

TORONTO CATHOLIC DISTRICT SCHOOL BOARD SPECIAL BOARD MEETING Public Session

AGENDA November 11, 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

Keith Baybayon
Student Trustee

Norman Di Pasquale
Trustee Ward 9

Michael Del Grande
Trustee Ward 7

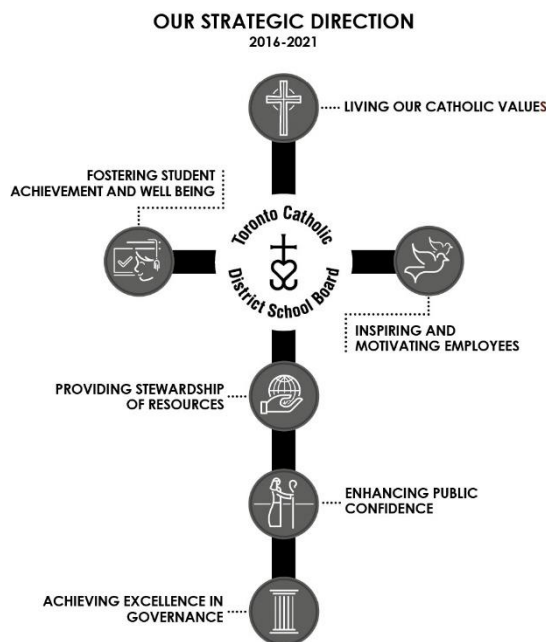
Ida Li Preti
Trustee Ward 3

Teresa Lubinski
Trustee Ward 4

Maria Rizzo
Trustee Ward 5

Garry Tanuan
Trustee Ward 8

Kathy Nguyen
Student Trustee



MISSION

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

VISION

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

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

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

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

Dr. Brendan Browne
Director of Education

Joseph Martino
Chair of the Board

LAND ACKNOWLEDGEMENT

Out of our deep respect for Indigenous peoples in Canada, we acknowledge that all Toronto Catholic District School Board properties are situated upon traditional territories. The territories include the Wendat, the Anishinabek (a-ni-shna-bek) Nation, the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Mississaugas of the Credit First Nations. We also recognize the contributions and enduring presence of all First Nations, Métis, and Inuit people in Ontario and the rest of Canada.

Nous tenons d'abord à souligner que toutes les écoles du conseil TCDSB se situent sur des territoires traditionnels. Ces territoires comprennent ceux des Wendats, de la Nation Anishinabek, de la Confédération de Haudenosaunee, des Mississaugas of the Credit First Nations. Nous voudrions également reconnaître la pérennité de la présence des peuples des Premières Nations, des Métis et des Inuits sur ces terres en Ontario et partout dans le Canada.

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AGENDA SPECIAL MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION

Joseph Martino, Chair

Angela Kennedy, Vice-Chair

Wednesday, November 11, 2020

7:00 P.M.

Pages

- 1. Call to Order**
- 2. Memorials and Opening Prayer**
- 3. Land Acknowledgement**
- 4. Singing of O Canada A Capella**
- 5. Roll Call & Apologies**
- 6. Approval of the Agenda**
- 7. Reports from Private Session**
- 8. Notices of Motions**
- 9. Declarations of Interest**
- 10. Approval and Signing of Minutes of the Previous Meeting - NIL**
- 11. Presentations**
- 12. Delegations**
 - 12.a. From Paolo De Buono regarding Trustees Code of Conduct**

Complaints

- | | | |
|-------|---|---------|
| 12.b. | From Kyle Iannuzzi regarding Ethics Violations by dissenting Trustees on external report concerning Trustee Conduct | 2 |
| 12.c. | From Nicole Richard regarding Multiple Ethics Violations | 3 |
| 12.d. | From Danielle Hidi regarding Equity | 4 |
| 12.e. | From Josephine Luetke regarding Confidential Report on Trustee Michael Del Grande's November 7, 2019 Proposed Amendment | 5 - 6 |
| 13. | Consideration of Motions for which previous notice has been given | |
| 14. | Unfinished Business from Previous Meetings | |
| 14.a. | Reconsideration of a Code of Conduct decision involving a Trustee from the August 20, 2020 Regular Board Meeting - Verbal (Trustee de Domenico) | |
| 15. | Matters referred/deferred from Committees/Board | |
| | <u>From the October 15, 2020 Regular Board Meeting</u> | |
| 15.a. | Approved Minutes of the Governance and Policy Committee Meeting Held September 8, 2020 | 7 - 20 |
| 15.b. | Approved Minutes of the Audit Committee Meeting Held June 22, 2020 | 21 - 27 |
| 15.c. | Approved Minutes of the Special Education Advisory Committee (SEAC) Meeting Held September 16, 2020 | 28 - 76 |

