



REVISED ADDENDUM  
REGULAR MEETING OF THE  
TORONTO CATHOLIC DISTRICT SCHOOL BOARD  
PUBLIC SESSION

Joseph Martino, Chair

Angela Kennedy, Vice Chair

Thursday, June 11, 2020

7:00 P.M.

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	Pages
<b>7. Notices of Motions</b>	
<b>7.a From Student Trustee Dallin regarding Anti-Black and Anti-Indigenous Racism in Schools</b>	<b>1 - 4</b>
<b>11. Delegations</b>	
<b>11.a From Julie Altomare-Di Nunzio, President, Toronto Elementary Catholic Teachers and Anthony Bellissimo, regarding Toronto Elementary Teacher Expenditures</b>	<b>5 - 9</b>
<b>11.b From Christin Carmichael Greb, Chair, Catholic School Parent Committee, Blessed Sacrament Catholic School regarding Synchronous Learning</b>	<b>10 - 12</b>
<b>11.c From John Del Grande, Catholic Parent Involvement Committee (CPIC) Chair regarding CPIC Recommendations and Parental Feedback</b>	<b>13 - 17</b>
<b>16. Matters recommended by Statutory Committees of the Board</b>	
<b>16.a Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held May 20, 2020</b>	<b>18 - 26</b>
<b>16.b Approved Minutes of the Catholic Parent Involvement Committee (CPIC) Meeting Held May 11, 2020</b>	<b>27 - 38</b>

***Recommendations to Board from the June 8, 2020 CPIC Meeting***

***(I) WHEREAS: On Take a Break Tuesday during Mental Health Awareness Week May 4 to 10, 2020, the website suggested that looking at funny memes can immediately boost your spirits and linked a YouTube video on how to create your own;***

***WHEREAS: The YouTube video had inappropriate comments and recommended a website where you can create your own memes;***

***WHEREAS: The website recommended had inappropriate content for our students;***

***WHEREAS: A parent's worst nightmare for their child is having a picture of their child being made fun of and circulating on the internet which can lead to cyber bully, impact on child's mental health or worse. In some cases, this meme can be circulating without the knowledge of the child or parent until it is too late;***

***WHEREAS: The website described how to create memes was posted the week before synchronous and asynchronous learning was to be announce by the MOE for the next phase of distance learning giving our educators and their unions more concerns as to why they shouldn't put their face out there in fear of a memes being create of themselves; and***

***WHEREAS: Parents of the TCDSB trust and have faith that all information posted on the TCDSB website, even external links are properly vetted and contain information that follows our learning beliefs and will not bring any harm or affect the mental wellness of our students.***

***BE IT RESOLVED THAT: CPIC recommends to the Board of Trustees that a report be requested:***

1. As to how this inappropriate content made it to our website especially during the focus of mental health awareness wellness week.
2. That memes be incorporated into cyber bully teaching of the health curriculum and students are made aware how bad things start with a simple picture and comment

3. That the Mental Wellness Department re-evaluate the suggestion of using electronic devices as a mental break especially in a time in our society where the mental break required is from the electronic device.

*<https://www.tcdsb.org/programsservices/specialeducation/mhs/news/mhw/pages/childrens-mental-health-awareness-week.aspx>*

*<https://www.youtube.com/watch?v=xRK6As4QHQ0>*

*(II) WHEREAS: Distance Learning for the TCDSB began with Phase 1, Check and Connect from March 23, 2020 to April 3, 2020. Determining the needs of our students through surveys and reaching out to the families of the TCDSB. Technology was a challenge that needed to be tackled;*

*WHEREAS: Phase 2 began on April 6, 2020 with students receiving the first of the online assignments. The students with available technology began to navigate the technical world, working on their own, receiving instruction through a screen with no personal connection. There was a learning curve for all in the beginning with the hope of gradual improvement as we went along;*

*WHEREAS: The MOE announced on May 19, 2020 that students in Ontario would not be returning to the classroom for the 2019-2020 school year however the learning will continue with enhanced techniques such as synchronous and asynchronous learning. We are not sure who has or has not enhanced their teaching; and*

*WHEREAS: In the upcoming school year of the 2020-2021 this fashion of educating our students may be required again and we be prepared to be more engaging with our students so that that education is not short changed as has been during distance learning.*

*BE IT RESOLVED THAT: CPIC recommends to the Board of Trustees that a report be requested:*

1. A report be requested from the Director of Education documenting all metrics captured during distance learning:
  - a. the tools, programs, techniques, synchronous,

asynchronous teaching, etc used,

- b. the percentage of educators using these techniques,
- c. how all educators have been kept accountable during distance learning,
- d. how equitable and consistent delivery of learning opportunities was provided by all our schools across the TCDSB.

- 2. Using this report, as we prepare ourselves to do this again in the fall; better and more efficient and give all our educators all the necessary tools and protections so that our students can get the education they rightly deserve.

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

**18.a *Toronto Catholic District School Board's Response to the COVID-19 Pandemic Crisis - June 11, 2020 Update*** 39 - 52

**18.c *Preliminary Grants for Student Needs (GSN) Announcement Summary (Replaced by Item 19d)***

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

**19.d *Update to 2020-21 Budget Timelines*** 53 - 55



*Taylor Dallin  
Student Trustee*

*Email: [taylor.dallin@tcdsb.org](mailto:taylor.dallin@tcdsb.org)*

*Voicemail: 416-512-3413*

**To:** Regular Board Meeting, June 11, 2020

**From:** Taylor Dallin, Student Trustee

**Subject:** Notice of Motion regarding Anti-Black and Anti-Indigenous Racism in Schools

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**WHEREAS:** The statement released by the Chair of the Board and the Director on June 2, 2020 regarding recent events of anti-Black racism expresses that “we have to face the truth that anti-black racism exists in our city and in our schools”;

**WHEREAS:** The deaths of Regis Korchinski-Paquet, George Floyd, Breonna Taylor, Chantel Moore, and countless other Black and Indigenous peoples were not isolated incidents; they were caused by a network of oppressive institutions and part of a long-standing pattern of systemic anti-Black and anti-Indigenous racism in which the education system plays a role;

**WHEREAS:** The education system as a whole has failed Black and Indigenous (BIPOC) students on numerous occasions and has been an active perpetrator of anti-Black and anti-Indigenous racism for far too long;

**WHEREAS:** Over 22 different incidents of racism within TCDSB schools were reported in the span of just five days in the Toronto Youth Cabinet’s recent #ReclaimOurVoice survey;

**WHEREAS:** A message in the TCDSB Equity Action Plan states, “Our schools and classrooms must be places where students’ lived experiences are valued and celebrated; where they see themselves in the curriculum; where they are authentically engaged; and where barriers to their success are identified and removed. Our governance and human resource

practices will support welcoming, safe, and inclusive learning environments and ensure that those who serve our communities reflect our diversity ... Data collection, integration and reporting will help us to better understand our needs and our strengths, inform our decisions, and guide our actions”;

**WHEREAS:** The TCDSB Catholic Equity and Inclusive Education Policy H.M. 24 states that the Board “recognizes that we must uphold the protections entrenched in the Ontario Human Rights Code (the “Code”), the Constitution Act, 1867 and confirmed in the Constitution Act of 1982 – the Canadian Charter of Rights and Freedoms” and “recognizes that social or cultural discrimination is incompatible with Catholic moral principles”;

**WHEREAS:** Words mean nothing and are purely performative in nature if they are not coupled with tangible action;

**WHEREAS:** Extensive research and precedent supports many of the recommendations listed in this motion; and

**WHEREAS:** The recommendations below were written in consultation with and supported by TCDSB students and the TCDSB Equity and Human Rights Advisor.

