Specific Ways

News and Events

Best Start Conference 2020 – Building Healthy Brains

Webinar: Infant and Early Mental Health in an Indigenous Context - Feb 4th, 12PM


Webinar : La santé mentale des tout-petits : Les éléments fondamentaux et une application pratique (in French) - Jan 29, 1pm

Webinar: Why ACEs Impact Neurological Development? - Jan 21st, 12PM

Webinar Recordings

New!

Best Start's Online Resources Platform



FASD is Preventable!

There is neither a safe time to drink **alcohol** during pregnancy nor a safe amount to drink.

It is best to **stop drinking** before trying to get pregnant, when trying to conceive and as soon as you know you're pregnant.



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REPORT TO

REGULAR BOARD

GRADUATION STATISTICS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

"I came today to the spring, and said, 'O Lord, the God of my master Abraham, if now you will only make successful the way I am going!'" (Gn 24:42)

Created, Draft	First Tabling	Review
March 3, 2020	March 26, 2020	Click here to enter a date.

Linda Maselli-Jackman, Superintendent of Education, Special Services
Dr. Marina Vanayan, Senior Co-ordinator, Educational Research

INFORMATION REPORT

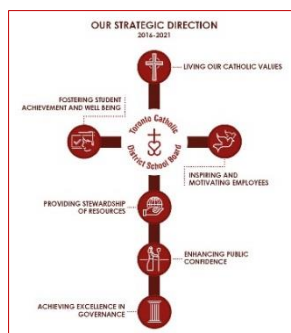
Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

As recommended by the Special Education Advisory Committee (SEAC), this report was prepared to highlight Graduation statistics for students with Special Education needs enrolled in Grade 12 for the 2018-19 school year. Results showed that most students with Special Education needs graduate (with one of the Ontario Secondary School Diploma (OSSD), Ontario Secondary School Certificate (OSSC) or Certificate of Achievement (COA) by their 3rd or 4th year in Grade 12. This report will be prepared annually to track change over time.

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

B. PURPOSE

On December 12, 2019, SEAC recommended to the Board that an annual “Special Education Needs Students (SENS) Graduation report” be prepared for the Board and SEAC regarding students with Special Education needs, starting with those in the 2018-19 school year.

C. BACKGROUND

1. Reports are presented to SEAC on an ongoing basis regarding programs and services to address the learning and well-being of students with Special Education needs.
2. Graduation from high school is an indicator of student success. There are three designations of successful completion of high school: Ontario Secondary School Diploma (OSSD); Ontario Secondary School Certificate (OSSC) and Certificate of Achievement (COA). The provincial goal is for all students to graduate in four years; however, students may require additional time. Students with Special Education needs may be enrolled in school until age 21.
3. As recommended by SEAC, this report was prepared to highlight graduation statistics for students enrolled in Grade 12 for the 2018-19 school year.

D. EVIDENCE/RESEARCH/ANALYSIS

1. For the 2018-19 school year, data were extracted, summarized and analyzed for Grade 12 students (1st, 2nd, 3rd and 4th years) in the following areas (see Appendix A):

- Total number of students who enrolled and attended
 - i. All students enrolled in Grade 12 as of October 31st
 - ii. Students in Grade 12 with an IEP (*including* those with exceptionality of Giftedness and those designated as Non Applicable - NA)
 - iii. Students in Grade 12 with Exceptionality 1* (*excluding* Giftedness)
- Graduation - number of students who graduated with:
 - i. an Ontario Secondary School Diploma (OSSD)
 - ii. an Ontario Secondary School Certificate (OSSC)
 - iii. a Certificate of Achievement (COA)
- Non-graduating students included:
 - i. Aging Restriction
 - ii. Early Leavers
 - iii. Returning Students

2. Based on the data in Appendix A, the following results are highlighted for the 2018-2019 school year.

	All	With IEP	Exceptionality 1 (excluding Giftedness)
Graduated	7132/8929 = 79.9%	1385/1840 = 75.3%	655/942 = 69.5%
Returning for 2019-2020	1003/8929 = 11.23%	306/1840 = 16.6%	215/942 = 22.8%
Did not Graduate and did not return	786/8929 = 8.8%	148/1840 = 8%	71/942 = 7.5%

**Exceptionality 1* refers to the primary exceptionality for which a Special Education Program and/or Service(s) are provided.

3. Most students with Special Education needs graduate (either with OSSD, OSSC or COA) by their 3rd or 4th year of Grade 12.
4. Students with Special Education needs require more time to fulfil graduation requirements. The goal remains to improve graduation outcomes for all students and for students with Special Education needs.