Recommendations to Board:

1. To develop and draft a policy with protocol and procedures outlining the use of exclusions and the appeal process for Exclusion Appeals (Consideration of Motion from Trustee Angela Kennedy regarding Operational Procedures and Protocol for Appealing Student Exclusions as clearly outlined in the Education Act)
2. That a report be prepared for the counting the number of Individual Education Plans (IEP) due at the beginning of a school

year or term/semester and the number and percent of completed IEPs that were sent to parents on or before the 30-school day period has passed.

The report to Include IEPs due no earlier than the beginning of the 2020/21 school year;

The report to accumulate new reporting periods as the 30-school day period expires;

The report should not include more than the previous 5 school years of reporting;

The report to separate Elementary and Secondary results with a board wide cumulative result; and

The report be included with the annual accountability framework report (Consideration of Motion from Tyler Munro regarding Individual Education Plan Completion Rate – Report Request)

3. That the letter of interest from Hilary Quinn to serve as Special Education Advisory Committee member be accepted (Letter of Interest to Serve as Special Education Advisory Committee Member from Hilary Quinn)

4. That SEAC is in favour of the Policy and Operational Procedures on the Policy on Age-Appropriate Placement: Curriculum/Program Supports, provided in Report Appendix A, and the accompanying TCDSB Operational Procedures, provided in Report Appendix B (New Policy on Age-Appropriate Placement - Curriculum and Program Supports)

5. i) That a budget presentation be made as soon as possible to SEAC on the Special Education Budget;

ii) That SEAC review, provide feedback and make recommendations about the Special Education Plan.

iii) That membership be encouraged on the SEAC Committee (Set SEAC Goals for this year - from the Draft Annual Calendar)

6.i) That the Ontario Human Rights Code and the Ontario Human Rights Commission's Policy on Accessible Education for Students

with Disabilities be included in the cross-references section;

ii) On page 76, Line 2: That in the most inclusive way possible be added after students

iii) That the Accessibility for Ontarians with Disabilities Act (AODA) be included in the cross-references section as well (Review of Policy: Special Education Programs and Services S.P.01)

From the September 17, 2020 Regular Board Meeting and October 15, 2020 Regular Board Meeting

15.d. **Approved Minutes of the Governance and Policy Committee Meeting Held March 02, 2020 (Held by Trustee Rizzo)** 77 - 91

15.e. **Approved Minutes of the Governance and Policy Committee Meeting Held August 25, 2020 (Held by Trustee Rizzo)** 92 - 105

Recommendation to Board:

That the Parliamentarian attend all future meetings of the Governance and Policy Committee.

15.f. **From the Governance and Policy Committee: Delegations and Public Participation T.14 (Recommendation) (Held by Trustee Rizzo)** 106 - 118

From the August 20, 2020 Regular Board Meeting and September 17, 2020 Regular Board Meeting and October 15, 2020 Regular Board Meeting

15.g. **Inquiry from Trustee Di Pasquale regarding the implementation of Anti-Black and Indigenous Motion passed at the June 2020 Regular Board Meeting**

From the July 16, 2020 Special Board Meeting, July 23, 2020 Special Board Meeting, August 20, 2020 Regular Board Meeting, September 3, 2020 Student Achievement Meeting & September 10, 2020 Corporate Services Meeting and October 15, 2020 Regular Board

15.h. **Communication From Abundant Life Centre - Loretto Sisters Project in Kenya (Refer to Video at the Meeting) (Held by Trustee Rizzo)**

From the September 3, 2020 Student Achievement Meeting, September 10, 2020 Corporate Services Meeting & October 1, 2020 Student Achievement Meeting and October 15, 2020 Regular Board Meeting