**BE IT RESOLVED THAT:** Staff prepare a report outlining strategies to make hiring more racially representative (both locally and centrally) which acknowledge how important it is for students to be able to see themselves reflected in different fields and positions of leadership;

**BE IT FURTHER RESOLVED THAT:** Disaggregated race-based student data collection be initiated so that the TCDSB knows the issues BIPOC students face and has numbers on representation;

**BE IT FURTHER RESOLVED THAT:** The School Resource Officer (SRO) program be reviewed as part of the aforementioned race-based student data collection in order to determine whether or not the program has fulfilled its mandate;

**BE IT FURTHER RESOLVED THAT:** The effectiveness, equity, and outcomes of the overall practice of streaming be reviewed as part of the aforementioned race-based student data collection;

**BE IT FURTHER RESOLVED THAT:** The Chair of the Board, in collaboration with staff and the Board of Trustees, send a letter to the Minister of Education encouraging the revision of the curriculum to better incorporate Black and Indigenous histories and topics;

**BE IT FURTHER RESOLVED THAT:** Mandatory bi-annual anti-racism training for all teachers, administrators, and staff be put in place which helps break down the racial barrier between themselves and students and facilitates an understanding of BIPOC topics;

**BE IT FURTHER RESOLVED THAT:** The TCDSB allocate funding in the upcoming budget process towards the purchase of books that support culturally responsive and relevant pedagogy and are written by Black and Indigenous authors;

**BE IT FURTHER RESOLVED THAT:** Staff create resources for teachers to tackle racism in the classroom and initiate discussions;

**BE IT FURTHER RESOLVED THAT:** A communication be sent to all teachers with a specific focus on those who deal with racial justice-related texts (ex. English teachers) in order to educate them on why they should not use racial slurs in the classroom regardless of whether or not they are written in a text;

**BE IT FURTHER RESOLVED THAT:** Staff create mental health resources catered specifically to the unique experiences of BIPOC students;

**BE IT FURTHER RESOLVED THAT:** TTC tickets be provided to students attending CSLIT General Assembly meetings in order to increase accessibility and ensure a diverse range of voices can be heard;

**BE IT FURTHER RESOLVED THAT:** The TCDSB engage with a multitude of relevant community organizations, including but not limited to the Taibu Community Health Centre, Trust 15, the Harriet Tubman Community Organization, and CAFCAN, in a more meaningful way to ensure that students have access to their immensely beneficial and life-changing resources;

**BE IT FURTHER RESOLVED THAT:** The TCDSB make an official commitment to tackling anti-Black racism given that the word “Black” was not mentioned a single time in the TCDSB Equity Action Plan;

**BE IT FURTHER RESOLVED THAT:** Staff write a human rights-specific policy modelled around the Ontario Human Rights Code which recognizes the enumerated grounds of the Charter, lays out wrongful behaviours, and details an investigation process;

**BE IT FURTHER RESOLVED THAT:** All TCDSB reports and policies go

through a race equity lens prior to being published;

**BE IT FURTHER RESOLVED THAT:** Proper infrastructure be put in place to address equity needs within the TCDSB in the form of a more extensive and permanent equity team;

**BE IT FURTHER RESOLVED THAT:** The TCDSB commit to working with the African-Canadian Advisory Committee, the Indigenous Education Advisory Committee, and BIPOC students in implementing these recommendations; and

**BE IT FURTHER RESOLVED THAT:** All recommendations be put in place by June 2021 and that staff prepare monthly updates to the Board of Trustees regarding implementation.





# **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

## **DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES**

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

For Board Use Only

Delegation No. \_\_\_\_\_

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Julie Altomare-Di Nunzio and Anthony Bellissimo
Committee	Regular / Special Board
Date of Presentation	2020/06/11
Topic of Presentation	Budget Consultation
Topic or Issue	Toronto Elementary Teacher Expenditures
Details	Allocation of funding for elementary teacher positions
Action Requested	information provided to the Association Re: expenditures on elementary teachers
I am here as a delegate to speak only on my own behalf	
I am an official representative of the Catholic School Parent Committee(CSPC)	
I am an official representative of student government	
I am here as a spokesperson for another group or organization	Yes Toronto Elementary Catholic Teachers
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
Submittal Date	5/25/2020

Good Evening:

I hope you and your families are safe and healthy.

I would like to commend our teachers for their incredible efforts during this period distance learning.

I acknowledge the efforts of Senior Management and the Trustees who have been working to address the ever-changing demands during this pandemic.

As we continue to work together to deal with racial inequality, remember to embrace the words of Pope Francis:

"We cannot tolerate or turn a blind eye to racism and exclusion in any form."

In terms of budget consultation, the Board states stakeholder input *"is critical to our Board's continued commitment to student achievement, well-being and fiscal accountability – see Appendix A.*

TECT appreciates the budget consultation meeting; however, if input is critical then TECT believes there should be a greater sharing of information.

Please refer to Appendix B which shows over and under spending by category for 2019-2020.

On May 15<sup>th</sup> TECT asked:

Referencing Appendix B:

- The chart indicates a 11.2 million dollars of underspending in the Library and Guidance Category.

How much of that underspending is from elementary?

Further how many guidance and teacher librarians (specific number please) is the TCDSB funded for within the elementary panel ?

- Under Classroom Teachers there is an overspending of 15.5 million dollars.
- How much of that overspending is from elementary?

Can you please provide a specific breakdown of the Elementary Classroom Teacher overspending? For example, we are funded for X number of Special Education teachers and we have X number of Special Education teachers which = an overspending of Y.

- Is the Board allocating all monies for elementary teacher staffing on elementary teachers?

We appreciate the Board's effort to provide information, but in TECT's view Appendix C does not fully answer our questions and we continue to seek greater clarity.

The questions relate to a bar graph that Senior Management has already created – Appendix B and are not based on the upcoming GSNs.

It is difficult for TECT to input this process, if, as an Association representing 5000 members, we are not provided the specifics of under and over funding.

TECT believes this is essential information in terms of budget consultation and understanding how funding is allocated.

I respectfully ask the trustees to ascertain answers regarding the specifics of under and overspending in the TCDSB budget for 2019-2020.

Thank you



# TCDSB 2020-2021 BUDGET CONSULTATION

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## *All Are Invited to Participate*

Your input is critical to our Board's continued commitment to student achievement, well-being and fiscal accountability.

Information about the budget and the consultation can be found online:  
[www.tcdsb.org/BudgetConsult](http://www.tcdsb.org/BudgetConsult)

All are encouraged to complete an anonymous online survey  
by April 30, 2020.