E. METRICS AND ACCOUNTABILITY

1. As recommended by SEAC, this report will be prepared annually starting in 2018-19.
2. This is the first annual report. Subsequent reports will include additional years of data (up to five years, once available), to allow tracking of change over time.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

APPENDIX A –Graduation 2018-19

Grade 12 Students - Special Education Graduation (2018-19 School Year)	Grade 12 Students		
	All	With IEP*	With Exceptionality 1 Excluding Giftedness
A. Enrollment - as of October 31st (OnSIS)			
Total number who enrolled and attended (active as of October 31)	8,929	1,840	942
a) number in Grade 12 - first year (year 4)	7,633	1,485	657
b) number in Grade 12 - second year (year 5)	983	211	151
c) number in Grade 12 - third year (year 6)	213	82	73
d) number in Grade 12 - fourth year (year 7)	100	62	61
B. Graduation as of August 31st			
Total Graduates (OSSD/OSSC/COA)	7,132	1,385	655
Proportion Graduating	79.9%	75.3%	69.5%
Total number who graduated with an Ontario Secondary School Diploma (OSSD)	7,020	1,291	568
a) number in Grade 12 - first year - graduated in year 4	6,234	1,153	476
b) number in Grade 12 - second year - graduated in year 5	652	110	69
c) number in Grade 12 - third year - graduated in year 6	103	19	15
d) number in Grade 12 - fourth year - graduated in year 7	31	9	8
Total number who graduated with an Ontario Secondary School Certificate (OSSC)	77	60	53
a) number in Grade 12 - first year - graduated in year 4	32	21	16
b) number in Grade 12 - second year - graduated in year 5	21	18	16
c) number in Grade 12 - third year - graduated in year 6	10	8	8
d) number in Grade 12 - fourth year - graduated in year 7	14	13	13
Total number who graduated with a Certificate of Achievement (COA)	35	34	34
a) number in Grade 12 - first year - graduated in year 4	1	1	1
b) number in Grade 12 - second year - graduated in year 5	1	1	1
c) number in Grade 12 - third year - graduated in year 6	5	4	4
d) number in Grade 12 - fourth year - graduated in year 7	28	28	28
C. Aging Restriction			
Total number who did not return due to aging restrictions (did not graduate)	8	1	1
D. Early Leavers**			
Total number who did not graduate and did not return (completed the school year)	786	148	71
E. Returning Students			
Total number who did not graduate and returned in the 2019-2020 School Year	1003	306	215

* IEP includes all students identified as exceptional *including* Giftedness and those designated as Non Applicable (NA)

** Early Leavers includes: deceased, employment, home, home schooled, other board/province/country, private school, university

* IEP includes all students identified as exceptional *including* Giftedness and those designated as Non Applicable (NA)
** Early Leavers includes: deceased, employment, home, home schooled, other board/province/country, private school, university



REPORT TO

REGULAR BOARD

2020-2021 PRELIMINARY TEACHER STAFFING PROJECTIONS

*"I SAW THE SPIRIT DESCENDING FROM HEAVEN LIKE A DOVE, AND IT REMAINED ON HIM."
JOHN 1:32*

Created, Draft	First Tabling	Review
February 20, 2020	March 26, 2020	Click here to enter a date.

A. Della Mora, Superintendent of Human Resources and Employee Relations
P. De Cock, Comptroller of Business Services and Finance
M. Loberto, Superintendent of Planning & Development
J. Genova, Human Resources Coordinator of Staffing & ICT

RECOMMENDATION REPORT

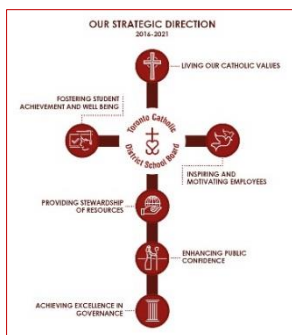
Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report has been prepared to engage the Board in the budget planning and review process for TCDSB as it relates to the 2020-21 preliminary school staffing projections for teachers.

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

B. PURPOSE

This report will present to the Board the estimated enrolment and program funding impacts on total school staffing, as enrolment is the critical driver of Grants for Student Needs (GSN) funding provided to the Toronto Catholic District School Board. On March 12, 2020, the Corporate Services, Strategic Planning and Property Committee approved the consensus enrolment projections, so staff has prepared and acted on the preliminary staffing numbers to meet collective agreement timelines.