15.i.	Safe Schools Report 2019-2020 (Information) (Held by Trustee Di Giorgio)	119 - 168
	<u>From the October 15, 2020 Regular Board Meeting</u>	
15.j.	H.M.33 Acceptance of Hospitality of Gifts Policy Metric 2019-2020 (Information)	169 - 177
15.k.	Voices that Challenge 2020 Catholic Student Leadership Impact Team (CSLIT) - Inspiring Active Citizenship in Catholic Education (Information)	178 - 188
15.l.	From the Governance and Policy Committee: Meta Policy M.01(Recommendation)	189 - 198

16. **Reports For Information**

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

18. **Reports from External Committees / Organizations**

19. **Listing of Communications**

20. **Inquiries and Miscellaneous**

21. **Updating of Pending Items List**

22. **Closing Prayer**

23. **Adjournment**



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

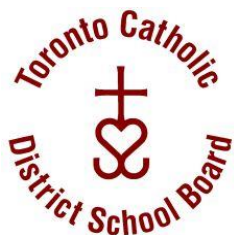
PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. _____

- [] Public Session
[] Private Session
[] Three (3) Minutes

Name	Paolo De Buono		
Committee	Regular / Special Board		
Date of Presentation	11/11/2020		
Topic of Presentation	Trustees Code of Conduct Complaints		
Topic or Issue	Hiring External Investigators for Trustees Code of Conduct Complaints		
Details	The TCDSB at times hires external investigators with expertise beyond the TCDSB's expertise (such as in understanding homophobia or systemic homophobia). The TCDSB board not voting consistently with such external investigations works against the TCDSB by the TCDSB losing the confidence of competent external investigators to bid for future investigations.		
Action Requested	That the TCDSB board or management respond consistently with reports based on external investigations.		
I am here as a delegate to speak only on my own behalf	Yes		
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			
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14			
Submittal Date	11/5/2020		



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

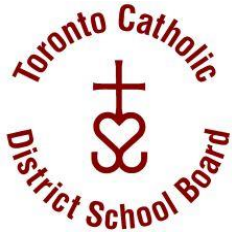
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Delegation No. _____

[] Public Session
[] Private Session
[] Three (3) Minutes

Name	Kyle Iannuzzi
Committee	Regular / Special Board
Date of Presentation	11/11/2020
Topic of Presentation	Ethics violations by dissenting trustees on external report concerning trustee conduct
Topic or Issue	Four trustees of the board voted against a clear finding of fact that their colleague was in breach of the board's code of conduct. As such, they exonerated the trustee from any wrongdoing, despite the report finding that the opposite took place.
Details	Same
Action Requested	Staff explore relevant consequences and sanctions of those dissenting trustees and submit those findings to the board of trustees for consideration.
I am here as a delegate to speak only on my own behalf Yes	
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	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	
Submittal Date	11/5/2020



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☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Nicole Richard		
Committee	Regular / Special Board		
Date of Presentation	11/11/2020		
Topic of Presentation	Multiple Ethics Violations		
Topic or Issue	External report detailing breaches of code of conduct.		
Details	<p>4 trustees exonerated an outrageous breach of code of conduct, against investigators findings, which compounded the damages to the already harmed community.</p> <p>The findings also raise the issues of trustees squandering resources, and whether these 5 trustees conduct will continue to be dishonest in decision making moving forward.</p>		
Action Requested	Acknowledge the misconduct and impose sanctions on the 5 trustees to help reassure the community that this will not continue.		
I m here as a delegate to speak only on my own behalf	Yes		
I am an official representative of the Catholic School Parent Committee(CSPC)	No		
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			
Submittal Date	11/5/2020		



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[] Public Session
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[] Three (3) Minutes

Name	Danielle Hidi		
Committee	Regular / Special Board		
Date of Presentation	11/11/2020		
Topic of Presentation	Equity		
Topic or Issue	Preventing homophobia in schools and on the Board		
Details	As an alumna of St Gregory Catholic elementary school, I'm speaking out for my LGBTQ+ peers.		
Action Requested	That Trustee Del Grande be sanctioned by the Board		
I am here as a delegate to speak only on my own behalf	Yes		
I am an official representative of the Catholic School Parent Committee(CSPC)	No		
I am an official representative of student government	No		
I am here as a spokesperson for another group or organization	No		
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes		
Submittal Date	11/5/2020		