### **BUDGET SURVEY:**

<https://www.surveymonkey.com/r/6LQ3L9P>

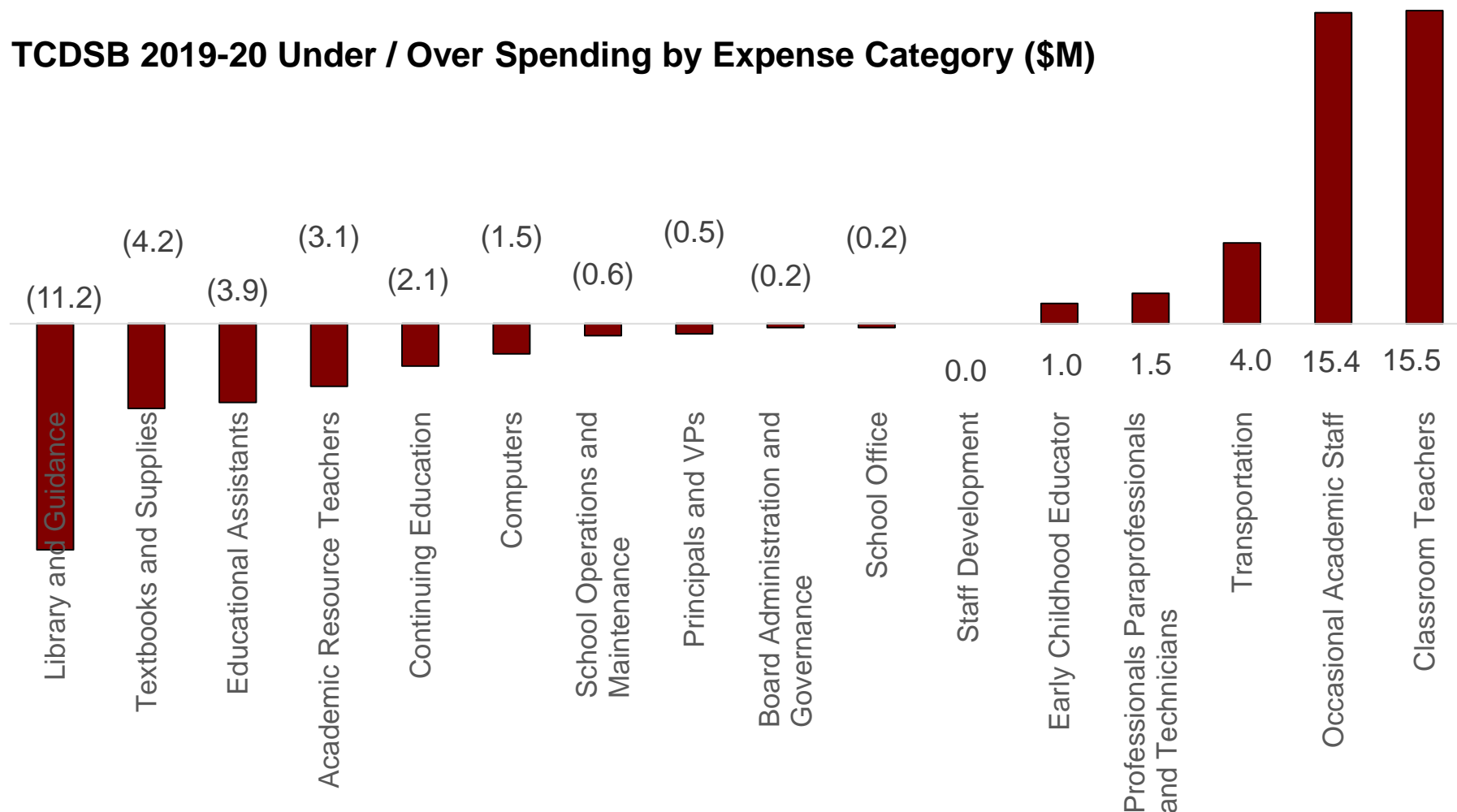
You are also invited to participate in a virtual town hall on  
**APRIL 28, 2020**  
**7:00 - 8:30 PM**

Check our website [www.tcdsb.org/BudgetConsult](http://www.tcdsb.org/BudgetConsult)  
for further details closer to the date.

# Achieving a Balanced Service Level is an Iterative Process



TCDSB 2019-20 Under / Over Spending by Expense Category (\$M)





# **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

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☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Christin Carmichael Greb
Committee	Regular / Special Board
Date of Presentation	6/11/2020
Topic of Presentation	Synchronous Learning
Topic or Issue	The TCDSB has not required that teachers make a certain number of connections with students per week.
Details	In light of the announcement by the TDSB, and the directive from the Minister of Education, we are requesting that the TCDSB require teachers to make a minimum of 2 connections with students per week.
Action Requested	Action from the TCDSB in regards to synchronous learning.
I am here as a delegate to speak only on my own behalf	
I am an official representative of the Catholic School Parent Committee(CSPC)	Yes Blessed Sacrament Chair
I am an official representative of student government	
I am here as a spokesperson for another group or organization	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
Submittal Date	6/4/2020

Good evening. My name is Christin Carmichael Greb and I am Chair of the CSPP at Blessed Sacrament Catholic School in Ward 5.

Six months ago, no one could have predicted the way that this school year has turned out. The pandemic has been difficult for students, parents and teachers in so many ways. We know it's been challenging to pivot in this situation. We are all learning as we go, we are all trying our best. Teachers were not trained to teach from a distance during a pandemic. Parents are not trained educational professionals with the appropriate support structures to facilitate effective ongoing learning from home.

One of the observations many parents have made is that kids *really* miss their school, their friends and their teachers. The lack of school routine and socialization has been challenging and confusing for them. Any personal contact they get from their teachers – whether it's the sound of their voice, seeing their face on a videoconference, or simply getting a note of encouragement from them – is needed and valued.

Over the past few months, we have seen some great examples of teachers using a variety of ways to connect with their students from a distance. There are, however, inconsistencies, and many parents are frustrated.

In addition, we are disappointed that there has been a lack of clear direction provided to parents and teachers, and a lack of transparent communications from the Board overall.

We recognize that distance learning may continue to be a reality in September. Moving forward, we believe it is imperative that the Board lay out its plan for September, whether students are in the school building or not, full time or part time. The Board must set out a clear directive as to what teachers are required to achieve and what parents should expect to be required to do. The Ministry laid out a minimum requirement for students. The Board needs to be clear to administrators, teachers and parents that this is, in fact, just a minimum, and that we must strive for greater. Every student at every school across this Board deserves a robust, consistent distance learning experience. Parents and teachers expect and deserve that the Board communicate its plan in a clear, transparent manner, and that communications are shared well in advance of the start of the school year so there is adequate time to prepare.

We are asking for four things:

1. A more structured day for the distance learning environment – not just postings on Google Classroom at the beginning of the week – but a clearly laid out daily schedule.
2. More teacher-led learning – to date, all that has been required is teacher “assigning” with parents leading the learning.
3. Better tools for measuring learning and evaluating students. We must ensure that our children are achieving what is required from the curriculum, and that their progress can be accurately assessed
4. Finally, we ask that the plan for September be communicated to the TCDSB community by August 10 to give parents and teachers the necessary time to prepare.

Thank you for the opportunity to address you this evening. Our community looks forward to working with the Board on a constructive way forward.





## TORONTO CATHOLIC DISTRICT SCHOOL BOARD

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Delegation No. \_\_\_\_\_

☐ Public  
Session

☐ Private  
Session

☐ Three (3)  
Minutes

Name	John Del Grande - CPIC Chair
Committee	Regular / Special Board
Date of Presentation	6/11/2020
Topic of Presentation	CPIC Recommendations
Topic or Issue	CPIC Recommendations & Parental Feedback
Details	TBA
Action Requested	Trustees consider and adopt
I am here as a delegate to speak only on my own behalf	
I am an official representative of the Catholic School Parent Committee(CSPC)	
I am an official representative of student government	
I am here as a spokesperson for a other group or organization	Yes TCDSB CPIC
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
Submittal Date	6/7/2020

# Delegation Addendum to The Board of Trustees Thursday June 11, 2020





## SUMMARY REQUEST #1: The Board of Trustees & Director of Education adhere to TCDSB Policy P.04 with respect to when there are CPIC recommendations on the Board agenda.



**POLICY SECTION:** Parents

**SUB-SECTION:**

**POLICY NAME:** Catholic Parent Involvement Committee

**POLICY NO:** P.04

Director of Education, will communicate with and support **Catholic School Parent Councils** ~~Catholic School Advisory Councils~~ of the TCDSB, and will undertake activities to help parents of pupils in TCDSB schools support their children's learning at home and at school. It is incumbent upon the Catholic Parent Involvement Committee to act as a committee and not carry out responsibilities as individual members of the committee.

### Regulations:

1. **Toronto** CPIC will develop strategies and initiatives that the TCDSB could use to effectively communicate with parents and to effectively engage parents in improving student achievement and well-being, and advise the Board of Trustees, TCDSB staff and the Director of Education on methods of implementing these strategies and initiatives, and communicate information from the Ministry to school councils of the ~~Board~~.
2. **Toronto** CPIC will work collaboratively with the Director of Education, Board of Trustees, TCDSB staff and Catholic School ~~Advisory~~ **Parent Councils (CSPC)** of the TCDSB to share effective parent engagement practices, identify and reduce barriers to meaningful parent engagement, and ensure that TCDSB schools create a welcoming environment for parents.
3. The Board may solicit, receive and take into consideration the advice of **Toronto** CPIC regarding matters that relate to parent engagement, and student achievement and well-being, and will inform **Toronto** CPIC of its response to the advice given.
4. **Toronto** CPIC will be regularly allotted time on the order paper of the Regular Board meeting to address the ~~Board~~ and provide information and advice on parent engagement, and strategies to effectively engage parents in improving student achievement and well-being. The Board will inform **Toronto** CPIC of its response to the advice given.