C. BACKGROUND

1. **January 6 - February 14, 2020** - Consensus student enrolment projections were determined in collaboration with the Planning Department, school Principals, and Area Superintendents. Trend data were utilized to predict staffing projections ahead of the release to school boards of Grants for Student Needs (GSN) funding.
2. **March 2020** – Elementary school tentative staffing models were developed for schools as per the Elementary Teacher Collective Agreement. All declarations of surplus teachers, if any, must be made no later than March 31, 2020. This deadline may be subject to a signed variance with our union partners in light of the current COVID-19 crisis.
3. **March 12, 2020** – At the Corporate Services meeting, the Board approved the consensus student enrolment projections for the 2019-2020 school year.
4. **April 2020** – Secondary school tentative staffing models are developed as per the Secondary Teacher Collective Agreement. All declarations for surplus teachers, if any, must be made no later than April 15, 2020. This

deadline may be subject to a signed variance with our union partners in light of the current COVID-19 crisis.

D. EVIDENCE/RESEARCH/ANALYSIS

1. ASSUMPTIONS – Preliminary Staffing Projections

Student enrolment projections for 2020-2021 are approximately 91,224 pupils representing an overall decrease of 738 students. The pupil count is converted to an Average Daily Enrolment (ADE) in the determination of required teacher staffing levels.

$$\text{ADE} = \frac{\text{Enrolment Oct. academic year} + \text{Enrolment March 31 academic year}}{2}$$

- After numerous consultation meetings with elementary and secondary Principals, Area Superintendents, Information & Communication Technology staff and Human Resources, the Average Daily Enrolment (ADE) projections for 2020-2021 are reported at **91,224**:

2020-2021 AVERAGE DAILY ENROLMENT PROJECTIONS

PANEL	2019-2020 ADE PRELIMINARY (September 30)	2020-2021 ADE PRELIMINARY	PROJECTED ADE VARIANCE
Elementary	63,199	63,057	-142
Secondary	28,763	28,167	-596
TOTAL:	91,962	91,224	-738

- Decisions on staffing use a set of parameters to arrive at school-based staff allocations. These include the Ministry of Education's Primary Class Size (PCS) requirements and historical board-wide class size averages. The staffing allocations must also adhere to legislative requirements, including Collective Agreements that are in place with our bargaining units.
- Staff affected directly by enrolment changes include Teachers, Early Childhood Educators, Principals, Vice-Principals and other school-based support staff, which are all funded by various Grants for Student Needs (GSN) that are a function of student enrolment projections. The various Grants include the Pupil & School Foundations, Special Education, Language

(English and French as a Second Language), Teacher Qualification and Experience, and Education Program Other (EPO) Grants.

5. Schools with low enrolment, as well as some schools with specialty programs, will also affect the staffing levels within our elementary and secondary schools. Smaller class sizes affect the overall number of teachers that are required throughout the system.
6. The key parameters for staffing include:
 - a) Full-Day Kindergarten classes will require average class sizes of 26 to 1, with a class size maximum of 29 students.
 - b) Grades 1-3 classes are capped at 20 students to 1 teacher for 90% of classes and 23 students for 10% of classes.
 - c) Board must achieve an average class size for all grade 4-8 classes of 24.5 to 1 to reflect the legislative requirements consistent with the Education Act (Section 132/12, s.7).
 - d) Special Education teacher requirements are determined annually based on identified needs in the Individual Education Plan (IEP).
 - e) Board must comply with Appendix G parameters which dictate an elementary compliance target of 135:1 (Total enrolment divided by the total number of Special Education teachers)
 - f) Elementary Program Specialty Teacher requirements for the provision of planning and evaluation time for teachers are based on the total number of school-based teachers.
 - g) The board must achieve a funded secondary school class size average of 23 students to 1 teacher on aggregate by September 2020.

7. TCDSB 2020-2021 Preliminary School-Based Staff Projections

TCDSB Collective Agreements require the board to make decisions before March 31, 2020, for school staffing levels in September 2020.

The charts on the following pages summarize the projected net open positions for elementary and secondary panels. Any surplus for teachers and other school-based staff will be dealt with through the staff allocation process embedded in Collective Agreements.