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Delegation No. _____

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

Name	Josephine Luetke
Committee	Regular / Special Board
Date of Presentation	11/11/2020
Topic of Presentation	Confidential Report on Trustee Michael Del Grande's Nov. 7, 2019 Proposed Amendment
Topic or Issue	Confidential Report on Trustee Michael Del Grande's Nov. 7, 2019 Proposed Amendment
Details	I will defend Trustee Michael Del Grande, who has been intensely persecuted since Nov. 7, 2019, when he proposed an amendment to the motion to add "gender identity" and "gender expression" to the TCDSB Code of Conduct. I will request that the confidential report on that amendment not be made public and that no further attempts to sanction him regarding that matter be considered, as the motion to find him in violation of the Trustee Code of Conduct has already failed.
Action Requested	Do not make public the confidential report on Trustee Michael Del Grande's Nov. 7, 2019 proposed amendment. Cease to consider sanctioning Trustee Michael Del Grande for that proposed amendment.
I am here as a delegate to speak only on my own behalf	No
I am an official representative of the Catholic School Parent Committee(CSPC)	No
I am an official representative of student government	No
I am here as a spokesperson for another group or organization	Yes Campaign Life Coalition

I have read, understand and agree to
comply with the rules for Delegations
as per the TCDSB Delegations Policy
T14

Yes

Submittal Date

11/6/2020

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

HELD TUESDAY, SEPTEMBER 8, 2020

PRESENT:

Trustees:

N. Crawford, Chair – In Person
M. Del Grande, Vice-Chair
N. Di Pasquale
A. Kennedy - Ex-Officio
T. Lubinski

Non-Voting Trustee:

I. Li Preti

Staff:

B. Browne
C. Fernandes
C. Caldwell
C. Onyia

S. Harris, Recording Secretary

S. Hinds-Barnett, Assistant Recording Secretary

1. Call to Order

Casey Caldwell introduced Cecilia Onyia, lawyer, who will providing support with policies in Ms.Caldwell's upcoming temporary absence.

4. Approval of the Agenda

MOVED by Trustee Di Pasquale, seconded by Trustee Kennedy, that the Agenda, as amended to include Item 15a) *Inquiry from Trustee Kennedy regarding the Process for Reconsideration of a Motion i.e. the Uniform Policy Carried at the September 3, 2020 Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting*, 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/respond due to technical difficulties.

5. Declarations of Interest

There were none.

6. Approval and Signing of the Minutes

MOVED by Trustee Lubinski, seconded by Trustee Di Pasquale, that the Minutes of the Meeting held August 25, 2020 be approved with the following amendment:

Page 8 – replace *CSPCs* with *OAPCE*.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

13. Staff Reports

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

- 13a) Delegations and Public Participation Policy T.14** that the Board accept the recommendation of the Governance and Policy Committee and that the revised policy on Delegations (T.14) provided in Appendix A of the report be adopted.

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Kennedy, that the Regulations be renumbered to accommodate a new Regulations 17 and 18 as follows:

- 17) If the Chair determines that the number of expected delegations far exceeds 10, he/she may recommend to the Director to call a Special Board meeting to hear all delegations; and
- 18) Delegates may also opt to delegate to the Board remotely, or via written delegation, to be read out by staff.

Results of the Vote taken on the AMENDMENT regarding Regulation 17, as follows:

In Favour

Opposed

Trustees Crawford
Di Pasquale
Kennedy

Del Grande
Lubinski

The AMENDMENT regarding Regulation 17 was declared

CARRIED

Results of the Vote taken on the AMENDMENT Regulation 18, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT regarding Regulation 18 was declared

CARRIED

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Kennedy, that the *Director of Education*, in consultation with the *Committee's Chair*, retain discretion to reasonably determine whether or not a delegate will be received be replaced with *The Board or Committee Chair* in consultation with the *Director* ..., page 20, Regulation 3.