## SUMMARY REQUEST #2: The Director of Education ensure policies on the public TCDSB website are up to date.

Home > Board > Policies and Procedures > P04 CPIC Policy

Policies and Procedures >

Board of Trustees >

Board Meetings >

Committee Meetings >

Accessibility Policy & Multi-Year Plan >

Accountability: Mandatory >

### TCDSB Policy Register

### P.04 Catholic Parent Involvement Committee

<b>Date Approved:</b> April 25, 2013- Board	<b>Policy Review Cycle:</b> April 2016	<b>Dates of Amendment:</b>
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**Cross Reference:**  
 Education Act Ontario Regulation 612/00 School Councils and Parent Involvement Committees  
 S. 10 Catholic School Advisory Councils  
 F.M.01 Employee Expenses  
 F.P.01 Purchasing  
 H.M.19 Conflict Resolution

**POLICY SECTION:** Parents

**SUB-SECTION:**

**POLICY NAME:** Catholic Parent Involvement Committee

**POLICY NO:** P.04

<b>Date Approved:</b> April 25, 2013- Board	<b>Date of Next Review:</b> Policy Review Cycle: April 2016 <del>April 2025</del>	<b>Dates of Amendments:</b> January 2020
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Page 16 of 55



**SUMMARY REQUEST #3: The Board of Trustees endorse the recommendations of CPIC from our June 6, 2020 meeting including A fulsome review of Distance Learning metrics & improvement opportunities.**

**SUMMARY REQUEST #4: The TCDSB keep parents informed about potential and upcoming changes to September learning environment/instruction and encourage principals to engage CSPCs on any local implementations.**

**SUMMARY REQUEST #5: The Executive Search Committee of the Board of Trustees continue to keep parents & Board stakeholders informed about the progress of the Director of Education search & hiring.**

**SUMMARY REQUEST #6: The Board of Trustees add into their upcoming schedule of meetings – Final review, endorsement & updates to Policy S.10 – Catholic School Parent Councils.**

## 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 VIRTUAL MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE PUBLIC SESSION**

**HELD WEDNESDAY MAY 20, 2020**

## **PRESENT:**

**Trustees:** N. Crawford, Chair – In Person  
D. Di Giorgio  
A. Kennedy

**Non-Voting  
Trustees:** M. de Domenico  
N. Di Pasquale  
I. Li Preti

**External  
Members:** George Wedge, Vice Chair  
Melanie Battaglia  
Lori Mastrogiuseppe  
Sandra Mastronardi  
Tyler Munro  
Deborah Nightingale  
Mary Pugh

**Staff:** D. Koenig  
L. Maselli-Jackman  
V. Cocco  
M. Gendron  
R. Macchia  
J. Mirabella  
D. Reid  
P. Stachiw  
  
S. Pellegrini, Acting Recording Secretary  
S. Hinds-Barnett, Assistant Recording Secretary

**2. Roll Call & Apologies**

Apologies were extended on behalf of Lori Ciccolini.

Glenn Webster was absent.

**3. Approval of the Agenda**

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

On the Vote being taken, the Motion was declared

CARRIED

**5. Declarations of Interest**

There were none.

**6. Approval and Signing of the Minutes of the Meeting**

MOVED by Tyler Munro, seconded by George Wedge that the Minutes of the Special Meeting held May 4, 2020 be approved with the following amendment:

That the point of order raised by Tyler Munro regarding future Special Education Advisory Committee Meetings being made available to the public is noted.

On the Vote being taken, the Motion was declared

CARRIED

**9. Reports of Officials for Information by the Board/Other Committees**

MOVED by Trustee Kennedy, seconded by Mary Pugh, that Item 9a) be adopted as follows:

**9a) Special Education Superintendent Update (May) received.**

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Lori Mastrogiuseppe, that Item 9b) be adopted as follows:

**9b) Verbal Update – Student Grants (GSN) for Special Education 2020-2021 received.**

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Trustee Kennedy, that Item 9c) be adopted as follows:

**9c) Verbal Update – Special Equipment Allocation (SEA) Claims Update received.**

Time for business expired.

MOVED by Sandra Mastronardi, seconded by Tyler Munro, that time be extended by an additional 15 minutes, as per Article 12.6, to complete the debate on the Item.



On the Vote being taken, the Motion was declared

CARRIED

On the Vote being taken, the Main Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Trustee Kennedy, that Item 9d) be adopted as follows:

- 9d) Special Education Advisory Committee Sub-Committee for the Special Education Plan** received.

Time for business expired.

MOVED by George Wedge, seconded by Tyler Munro, that time be extended by an additional 15 minutes, as per Article 12.6, to complete the debate on the Item.

On the Vote being taken, the Motion was declared

CARRIED

On the Vote being taken, the Main Motion was declared

CARRIED

The Chair declared a ten-minute recess.

The meeting resumed with Trustee Crawford in the Chair.

**Trustees:** N. Crawford, Chair – In Person  
A. Kennedy  
D. Di Giorgio

**Non-Voting  
Trustees:** M. de Domenico  
N. Di Pasquale  
I. Li Preti

**External  
Members:** George Wedge, Vice Chair  
Lori Mastrogiuseppe  
Sandra Mastronardi  
Tyler Munro  
Deborah Nightingale  
Mary Pugh

MOVED by Deborah Nightingale, seconded by George Wedge, that Item 9e) be adopted as follows:

- 9e) Accessibility of Public Meeting Rooms for Deaf and Hard of Hearing Community** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by George Wedge, that Item 9f) be adopted as follows:

- 9f) The Toronto Catholic District School Board's Response to the COVID-19 Pandemic Crisis – May 7 Update** received.

Time for business expired.

MOVED by Sandra Mastronardi, seconded by George Wedge, that time be extended by an additional 15 minutes, as per Article 12.6, to complete the debate on the Item.

On the Vote being taken, the Motion was declared

CARRIED

On the Vote being taken, the Main Motion was declared

CARRIED

MOVED by George Wedge, seconded by Mary Pugh, that Item 9g) be adopted as follows:

- 9g) Toronto Catholic District School Board Communication to Minister of Education – SEAC Motion May 11, 2020 received.**

On the Vote being taken, the Motion was declared

CARRIED

#### **14. List of Communications**

MOVED by George Wedge, seconded by Lori Mastrogiuseppe, that Item 14a) be adopted as follows:

- 14a) Letter from Nipissing-Parry Sound Catholic District School Board and Special Education Advisory Committee to Hon. Stephen Lecce**

**regarding Minister's Advisory Council on Special Education (MACSE)** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Mary Pugh, that Item 14b) be adopted as follows:

- 14b) Resignation of Sandra Mastronardi, Association Representative for Autism Ontario** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Mary Pugh, seconded by Tyler Munro, that Item 14c) be adopted as follows:

- 14c) Ontario's Framework for Continued Learning** received.

On the Vote being taken, the Motion was declared

CARRIED

**17. Annual Calendar/Pending List**

MOVED by George Wedge, seconded by Lori Mastrogiuseppe, that Item 17a) be adopted as follows:

**17a) SEAC Annual Calendar** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Lori Mastrogiuseppe, that Item 17b) be adopted as follows:

**17b) Pending List as at May 20, 2020** received.

On the Vote being taken, the Motion was declared

CARRIED

**18. Adjournment**

MOVED by George Wedge, seconded by Deborah Nightingale, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

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SECRETARY

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CHAIR

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

VIRTUAL MEETING VIA ZOOM

**HELD MONDAY MAY 11, 2020**

**1. Call to Order**

The Chair called the Meeting to Order at 7:11PM and opened the video/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 Trustee Tanuan.