2020-2021 Preliminary Teacher Staffing Projections

Elementary Panel Staffing Projections			Secondary Panel Staffing Projections		
Revised 2019/2020 Staffing FTE		3875.9	Revised 2019/2020 Staffing FTE		1943.5
Less: Projected decrease in positions attributable to enrolment decrease	(9)		Less: Projected decrease in positions attributable to enrolment decrease	(40)	
Less: decrease in positions attributable to Fifth Block funding shortfall	(24)		Net decrease in projected staffing		(40)
Net decrease in projected staffing		(33)	Total projected staffing 2020/2021		1903.5
Total projected staffing 2020/2021		3842.9			

Note: When factoring in a five-year trend analysis, the board is projecting that 127 elementary teachers will be retiring. The 9 position loss due to an enrolment decrease and the 24 position loss due to the Fifth Block funding shortfall will be covered through attrition.

Note: When factoring in a five-year trend analysis, the board is projecting that 95 secondary teachers will be retiring. The 40 position loss due to an enrolment decrease will be covered through attrition.

The residual 55 retired FTE will be

The residual 94 retired FTE will be replaced with new hires to sustain programming requirements.

replaced with new hires to sustain programming requirements.

8. Enrolment increases/decreases in September 2020 will further affect the staffing levels.
9. Any additional reductions in GSN funding or government legislated changes that potentially involve priority funding to enhance staffing will also further affect the staffing levels for September 2020. These potential staffing changes will be considered as part of the 2020-2021 Budget consultation process and will be collaboratively discussed with union executives.

E. STAFF RECOMMENDATION

That the Board of Trustees approves the preliminary staffing projections for 2020-2021, as outlined in this report.



REPORT TO

REGULAR BOARD

**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	March 2, 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.*

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Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report 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. COMMITTEE RECOMMENDATION

That Board accept the recommendation of the Governance and Policy Committee and approve the revised International Languages Elementary (ILE) Policy, S.P. 05, provided in Appendix A, and the accompanying Operating Procedures, provided in Appendix B, 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. Notwithstanding anything outlined in this policy and related appendices, all ILE classes are subject to TCDSB and Ministry approval.

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**



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P.05

children in kindergarten to grade 7, are in favour of the ILE program to 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.**



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P.05

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 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)~~



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

~~for the students in implementing an extended day or outside of school hours program are to be reviewed.~~

-

~~(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**



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

ii. an ILE after-hours class is considered viable if there are a minimum of 23 registered students in the class by November 30th.

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 centre/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 centre/class are:

- i. consultation with the school community to assess the desire to establish a new centre/class;**
- ii. financial implications of implementing the centre/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 6, to pursue. Similar to any**

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

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/centre is not considered viable, as outlined in the Policy S.P.05, a comprehensive review of the class/centre will be conducted from November 1st to January 30th of the same school year, while allowing the class/centre 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/centre 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 centre.**
- 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/centre is considered viable for the next school year, the class/centre may continue.**
- 5. Where the ILE after-hours class/centre 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 centre.**

~~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 5B, 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 centre, 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 centre 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 centre.



REPORT TO

REGULAR BOARD

DELEGATIONS AND PUBLIC PARTICIPATION POLICY T.14

So the Lord gave Solomon wisdom, as he promised him. There was peace between Hiram and Solomon; and the two of them made a treaty. – 1 King 5:12

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

C. Caldwell, Legal Counsel
M. Eldridge, General Legal Counsel (Acting)
C. Fernandes, Superintendent of Education, Area 4 and Policy Development

RECOMMENDATION REPORT

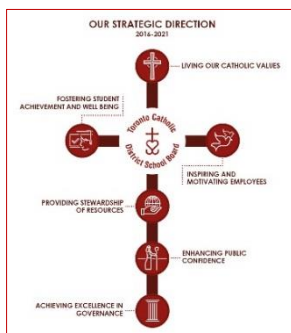
Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report provides an update to the Delegation Policy (T.14).

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

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as per request of Regular Board on December 12, 2019.

The revisions to the Delegation policy have been updated to reflect a Trustee motion requesting that “a review of the policies and their implementation should be conducted at the Governance and Policy meeting.”

C. BACKGROUND

1. The policy on Delegations T.14 was first approved on November 10, 2010 and was last amended in August 2016.
2. Changes to this policy reflect the request made by a trustee motion on December 12, 2019 to address delegates who may breach the delegation policy.
3. The policy was reviewed at the January 2020 and March 2020 Governance meetings and has been updated with recommendations of the committee.

D. EVIDENCE/RESEARCH/ANALYSIS

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

E. METRICS AND ACCOUNTABILITY

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

F. IMPLEMENTATION

1. The updated policy as approved will be posted on the TCDSB policy register, and will be communicated to parents and the general communities via the TCDSB website.
2. The Communications Department will provide messaging to principals for the purpose of placing the information about the Delegations Policy in school newsletters.