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 Lubinski, seconded by Trustee Del Grande, that **the following be inserted into the Policy:**

- i) Delegates must provide a written copy of their intended delegation in full by 11am on the day of the meeting; and
- ii) Delegates are expected to present their remarks as approved and submitted through the application process.

MOVED in AMENDMENT to the AMENDMENT by Trustee Kennedy, seconded by Trustee Lubinski, that the following be inserted into the Policy:

- i) Delegates are *requested* to provide a written copy of their intended delegation in full by 11am on the day of the meeting; and
- ii) Delegates are expected to present their remarks as submitted through the application process.

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

In Favour

Opposed

Trustees Di Pasquale
Kennedy
Lubinski

Crawford
Del Grande

The AMENDMENT to the AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Lubinski, seconded by Trustee Del Grande, that *completing and* be inserted before *submitting*, Regulation 7, Line 3, page 21.

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 Lubinski, seconded by Trustee Del Grande, that the following be added to Regulation 12, page 22:

When there are several delegates registered to speak on the same topic affecting the same school, and there are other delegates registered or wishing to register to speak to different topics on the agenda or of a time-sensitive nature, the Director and the Chair of the Committee may restrict the number of delegates on the same topic affecting the same school to three delegates.

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

Staff was directed to be consistent throughout the policy with the usage of *delegate* and *deputation*.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Kennedy, that permission of *the Director* in consultation with the *Committee's Chair* be replaced with permission of the *Committee's Chair* in consultation with *the Director* consistently throughout the policy.

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

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion, as amended ,was declared

CARRIED

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

- 13b) Board Recognized Charitable Foundations A.09** that the revised Board Recognized Charitable Foundations A.09 provided in Report Appendix A be adopted.

Trustee Crawford relinquished the Chair to Trustee Del Grande.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Kennedy:

1. That *through recognition, financial collections and annual events* be added after *Learning*, Policy, page 31;
2. That *within the Archdiocese of Toronto's* be added after *community*, , Share Life, page 32;
3. That *these* be inserted before *charitable*, Evaluation and Metrics # 2, page 32; and

4. That *MYSP* be spelt out to read *Multi-Year Strategic Plan*, Evaluation and Metrics # 4, page 32.

Results of the Vote taken on Parts 2, 3 and 4 of the AMENDMENT, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

Parts 2, 3 and 4 of the AMENDMENT were declared

CARRIED

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

In Favour

Opposed

Trustees Crawford	Del Grande
Lubinski	Di Pasquale
	Kennedy

Part 1 of the AMENDMENT was declared

FAILED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion, as amended, was declared

CARRIED

Trustee Crawford reassumed the Chair.

15. Inquiries and Miscellaneous

MOVED by Trustee Kennedy, seconded by Trustee Lubinski, that Item 15a) be adopted as follows:

- 15a) From Trustee Kennedy regarding the Process for Reconsideration of a Motion i.e. the Uniform Policy Carried at the September 3, 2020 Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting received and Referred to Staff.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale

Kennedy
Lubinski

The Motion was declared

CARRIED

16. Updating of Pending List

MOVED by Trustee Del Grande, seconded by Trustee Kennedy, 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

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 Del Grande, seconded by Trustee Di Pasquale, 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

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MINUTES OF THE SPECIAL VIRTUAL MEETING OF THE AUDIT COMMITTEE OPEN (PUBLIC) SESSION

HELD MONDAY, JUNE 22, 2020

Trustees: A. Kennedy, Chair
M. Del Grande

Non-Voting Trustees: I. Li Preti
M. Rizzo

External Members: N. Borges
R. Singh

Staff: R. McGuckin
L. Noronha
M. Eldridge
P. Matthews
S. Camacho
P. De Cock
A. Della Mora
D. Bilenduke
D. De Souza
C. Giambattista
G. Sequeira

S. Pellegrini, Acting Recording Secretary
S. Hinds-Barnett, Assistant Recording Secretary

External Auditor: P. Hatt, Toronto and Area Regional Internal Audit Team

3. Roll Call & Apologies

Trustee Di Giorgio was absent.

4. Approval of the Agenda

MOVED by Trustee Del Grande, seconded by Ryan Singh, that the Agenda, as amended to include the Addendum, be approved.