**3. Roll Call & Apologies**

**Trustees:** T. Lubinski (W4)  
G. Tanuan (W8)  
N. Di Pasquale (W9)

**Elementary Parent Members:**

John Del Grande (W12), Chair  
Joe Fiorante (W3), Vice-Chair  
Jennifer Di Francesco (W1)  
Natalia Marriott (W2)  
A.J. Hepburn (W4)  
Daniel Oliveira (W5/W)  
Gus Gikas (W6)  
Dan Kajioka (W7)  
Jennifer Traer (W9)  
Annalisa Crudo-Perri (W10)  
Isabel Starck (W11/S)  
Anthony Antinucci (W12)

**Secondary Parent Members:**

Kathleen McGinnis (Central)  
Geoffrey Feldman (West)

**Staff:** J. Wujek (Director Designate)  
M. Sequeira (Parent Engagement Coordinator)  
E. Szekeres-Milne (Communications)

Apologies were extended on behalf of Wendell Labrador (W8/W) and Katie Piccinnini (OAPCE-Toronto)

**4. Approval of the Agenda**

MOVED by Natalia Marriott, seconded by Isabel Starck, that the draft Agenda & Addendum as presented be approved.

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 April 20, 2020 for Public Session**

MOVED by Daniel Oliveria, seconded by Gus Gikas, that the minutes of the meeting held April 20, 2020 be approved.

By Unanimous consent, the Motion was declared

CARRIED

**7. Presentations & Reports from Committee Officials**

**7a) Chair Report & Appendices**

The Chair read the report and updated the Committee on advocacy work CPIC has been undertaking with OAPCE-Toronto.



MOVED by Gus Gikas, seconded by Joe Fiorante that the report from the Chair be received.

By Unanimous consent, the Motion was declared

CARRIED

**7b) Treasurer Report**

MOVED by Joe Fiorante, seconded by Daniel Oliveria that the Report from the Treasurer as of April 30, 2020 be received.

By Unanimous consent, the Motion was declared

CARRIED

**8. Delegations**

No delegations were registered or appeared before the Committee.

**9. Unfinished Business & Matters Arising Out of Minutes**

**9a) TCDSB 2020-2021 Budget Recommendations**

The projected Grants for Student Needs (GSN) have not yet been released by the Ministry of Education. The Board will be considering budget reports throughout June. It was suggested that the Chair of CPIC add school block budgets to any delegation being considered.

Joe Fiorante assumed the role of Chair.

**10. Notice of Motion**

**10a) From J. Del Grande (W12): PRO Grant Allocations**

MOVED by John Del Grande, seconded by Gus Gikas that CPIC recommend to the Board of Trustees:

Whereas: PRO Grants allocations were made available to TCDSB schools wards in Feb 2020

Whereas: Schools were not able to spend or schedule PRO Grant sessions due to the COVID-19 lockdown.

Whereas: Schools have outstanding PIC grants that were not spent and will likely to continue receive yearly PIC grants.

Whereas: School Communities need practical ideas & supports to best utilize this grant.

Whereas: Learnings from the application process & forms need refinement to ensure that schools have demonstrated the capacity and plans to effectively spend the grant with continued priority towards EPAN schools.

**BE IT RESOLVED THAT:**

1. The Pro-Grant Ward and school allocations for 2019-2020 school year be rescinded.
2. That the funds be deferred to the 2020-2021 school year (subject to approval by the Ministry of Education)
3. A revised application process for 2020/21 to come back in June be recommended by CPIC.

By Unanimous consent, the Motion was declared

**CARRIED**

**10b) From J. Del Grande (W12): CPIC Recording Secretary Support**

MOVED by John Del Grande, seconded by Daniel Oliveria that CPIC recommend to the Board of Trustees:

Whereas: CPIC has undertaken efforts to reform its Committee with updated Bylaws.

Whereas: CPIC aims to be a full statutory Committee of the Board.

Whereas: Public agendas should be produced with sufficient material to aid Members in their meeting and being transparent to the community

Whereas: Agenda preparation is taking an excessive amount of manual preparation time from parent volunteers.

Whereas: Agendas for all other TCDSB committees are supported centrally.

Whereas: The TCDSB has invested in E-Scribe agenda software.

BE IT RESOLVED THAT:

1. Agendas for CPIC be compiled & distributed through E-Scribe with the support of the TCDSB Recording Secretary.
2. The Chair/Vice-Chair of CPIC to approve the final agenda before distribution consistent with in-force CPIC Bylaws.
3. Recording Secretary support be provided for creation of minutes of CPIC starting September 2020.

By Unanimous consent, the Motion was declared

CARRIED

The Meeting continued with John Del Grande in the Chair

**10c) From J. Di Francesco (W1): CSPC Email Lists**

MOVED by Jennifer Di Francesco, seconded by Geoffrey Feldman that CPIC recommend to the Board of Trustees for implementation by September 2020:

1. Add a checkbox to annually collected parent consent/information forms & the online soars system to Include a checkbox to allow parents to consent to the sharing of their email with school's school council
2. That the TCDSB setup a working group to implement Procedures & tools within the board's email, communications and/or crm systems for the purposes of allowing School Councils to effectively timely communicate with parents of their school community while respecting privacy & unsubscribe requests.

A discussion took place and the following list of suggestions were made:

- a) Correct the terms: SOAR and Catholic School Parent Council
- b) Add CPIC as a recipient
- c) Add TCDSB staff as appropriate to the working group
- d) Add TCDSB Email account
- e) Add CSPC Chairs or CPIC reps
- f) Add short-term and long-term plans

MOVED by Annalisa Crudo-Perri, seconded by Isabel Starck that the matter be tabled and the Chair reword a draft motion after a brief recess.

The Chair declared a 10 minute recess.

The Meeting resumed at 8:56PM with John Del Grande in the Chair.

MOVED in AMENDMENT by Jennifer Di Francesco, seconded by Geoffrey Feldman that the original presented motion be rescinded and replaced with CPIC recommend to the Board of Trustees for implementation by September 2020:

Whereas: The Ontario Education Act, Regulation 612/00 (School Councils) Consultation with Parents s23. states: A school council shall consult with parents of pupils enrolled in the school about matters under consideration by the council.

Whereas: The Ontario Ministry of Education School Councils, A Guide for Members (2001): states that: Characteristics of Effective School Councils: Communicate with the community about their activities.

Whereas: School Council Chairs require means to timely communicate with their school community on important issues of concern to parents or activities of the council.

Whereas: The Alberta School Council Guide: Alberta School Councils'

Association (2007) states: “Communication is the most useful tool to get people interested in the work of school council. Letting parents and community members know about school council meetings and sharing information about school council decisions, directions and activities helps keep them interested. · Collect and maintain a list of parents’ names, addresses, phone numbers and email addresses. · Use email to send meeting notices, event announcements, requests for help and updates on school issues.”

Whereas: The Toronto District School Board of Trustees approved a similar recommendation on Parent Email Sharing with School Councils from PIAC (Parent Involvement Advisory Committee) in May 2019: “ That school registration forms include a checkbox to allow parents to consent to the sharing of their email with school’s school council to facilitate communication increased engagement by the school councils with the school community. PIAC requests that this be completed to be included in the 2019 Fall welcome packages to parents. · Collect and maintain a list of parents’ names, addresses, phone numbers and email addresses. · Use email to send meeting notices, event announcements, requests for help and updates on school issues.”

#### BE IT RESOLVED THAT:

1. The TCDSB add appropriate checkbox(es) to the annually collected parent consent/information form & the online SOAR system to allow parents to consent to receiving communications via email directly from their CSPC & CPIC (using only the respective [cspcchair/cpicchair]@tcdsb.org accounts)
2. The TCDSB setup a working group made up of Board staff & parent representatives to: implement procedures & tools (both addressing short-term & long-term) using various systems for the purposes of allowing school councils to effectively & timely communicate with parents of their school community while respecting privacy & unsubscribe requests.

By Unanimous consent, the Motion was declared

CARRIED

**10d) From I. Starck (W11S): Engagement of non-CSPC school parents**

MOVED by Isabel Starck, seconded by Annalisa Crudo-Perri that CPIC refer to the Communications & Parent Resource Standing Committee to develop materials & best practices on ‘ideas to allow non-elected parents of CSPCs the opportunity to engage, assist & help within their school community’.

By Unanimous consent, the Motion was declared

CARRIED

Joe Fiorante assumed the Chair.