G. COMMITTEE RECOMMENDATION

That Board accept the recommendation of the Governance and Policy Committee and that the revised policy on Delegations (T.14) provided in Appendix A be adopted.



POLICY SECTION: TRUSTEES

Report Appendix A

SUB-SECTION:

POLICY NAME: DELEGATIONS AND PUBLIC PARTICIPATION

POLICY NO: T.14

Date Approved: November 10, 2010- Board	Date of Next Review: August 2021 January 2025	Dates of Amendments: November 24, 2011- Board December 13, 2012- Board August 25, 2016- Board
Cross References: TCDSB Code of Conduct Policy, S.S.09 TCDSB Operating By-Law Number 175		
Appendix: Delegation Registration Form		

Purpose:

This Policy affirms and promotes the process by which students, parents and community members can present their views and concerns to the Trustees of the Toronto Catholic District School Board.

Scope and Responsibility:

The policy extends to students, parents and community members making deputations to the Board or its committees, including public Statutory Committees, Standing Committees, Ad-Hoc Committees and Sub-Committees (“Committee(s)”) in accordance with the TCDSB By-Laws. The Director of Education, with the assistance of the Recording Secretary, is responsible for this policy.

Alignment with MYSP:

Living Our Catholic Values

Strengthening Enhancing Public Confidence

Achieving Excellence in Governance



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: DELEGATIONS **AND PUBLIC**
PARTICIPATION

POLICY NO: T.14

Policy:

The TCDSB is committed to advocacy for students, parents, and communities. In recognition of the need to hear the concerns of the TCDSB community and of individuals to have a voice in the decision-making process, **delegations delegates** may be heard at any meeting of the Board of Trustees or **Standing Committees**, as stipulated in, and limited by, the regulations outlined below. **This Policy is subject to and will be interpreted in accordance with TCDSB By-Law Number 175, as may be amended from time to time.**

Regulations:

Appropriate Forums for Delegations

1. Given the current division of work between the Board meetings and Committee meetings, **delegations delegates** will be accepted at the discretion of the Director and Chair of the Board at **public** regular Board **meetings and** only if:
 - a) ~~A new item/report or new information has been placed on the agenda that has not been dealt with at a Standing committees.~~
a) in exceptional circumstances; or
 - b) **if** the matter is deemed to be time sensitive.

~~Delegations will **may** be heard at **public** Standing Committees of the Board concerning matters within its terms of reference. The topic of the deputation will determine at which Standing Committee the delegation will be heard. **The Director of Education, in consultation with the Committee's Chair, retains discretion to reasonably determine whether or not a delegate will be received.**~~



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: DELEGATIONS **AND PUBLIC PARTICIPATION**

POLICY NO: T.14

2. **Delegations Delegates** may be heard at **public** Special Board meetings at the discretion of the Director and Chair of the Board.
3. **Delegations Delegates** will **may** be heard at **public** ~~Standing~~ Committees of the Board concerning matters within **it's the Committee's** terms of reference. The topic of the deputation will determine at which ~~Standing~~ Committee the **delegation delegate** will be heard. **The Director of Education, in consultation with the Committee's Chair, retains discretion to reasonably determine whether or not a delegate will be received.**

~~Given the current division of work between the Board meetings and Committee meetings, delegations will be accepted at the discretion of the Director and Chair of the Board at **public** regular Board **meetings and** only if:~~

- ~~a) A new item/report or new information has been placed on the agenda that has not been dealt with at a Standing committees.~~
- c) in exceptional circumstances; or**
- d) **if** ~~the matter is deemed to be time sensitive.~~

~~Delegations heard at regular Board meetings may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff. (By-Laws Section 10.9.11)~~

4. **Delegations Delegates** heard at regular Board meetings may be the subject only of a motion for receipt, or a motion of referral to the appropriate Committee or to Staff, or a motion of both receipt and referral to the appropriate Committee or to Staff. (By-Laws Section 10.9.11)



POLICY SECTION: TRUSTEES

Report Appendix A

SUB-SECTION:

POLICY NAME: DELEGATIONS AND PUBLIC PARTICIPATION

POLICY NO: T.14

5. Delegates may not be received from individuals on matters over which their union or association has jurisdiction.

Procedure for Making a Deputation

6. Those wishing to make a deputation can receive obtain further information and details on the delegation protocol by contacting the Recording Secretary at 416-222-8282 ext. 2293, or by visiting the TCDSB portal site at www.tcdsb.org.
7. Delegations Delegates are to register with the Recording Secretary of the Board no later than 11:00 a.m. on the day of the Standing Committee meeting by submitting the Delegation Registration Form to the Recording Secretary and the local Trustee will be notified immediately, if the matter is Ward specific.
8. Where the Board has initiated community engagement with respect to any matter, delegations delegates will be referred to that consultation process and may not be registered to appear before a Standing Committee meeting.
9. A Delegate may only speak once at a particular meeting.
10. There may be up to a maximum of ten (10) deputations per meeting.
11. Delegations Delegates will be listed on the agenda of the meeting or in an addendum, and their topic and point of view, subject to the following, shall be included in the documentation.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: DELEGATIONS **AND PUBLIC PARTICIPATION**

POLICY NO: T.14

- a. **Any visual or written presentation or materials a delegate intends to provide or project on screen during the deputation must be provided 72 hours in advance of the meeting to the Recording Secretary of the Board. The Board reserves the right to accept, reject or modify such materials, with notice of same provided to the delegate at least 24 hours before the meeting. Personal or private information included in the delegate's materials will be removed ~~shall not be included.~~**

12. First priority will be given to **delegations delegates** speaking to a specific item on the meeting's agenda and those who have not yet spoken to the issue. Next priority will be given to **delegations delegates** speaking to time-sensitive topics. **A delegate who has already made a deputation on a specific matter or topic may not be permitted to delegate again on the same matter, without the permission of the Director, in consultation with the Committee's chair.**

~~10. Delegates who want to show their deputation on the screen in the Boardroom must provide an electronic copy before the meeting.~~

13. **Delegations Delegates who are from** TCDSB employees shall verbally disclose this information at the time of registration and at the beginning of their deputation.

Time Parameters

14. **Delegations Delegates** who have registered by the **specified time deadline** may speak for a maximum of three (3) minutes.

~~15. Delegations who have not registered by the specified time may speak for a maximum of three (3) minutes if approved by 2/3 votes of the members~~



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: DELEGATIONS **AND PUBLIC PARTICIPATION**

POLICY NO: T.14

~~of the Board or Standing Committee. The chair shall put the question at the~~

~~conclusion of the registered delegate. The question will be put immediately without any debate.~~

Up to two delegates 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 members of the Board or Committee. The delegate must also complete the Registration Form.

16. Delegation period shall be limited to a maximum of 60 minutes ~~at the discretion of the Chair~~. The maximum time limit may be amended by 2/3 ~~majority present and eligible to vote~~ of all members of the Board or Committee.

17. ~~Each~~ Trustees may ask questions of the ~~delegation delegate~~. ~~for a maximum A total of not more than 3 minutes will be allocated to address both the Trustee's questions and the delegate's answers to same.~~

18. Questions asked by Trustees are limited to clarifying questions only. No questions of staff shall be permitted.

Format & Content of Deputations

19. ~~Delegations~~ Delegates ~~will~~ are requested to:

- a) present concerns in a positive and constructive manner;
- b) maintain a level of decorum which will allow meetings to proceed effectively; and
- c) refrain from the use of abusive or derogatory language.



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: DELEGATIONS **AND PUBLIC PARTICIPATION**

POLICY NO: T.14

20. During a deputation in public session of a regular or special Board meeting, ~~or Standing Committee meeting~~, should the delegate use the name/title/position of any person in a negative, critical or derogatory fashion, directly or indirectly, the Chair of the meeting shall advise the ~~delegation delegate~~ to limit comments to non-personal references. Should personal references continue to be made, the Chair has the authority to stop the ~~delegation delegate~~ from proceeding.
21. **The Board may decide to move a public deputation to a private session.** During a deputation in a private session of a regular or special Board meeting, ~~or Standing Committee meeting~~, should a situation arise where a delegate intends to refer to someone in a negative way then the following will apply:
- Delegations intending to use the name/title/position of any person in a negative, ~~or~~ critical ~~or derogatory~~ fashion must indicate this intention at the time of registration; and, prior to presenting, ~~the delegate~~ will be requested to address the ~~Standing Committee~~ **or Board** in private session.
 - The Board shall inform staff if a ~~delegation delegate~~ intends to speak of them at a ~~Standing Committee~~ **or Board** meeting, in a negative, ~~or~~ critical ~~or derogatory~~ fashion. The staff member has the right to be present during the deputation and be represented by the agent of their choice.
22. The Chair of the meeting may expel or exclude **a delegate** from ~~any the~~ meeting **should they engage in** ~~any person who engages in~~ conduct contrary to the TCDSB Code of Conduct, ~~or~~ Respectful Workplace Guidelines, **or fail to comply with this Policy.**
- 23. No one may display signs or placards, applaud debating participants or engage in conversations or other behaviour that may disrupt a meeting.**