**10e) From J. Del Grande (W12): CPIC Meeting Broadcasts**

MOVED by John Del Grande, seconded by Natalia Marriott that CPIC recommend to the Board of Trustees:

Whereas: The COVID-19 school lockdown has required all school Board committee meetings to occur virtually

Whereas: CPIC has basic access to tools & technology for facilitating virtual meetings between its Members.

Whereas: The Education Act requires Parent Involvement Committee meetings to be open to the public

Whereas: The TCDSB has facilities & technology to broadcast to the public

Whereas: The TCDSB recently broadcast the meeting for SEAC

Whereas: CPIC needs to keep the credentials & access to its meetings private to prevent unauthorized individuals from entering and/or disrupting the meeting.

BE IT RESOLVED THAT:

That the Board facilitate broadcasting of virtual meetings of CPIC in a similar fashion to the Board of Trustee meetings or other mutually agreeable publicly accessible format.

By Unanimous consent, the Motion was declared

CARRIED

The Meeting continued with John Del Grande in the Chair

## **11. Communications Received**

### **11a) From Trustee Li Preti: Ward 3 Joint TCDSB-TDSB Event Flyer**

Joe Fiorante spoke to the Committee on the origin of the Trustee meeting and invited Members to share with their parent contacts who live in the area.

## **12. Program/Policy Consultation (Committee of the Whole)**

### **12a) Input into search for next TCDSB Director of Education**

MOVED by Daniel Oliveria, seconded by Gus Gikas that CPIC recommend to the Board of Trustees that The Board of Trustees engage parents in the recruitment & selection of the next Director of Education for the TCDSB by seeking input into the Director of Education profile.

By Unanimous consent, the Motion was declared

CARRIED

**12b) TCDSB Policy S.10**

MOVED by Joe Fiorante, seconded by Gus Gikas that the matter be deferred to the next meeting of the Committee.

By Unanimous consent, the Motion was declared

CARRIED

**13. Subcommittee & Special Committee Reports**

**13a) Budget & Priorities Standing Subcommittee**

MOVED by Joe Fiorante, seconded by Gus Gikas that the recommendations of the Budget & Priorities Standing Committee on the revised surplus allocation plan be approved.

By Unanimous consent, the Motion was declared

CARRIED

**13b) Conference & Events Standing Subcommittee**

MOVED by Isabel Starck, seconded by Natalia Marriott that CPIC endorse moving forward with a catalogue of webinar events and that proposed topics be referred to the Events Coordinator.

By Unanimous consent, the Motion was declared

CARRIED



**13c) Communications & Parent Resource Standing Subcommittee**

**13d) Making Your Voices Heard Special Subcommittee**

No updates from Committee Chairs at this time - Meetings to be scheduled.

**15. Reports from TCDSB Board Officials**

**15a) Director-Designate for CPIC: Superintendent Wujek - Monthly Update**

Superintendent Wujek gave an update on the TCDSB continued response to COVID-19 and the shift to Learn-At-Home model. A revised framework document is now available for parents.

**16. Report from Trustee or Trustee Designate**

Trustees Tanuan & Di Pasquale updated the Committee on matters before the Board of Trustees.

**17. Parent Member & Community Member Reports**

No reports from Parent Members at this time.

**18. Update from the Board on prior CPIC resolutions recommended**

No outstanding CPIC recommendations.

**19. Pending List**

Pending list was reviewed and no corrections or changes were noted

**20. Adjournment**

MOVED by Geoffrey Feldman, seconded by A.J. Hepburn that the meeting be adjourned.

By Unanimous consent, the Motion was declared

CARRIED

The Meeting adjourned at 10:28PM

A handwritten signature in black ink, appearing to be "C. Feldman", written over a horizontal line.

CPIC SECRETARY

A handwritten signature in black ink, appearing to be "John C. ...", written over a horizontal line.

CPIC CHAIR



REPORT TO

REGULAR BOARD

## THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD'S RESPONSE TO THE COVID-19 PANDEMIC CRISIS – JUNE 11, 2020 UPDATE

*"Do not fear, greatly beloved, you are safe. Be strong and courageous."*

*Daniel 10:18*

Created, Draft	First Tabling	Review
June 4, 2020	June 11, 2020	<a href="#">Click here to enter a date.</a>

Rory McGuckin, Director of Education

Dan Koenig, Associate Director of Academic Affairs

Nick D'Avella – Superintendent of Equity, Diversity, Indigenous Education, and Community Relations

### INFORMATION REPORT

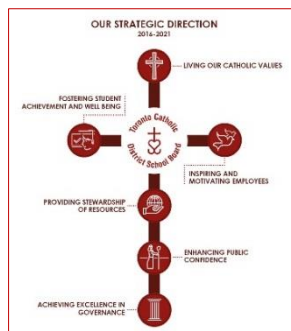
**Vision:**

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

**Mission:**

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

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



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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

## A. EXECUTIVE SUMMARY

This is the fourth in a series of updates on the Toronto Catholic District School Board's (TCDSB) Response to the COVID-19 Pandemic Crisis. With three previous comprehensive reports, tabled on April 23, May 7, and May 21, this report provides information on a variety of topics related to *A Faith Community of Believers: TCDSB's Distance Learning Implementation Plan (Version 2.0)* as well as matters pertaining to the end of the academic year.

The TCDSB's response to the COVID-19 crisis continues to be informed by new Ministry directions and on-going formal and informal feedback from students, parents, teachers, principals, vice-principals, and union and non-union employee groups.

This report provides information on a variety of topics including those specifically pertaining to the end of the school year and learning continuity opportunities and programs during the summer months:

- Summer Learning/Summer Programs
- Assessment and Report Cards
- Nurturing Our Catholic Community – Graduation Liturgy
- Staff Engagement for Community Support
- The Angel Foundation for Learning – FOOD FOR KIDS
- Return to School Committee
- Safe Schools Update
- Supports for Students with Special Needs
- Mental Health Supports for Staff

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

## **B. PURPOSE**

Focusing on the following emerging areas of interest to stakeholders, this report provides a high-level summary update on:

<b>Report Component</b>
Summer Learning/Summer Programs
Assessment and Report Cards
Nurturing Our Catholic Community - Graduation Liturgy
Staff Engagement for Community Support
The Angel Foundation - FOOD FOR KIDS
Return to School Committee Update
Safe Schools Update
Supports for Students with Special Needs
Mental Health Supports for Staff

## **C. BACKGROUND**

The COVID-19 pandemic crises presents unprecedented challenges for Ontario's Education System and for the TCDSB. With a commitment to sustaining faith development and an adherence to the principles of simplicity, flexibility, compassion, and equity the TCDSB has worked diligently to create and implement a distance learning plan that will ensure continuity of learning for its 90,000 students. The overarching challenge has been transitioning from a face-to-face education system to a virtual, teacher-led, distance learning mode of curriculum delivery and assessment.

In the new distance learning environment, the TCDSB is committed to adopting a system-wide learning stance for continuous improvement of its practices and procedures.

## D. EVIDENCE/RESEARCH/ANALYSIS

### Summer Learning/Summer Programs

- a. On May 19, 2020, the Ministry of Education (MOE) issued a Memorandum on Summer Learning.
- b. The Ministry memorandum has provided for:
  - Expanded e-class offerings with two distinct sections. Students can earn up to four credits; however, Continuing Education recommends that students attempt two credits.
  - CO-OP options via SHSM and FOY. Both will use virtual placements to meet the minimum number of hours. (Pending Ministry approval to commence FOY programming; prepared to deliver an 8 week program if possible.)
  - ILE programs only offered at the Secondary Level by Continuing Education for credit. International Languages programs are part of the summer elearning program for secondary students.
  - Continuing Education will offer reach ahead Transition program; students in grade 8 can also take e-class grade 9 and 10 classes with permission of the September school.
  - The Continuing Education Department will continue to offer a grade 6, 7, 8 literacy/numeracy program, starting with a session in July; a second session will be considered, pending Ministry and Public Health direction. Teachers will use a variety of Synchronous and Asynchronous modalities. We will also be using virtual synchronous tutors.
  - Coordination with Special Services Dept for Spec. Ed. Summer Special Education programs. These are outlined in greater detail under the **“Supports for Students with Special Needs”** section of this report.

### Assessment and Report Cards

On May 27, the Ministry of Education issued a memorandum which provided additional assessment and reporting clarification and guidance information.

Comprehensive in scope, the memorandum addressed a wide range of key assessment and reporting issues for “... *for a reporting period that included*

*provincially-mandated school closure from March 13, 2020 – June 30, 2020.”* Key areas addressed by panel (elementary and secondary) included:

### **Elementary**

- Completing the Kindergarten Communication of Learning
- Learning Skills and Work Habits
- Assessment of Learning
- French as a Second Language (FSL) Hours Requirement

### **Secondary**

- Assessment of Learning
  - Civics and Citizenship and Career Studies Half-Credit Courses
  - Literacy Requirement for Graduating Students
  - Community Involvement Hours Requirement for Graduating Students
  - Specialist High Skills Major
  - Dual Credits
- a. Discussions on Ministry Guidelines on Assessment, Evaluation and Reporting have taken place at Education Council in order to consider their implementation for the final reporting cycle.
  - b. Subsequently, Ministry guidelines were presented and discussed in principals' meeting and have been provided to staff, parents, and students.
  - c. Teacher professional learning focusing on using online tools to assess student progress with accuracy and fairness during the Distance Learning Phase continues to be provided by the central resource and administrative staff.

## **Nurturing Our Catholic Community - Graduation Liturgy**

### **Communication, Prayer and Reflection**

- a. The NCC, System Chaplaincy, Religious and Family Life Education, and the Catholic Student Leadership Team continues to provide timely system communications to all stakeholders to provide resources and information on a

variety of initiatives and supports, as well as opportunities for prayer and reflection, including:

- Weekly curricular activities for parents and teachers
- Nurturing our Families of Faith Newsletter – Ascension and Pentecost Edition
- Monthly Newsletter and Virtues for June
- Digital Resources for Admin and Teachers for June
- Emails to Everyone on Exchange
- Twitter and YouTube accounts specifically for NCC
- Daily Reflections through Twitter and Website
- Weekly Liturgies broadcast on NCC YouTube Channel (every Thursday at 4pm)
- Bi-Weekly Let's Talk Faith for Students
- Regular CSLIT and ECSLIT Meetings online
- Regular Meetings with secondary school Chaplains and Religion Department Heads

**Graduation Mass – June 16<sup>th</sup>, 10am,**

- a. An Archdiocese of Toronto Graduation Mass for Grade 8 and Grade 12 Graduates will be celebrated by Cardinal Collins on June 16<sup>th</sup>.
- b. The Mass will be livestreamed from St. Michael's Cathedral Basilica

**Celebrating “we Believe” – June 18<sup>th</sup>, 4pm, on NCC YouTube Channel**

- a. This culminating event will celebrate the 2<sup>nd</sup> Year of our Pastoral Plan – “we Believe” through prayer and reflection.
- b. It will showcase the many ways students and staff have been living their faith and bringing to life the pastoral plan:
  - We Believe in...
  - TCDSB/Radio Maria Faith Talk
  - Song, art, poetry, video showcase
  - A look ahead to the year of “we Become”



## Staff Engagement for Community Support

- a. In response to the request for Personal Protection Equipment (PPE) for frontline health care workers, some TCDSB Resource teachers organized volunteer staff to use their schools' 3D printers at home.
- b. Currently, there are fifteen 3D printers producing various items of support.

Support Recipient	Specifics
Michael Garron Hospital	<ul style="list-style-type: none"><li>• 120 large head bands</li><li>• Has surpassed their 1000 PPE goal</li></ul>
Humber River Hospital	<ul style="list-style-type: none"><li>• 253 large head bands</li><li>• 80 small visors</li><li>• 230 ear savers</li></ul>
PPE for Toronto Health Care Professionals	<ul style="list-style-type: none"><li>• 150 large head bands</li><li>• 230 ear savers</li></ul>
West Park Health Care	<ul style="list-style-type: none"><li>• 50 ear savers</li></ul>
Ivan Franko and the Ukrainian Canadian Care Centre	<ul style="list-style-type: none"><li>• 250 large head bands</li><li>• 175 lower reinforcements</li></ul>
St. Elizabeth Health Care Network	<ul style="list-style-type: none"><li>• 75 large head bands</li></ul>

## The Angel Foundation - FOOD FOR KIDS

- a. The Angel Foundation for Learning (AFL) continues to support TCDSB families through their student home nutrition initiative, FOOD FOR KIDS.
- b. This Program enables AFL to distribute food cards (\$50 per student) to the neediest members in the TCDSB community during this ongoing COVID-19 pandemic emergency.

- c. The Superintendent of Equity, Diversity, Indigenous Education, and Community Relations and the Executive Director of the AFL continue to send updates regarding this outreach.
- d. Phases 1-10 are complete.
- e. As of June 4 a total of 42,165 students have been offered grocery gift cards.

## **Return to School Committee Update**

In the May 21, 2020 update, the committee was continuing to address ongoing business continuity planning and compiling data required to assess Return to School scenarios.

- a. Academic staff continue to create a framework for learning that includes required social distancing, synchronous learning, alternative day schedules, staggered bell times, instructional requirements, break times (recess) and transportation, consistent with the Ministry of Education guidance document, expected before the end of June 2020.
- b. Sub-committees have been created to address specific areas:
  - Personal Protective Equipment
  - Child Care
  - Learning Plan
  - Return to Office for Admin
- c. Planning is still dependent on Ministry directives, advice, and protocols of local public health agencies and remains fluid to adapt to the changing environment.
- d. Updates from the Provincial Working tables are considered at weekly meetings.
- e. Roll out of Student Retrieval of Items Protocol was been created and access to schools began June 8, 2020. All access protocols were approved by the Medical Officer of Health.

## **Safe Schools Update**

### **Development of Resources**

- a. Development of tips and guidelines for online distance learning for students, parents and staff:
  - Letter to Parents regarding Supporting Student Safety in a Virtual Environment
  - Online Safety Tips for students, parents and staff
  - Classroom Management Strategies for teachers
  - Progressive Discipline and Alternatives to Suspension for Principals

### **Student Voice Survey: Learning During the COVID-19 Pandemic**

A survey for Grades 6, 8, 10, 12 students has been conducted to include questions on student learning, safety and feelings during school closure.

### **Supports for Students with Special Needs**

Supporting students with special needs in the virtual learning environment has been a formidable challenge. With the dedication and commitment of our Special Services Department, the TCDSB has been able to provide the highest possible level of care. The Special Services Department has worked diligently to address the following key areas:

### **Identification, Placement, and Review Committees (IPRCs)**

- a. IPRCs should continue to conduct annual reviews.
- b. Any initial IPRC decisions that were in progress at the start of the school closure period should also continue.

- c. Going forward, as set out in **Ontario Regulation 181/98**, initial IPRCs may be requested by parents and/or initiated by boards following the appropriate processes.

### **Individual Education Plans (IEPs)**

- a. Prior to the school closure, the Term/Semester 2 IEP should have been completed. However, the IEP may have required update(s) for the Distance Learning environment if there has been any change to learning goals or instructional, environmental, or assessment accommodations.
- b. Comments provided on the Alternative Report Card relate to currently established goals on the Individual Education Plan (IEP).

### **Alternative Report Cards**

- a. Comments provided on the Alternative Report Card relate to currently established goals on the Individual Education Plan (IEP).
- b. In order to achieve consistency with the expectations for reporting regarding students who do not have Special Education needs, any comments related to the IEP will be completed in the best interests of students with Special Education needs during the Distance Learning phase, so that reporting reflects the positive degree to which articulated goals have been met. Any currently established goals that have not yet been met should remain current on the IEP until they are achieved.