POLICY SECTION: TRUSTEES

SUB-SECTION:

POLICY NAME: DELEGATIONS **AND PUBLIC PARTICIPATION**

POLICY NO: T.14

24.If a gross misrepresentation on a factual issue is made by a delegate during their deputation, the Chair of the Committee or Chair of the Board, as applicable, may correct the record from a factual perspective at the meeting where the misrepresentation is made. If the Chair is absent when the gross misrepresentation is made or should the Chair be the subject of the gross misrepresentation, then the Vice-Chair of the Committee or the Vice-Chair of the Board may correct the record, as per above. The Chair or Vice-Chair may request the delegate to apologize in the moment.

25.If it's not readily apparent to the Chair or Vice-Chair, as the case may be, whether or not a comment is a gross misrepresentation of the facts, the Chair or Vice-Chair and the Director of Education will determine whether an investigation should be conducted. If an investigation is conducted and the investigation determines that a gross misrepresentation was made, the Chair or Vice-Chair may correct the record from a factual perspective at the next meeting. A delegate who makes a public and misleading statement against a Trustee and refuses to apologize shall not be allowed to delegate until such time as a public apology is made.

26.In respect of TCDSB employees delegating to a the Standing Committee where the topic:

- a) is personal to the speaker, the restrictions are the same as any **delegation delegate.**
- b) is or may be dealt with under a Collective Agreement to which the Board is a party, such submission shall be dealt with in accordance with the provisions of such Collective Agreement.



POLICY SECTION: TRUSTEES

Report Appendix A

SUB-SECTION:

POLICY NAME: DELEGATIONS AND PUBLIC PARTICIPATION

POLICY NO: T.14

27. The public session of ~~Standing Committee~~, Board and Special Board meetings are recorded and broadcast live. The recording is retained as a public record of the proceedings. **Other Committees may be recorded. Delegations** **Delegates** that are part of the recorded proceedings are so advised and consent to being recorded.

28. At the conclusion of the deputation the Chair will advise the delegate as to how the matter will be processed.

29. Where an item has been referred to staff, staff will communicate follow-up actions to the **delegations delegate**.

Definitions:

Delegation

A **delegation** may include: (1) an individual speaking on his or her own behalf;

(2) an official representative of a TCDSB committee; (3) an official representative of student government; or (4) a spokesperson for another group or organization.

Deputation

A formal talk made to the whole Board or ~~Standing Committee~~ or in a private session of the Board or ~~Standing Committee~~ relating to a specific issue or concern.

Evaluation and Metrics:

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

1. Trustees and the Director shall review the process of delegation every three (3) years to ensure that it was fair, equitable and supported the goals of the TCDSB the Multi Year Strategic Plan
2. ~~Staff will develop an assessment tool to determine the efficacy of the policy and administer it after the first year of policy implementation to~~



POLICY SECTION: TRUSTEES

Report Appendix A

SUB-SECTION:

POLICY NAME: DELEGATIONS AND PUBLIC

PARTICIPATION

POLICY NO: T.14

~~evaluate the policy.~~

MASTER PENDING LIST AND ROLLING CALENDAR TO MARCH 26, 2020

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Jan-2020 Corporate Services	Apr-2020	Corporate Services	That all options be explored for Dante Alighieri, and that a report come back at the March 12, 2020 or April 16, 2020 Corporate Services Committee meeting (2020-2021 School Relocations Plan)	Associate Director of Facilities, Business & Comm. Dev & CFO
2	Mar-2020 Corporate Services	May-2020	Corporate Services	Report regarding funds spent on the recruitment of international students and the corresponding enrolment over the past 5 years be presented to the Board of Trustees at the May 14, 2020 Corporate Services Committee Meeting (2020-21 Budget Setting Plan and Consultation)	Associate Director of Facilities, Business & Comm. Dev & CFO
3	Mar-2020 Corporate Services	June-2020	Corporate Services	Report regarding the finalized budget estimates for 2020-21, which will be reflective of the Community Consultation and feedback received at various Committee meetings, and finally to the Board of Trustees at the Corporate Services Committee meeting scheduled for June 9, 2020 (2020-21 Budget Setting Plan and Consultation)	Associate Director of Facilities, Business & Comm. Dev & CFO
4	Mar-2020 Student Achievement	April-2020	Student Achievement	Report regarding the feasibility of inviting the three presenters to have in-person workshops on the following topics: Code of Conduct for Trustees; School Board Governance; Integrity Commissioner Office. The report would contain the cost, the proposed time, and any other details that would be of interest and would be of importance to our decision making (Consideration of Motion From Trustee Kennedy regarding	Director Of Education