### **Effective Practices**

Special Services Staff endeavour to foster inter-profession collaboration in the following ways:

- a. Inviting School Based Education Support Staff (SBESS including EAs/CYWs) to join classroom teachers in online class meetings;
- b. Holding online workshops/webinars to support staff with technology and professional learning needs;

- c. Providing exceptionality-specific supports to teachers and SBESS staff through the Accountability Frameworks for Special Services;
- d. Facilitating teleconferences and/or video conference meetings for staff and families;
- e. Special Services staff facilitate regular contact with students by:
  - checking in with families on a regular basis to provide an opportunity to listen and answer questions; and
  - engaging both synchronous and asynchronous teaching/learning opportunities that may include videoconferencing opportunities that fall within the parameters of the TCDSB DRAFT Video Guidelines.

### **Inter-Board Collaboration**

Special Services staff collaborate with counterparts in other boards across the province to share effective practices with each other and the Ministry of Education.

### **Support for Virtual Care**

- a. The Ministry has partnered with Ontario Health Network (OTN) to provide school boards with a free trial of OTN's video conferencing platform to support video visits with students, until October 31, 2020.
- b. The platform is used by hospitals and other regulated health professionals in the province. Ontario Health advises that its platform complies with the *Personal Health Information Protection Act, 2004*.
- c. Ontario Health will provide online learning and support to registered users, who will be on-boarded in groups.
- d. School Mental Health Ontario will provide learning to school board employed regulated mental health professionals to support the use of virtual care for student mental health.

### **2020 Summer School And Summer Learning Opportunities: Special Education And Mental Health: Other Funding**

- a. The Ministry of Education is investing \$22 million, funded through the Priorities and Partnership Fund (PPF), to provide supports to students with special education needs and mental health concerns over the summer.
- b. This funding will be allocated for:
  - regulated mental health professionals to provide direct supports to students on existing caseloads and to respond to crisis situations (\$8 million);
  - staffing resources to support students with special education needs in both expanded and new summer program offerings including special education resource teachers and educational assistants (\$6.4 million), and
  - in-person transition back to school programs and/or supports in the two weeks prior to the start of the 2020-21.

## **Mental Health Supports for Staff**

- a. Key mental health supports from the Employee Family Assistance Plan (EFAP), as well as other resources from School Mental Health Ontario and other organizations have been distributed to all staff.
- b. Two live webinars on Staff Well-Being: Fostering Our Own Well-Being have been provided to all staff with about 40 participants in each session.
- c. EFAP brochure with a focus on the scope and variety of services has been provided including counseling, legal services, health consultation, etc.
- d. School Mental Health Ontario Tip Sheet addressing personal resiliency and personal care has been provided.
- e. Strategies supporting the physical, social, cognitive, emotional, and spiritual components of well-being have been provided.
- f. Concepts of positive psychology and cognitive behaviour techniques have been presented virtually by staff.
- g. Mindfulness and relaxation techniques that help manage stress, build resiliency and support good mental health have been provided.
- h. Existing EFAP supports and professional development opportunities have been identified and shared with all employees.

- i. Our EFAP provider (Morneau Shepell) has been engaged to develop custom material and training to support all employees in the following areas:

- Professional Counselling,
- Online Programming,
- Topic Specific Bulletins and Articles,
- Podcasts and live Facebook sessions,
- Self-directed learning material, and
- Targeted support.

## **E. METRICS AND ACCOUNTABILITY**

1. The COVID-19 pandemic presents a constantly changing landscape requiring that the TCDSB be proactive, adaptable, and responsive.
2. With ongoing feedback from students, parents, teachers, unions and other employee groups, the TCDSB's teacher-led distance learning framework will evolve in order to meet new challenges resulting from the pandemic crisis.
3. With the creation of the Return to School Committee, the TCDSB will create a road map for a safe return school.
4. Using research-based practices, the aim of monitoring is to support, validate, mentor and nurture staff through the distance learning phase.
5. The senior team and school administrators will lead and learn in the virtual environment by:
  - a. checking and connecting with staff to provide professional supports validation, and affirmation of efforts;
  - b. continuing to listen and address issues and challenges articulated by staff;
  - c. supporting professional learning for improved efficacy;

- d. providing support for mental health and well-being;
- e. leading with an equity frame of reference; and
- f. leading with calm, compassion, and empathy.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.





REPORT TO

## REGULAR BOARD

## UPDATE TO 2020-21 BUDGET TIMELINES

*“This is what the Lord says— your Redeemer, the Holy One of Israel: ‘I am the Lord your God, who teaches you what is best for you, who directs you in the way you should go.’”*

Isaiah 48:17

Created, Draft	First Tabling	Review
June 10, 2020	June 11, 2020	<a href="#">Click here to enter a date.</a>

Lloyd Noronha, Associate Director and CFO

Paul De Cock, Comptroller Finance and Business Services

## RECOMMENDATION REPORT

**Vision:**

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

**Mission:**

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

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



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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

## **A. EXECUTIVE SUMMARY**

Grant for Student Needs (GSN) announcements have been significantly delayed and have therefore had a severe impact on the budget timelines for the formulation and approval of the 2020-21 budget.

On May 21<sup>st</sup>, the Board of Trustees approved establishing Special Board meeting dates on June 18<sup>th</sup> and June 25<sup>th</sup> under the assumption that GSN announcements would be made in late May. The GSN announcements are now expected in mid-June.

Given these new timelines for GSN announcements and the related 2 week lag to receive budget data from the Ministry, staff are recommending that the June 25<sup>th</sup> Special Board meeting date be cancelled and that two new Special Board meeting dates be established for July 16<sup>th</sup> and 23<sup>rd</sup>. The June 18<sup>th</sup> Special Board meeting would continue as planned as the GSN announcement summary report could still be presented as an addendum.

*The cumulative staff time required to prepare this report was 1 hour*

## **B. PURPOSE**

1. To propose new timelines for the budget process and associated scheduling of Special Board meetings.

## **C. BACKGROUND**

1. ***The 2020-21 budget process has been significantly delayed.*** Given the current COVID-19 pandemic, all school board budgeting processes across Ontario have been delayed significantly. Under normal circumstances the Board would be approving the finalized budget for the following fiscal year around middle to end of June.
2. ***Providing 2020-21 Budget Estimates is contingent the release of GSN announcements by the Ministry of Education.*** The GSN announcements have not yet been made by the Ministry. Staff have been made aware that there is a possibility it will be released late this week or early next. Once the GSN announcement is made, it typically takes 2 weeks after for the

Education Finance Information System (EFIS) data to be released, which is the data required to formulate the Budget Estimates.

3. ***The Board previously approved a Special Board meeting schedule on the assumption that the GSNs would be announced towards the end of May.*** At its May 21<sup>st</sup> Regular Board meeting, Trustees approved establishing Special Board meetings on June 18<sup>th</sup> and 25<sup>th</sup> to address the budget. The first meeting was to receive the preliminary budget estimates, discuss and provide direction to staff. The second meeting would be used to finalize and approve the budget.

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

1. ***June 18th and 25th are no longer feasible as budget deliberation dates given the delay in the GSN announcements and related EFIS data release.*** If the GSNs were released as early as Friday June 12<sup>th</sup> and the EFIS data as early as one week subsequent (Friday June 19<sup>th</sup>), staff still require at least one to two weeks to analyse and formulate the budget. This would align to June 26<sup>th</sup> at the very earliest, but this unlikely. The June 18<sup>th</sup> meeting could still be used to summarize the GSN announcements by the Province, but would come as an addendum.
2. ***Staff are recommending that the June 25<sup>th</sup> Special Board meeting be cancelled and that new dates on July 16<sup>th</sup> and 23<sup>rd</sup> be established.*** Assuming that GSN announcements are made late this week or early next week and normal lag times apply from past years, EFIS data will likely be released by in or around June 29<sup>th</sup>. Establishing July 16<sup>th</sup> as the first Special Board meeting will allow staff the bare minimum time to formulate preliminary estimates for discussion and further direction, with final approval to occur on July 23<sup>rd</sup>. It is expected that the Ministry will extend the submission deadline of the balanced budget to at least the end of July.

#### **E. STAFF RECOMMENDATION**

1. That the Special Board meeting scheduled for June 25<sup>th</sup>, 2020 be cancelled, and
2. That a Special Board meeting be established on July 16<sup>th</sup>, 2020 and July 23<sup>rd</sup>, 2020 in order to finalize the 2020-21 budget.