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				Presentations from Ontario Catholic School Trustees' Association (OCSTA) on Code of Conduct, Integrity Commissioner and School Board Governance)	

2020 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

Appendix A

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

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

2020 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

Appendix A

13	June (A)	Corporate Services	Delegated Authority Report	A.D. Facilities, Business, Community Development
14	September (Q)	Corporate Services	Financial Status Update Report #3	A.D. Facilities, Business, Community Development
15	September (A)	Corporate Services	Capital Program Update	A.D. Facilities, Business, Community Development
16	September (A)	Corporate Services	Delegated Authority Update Report	A.D. Facilities, Business, Community Development
17	October (A)	Corporate Services	Trustee Honorarium Report	A.D. Facilities, Business, Community Development
18	October (A)	Corporate Services	Annual Asset Renewal Plan	A.D. Facilities, Business, Community Development
19	October (A)	Corporate Services	Preliminary Enrolment Report for Elementary and Secondary Schools and S.A.01 <u>Elementary Admission and Placement Policy Metric</u>	A.D. Facilities, Business, Community Development
20	November (A)	Corporate Services	Legal Fees Report	A.D. Facilities, Business, Community Development
21	November (A/Q)	Corporate Services	Audited Financial Statement and Financial Status Update #4	A.D. Facilities, Business, Community Development
22	December (A)	Corporate Services	Budget Series Report: Revised Budget Estimates for the Current Fiscal Year	A.D. Facilities, Business, Community Development
23	December (A)	Corporate Services	Annual Investment Report	A.D. Facilities, Business, Community Development
24	February (A)	Regular Board	School Year Calendar	Associate Director Academic Services
25	March (A)	Regular Board	Staffing Projections Report	Associate Director Academic Services

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26	August (P)	Regular Board	<u>T.19 Electronic Participation in Meetings of the Board, Committees of the Board, and Committee of the Whole Board Metric</u>	Director of Education
27	August (P)	Regular Board	<u>H.M. 19 Conflict Resolution Department</u>	Associate Director Academic Services
28	October (P)	Regular Board	<u>H.M.33 Acceptance of Hospitality or Gifts Policy Metric</u>	Director of Education
29	October (A)	Regular Board	Student Exit and Entry Survey Results	A.D. Facilities, Business, Community Development
30	November (A)	Regular Board	Annual Report on the Multi Year Strategic Plan	Director of Education
31	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
32	December (A)	Regular Board	Director's Annual Report	Director of Education
33	October (A)	Special Board	Director's Performance Appraisal (over 3 consecutive Special Board Meetings)	Director of Education
34	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
35	January (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
36	January (P)	Student Achievement	<u>A.35 Accessibility Standards Policy Metric</u>	Associate Director Academic Services
37	February (P)	Student Achievement	<u>S. 19 External Research Policy Metric</u>	Associate Director Academic Services
38	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
39	May (A)	Student Achievement	Staffing Status Report for Next School Year	A.D. Facilities, Business, Community Development

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40	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
41	June (P)	Student Achievement	<u>B.B.04 Smoke & Vapour Free Policy Metric</u>	Associate Director Academic Services
42	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start Policy Metric</u>	Associate Director Academic Services
43	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion Policy Metric</u>	Associate Director Academic Services
44	September (P)	Student Achievement	<u>T.07 Community Engagement Policy Report and A.37 Communications Policy Metric and Community Advisory Committees Report</u>	Director of Education
45	October (A)	Student Achievement	Board Learning Improvement Plan Report	Associate Director Academic Services
46	October (A)	Student Achievement	Student Trustees: Voices that Challenge- CSLIT	Associate Director Academic Services
47	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
48	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO); the Grade 9 Assessment of Mathematics; and the OSSLT Assessment (EQAO)	Associate Director Academic Services
49	October (A)	Student Achievement	<u>S.22 Religious Accommodation Policy Report and S.S.02 Opening or Closing Exercises Policy Report</u>	Associate Director Academic Services
50	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services

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51	November (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
52	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report	Associate Director Academic Services
53	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools</u> Policy Report	Associate Director Academic Services
54	December (A/P)	Student Achievement	Accountability Framework for Special Education and <u>S.P.01 Special Education Programs and Services</u> Policy Metric	Associate Director Academic Services
55	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council</u> Policy Metric	Associate Director Academic Services