On the Vote taken, the Motion was declared

CARRIED

5. Declarations of Interest

Trustee Kennedy declared an interest in Item 13e) 2020-21 Grants for Student Needs Announcement as she has family members who are employees of the Board.

Trustee Kennedy indicated that she would neither vote nor participate in that Item.

6. Approval & Signing of the Minutes of the Previous Meeting

MOVED by Trustee Del Grande, seconded by Nancy Borges, that the Minutes of the Meeting held January 29, 2020 be approved.

On the Vote taken, the Motion was declared

CARRIED

8. Presentation

MOVED by Nancy Borges, seconded by Ryan Singh, that Item 8a) be adopted as follows:

- 8a) Paula Hatt, representing the Toronto and Area Regional Internal Audit Team (RIAT) received.**

On the Vote taken, the Motion was declared

CARRIED

MOVED by Ryan Singh, seconded by Trustee Del Grande, that Item 8b) be adopted as follows:

- 8b) Paula Hatt, representing the Toronto and Area Regional Internal Audit Team (RIAT) received.**

On the Vote taken, the Motion was declared

CARRIED

13. Staff Reports

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

- 13a) Paula Hatt, representing the Toronto and Area Regional Internal Audit Team, regarding the Regional Internal Audit Team Update:**

MOVED by Trustee Del Grande, seconded by Nancy Borges, that there be an external review by the Internal Audit Team of the current undertaking of issuing 9,000 devices out to the public domain, and to review whether the systems and procedures in place ensure that the assets are accounted for, and that they will be returned to the School Board within a timeline.

On the Vote taken, the Motion was declared

CARRIED

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

- 13b) Paula Hatt, representing the Toronto and Area Regional Internal Audit Team, regarding the Payroll/HR Follow-up Audit Report** received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Ryan Singh, seconded by Nancy Borges, that Item 13c) be adopted as follows:

- 13c) 2019-20 Second Quarter Financial Status Update** received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Nancy Borges, seconded by Ryan Singh, that Item 13d) be adopted as follows:

- 13d) Toronto Catholic District School Board's (TCDSB) Response to the COVID-19 Pandemic** received.

MOVED in AMENDMENT by Nancy Borges, seconded by Ryan Singh, that due to COVID-19 and there are no Audit Committee meetings held over the Summer, but plans need to be in place by September, that staff are asked to

share the weekly briefing notes prepared by the Chief of Communications to Trustees, with the community members of the Audit Committee.

On the Vote taken, the AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Del Grande, seconded by Nancy Borges, that the Audit Committee recommend to the Board of Trustees that consideration be given to Trustees to be invited to sit on the COVID-19 Operations Committees.

With the consent of the Committee, Trustee Del Grande withdrew the Amendment.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Nancy Borges, that the Audit Committee recommend to the Board of Trustees that an Ad Hoc Committee be established in September that provides meetings with Staff and Trustees to discuss issues at hand related to COVID-19 operations.

On the Vote taken, the AMENDMENT was declared

CARRIED

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

CARRIED

Trustee Kennedy relinquished the Chair to Trustee Del Grande, and left the virtual meeting room at 9:16 pm due to a Declaration of Interest in Item 13e), as earlier indicated.

MOVED by Nancy Borges, seconded by Ryan Singh, that Item 13e) be adopted as follows:

13e) 2020-21 Grants for Student Needs Announcement received.

On the Vote taken, the Motion was declared

CARRIED

Trustee Kennedy returned to the virtual room at 9:26 pm and reassumed the Chair.

MOVED by Ryan Singh, seconded by Nancy Borges, that Item 13f) be adopted as follows:

13f) Audit Committee Meeting 2020 Annual Agenda/Check List received.

On the Vote taken, the Motion was declared

CARRIED

16. Updating of Pending List

MOVED by Nancy Borges, seconded by Ryan Singh, that Item 16a) be adopted as follows:

16a) Pending List received.

On the Vote taken, the Motion was declared

CARRIED

18. Adjournment

MOVED by Ryan Singh, seconded by Nancy Borges, that the meeting resolve into Closed (PRIVATE) Session.

On the Vote taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

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 SEPTEMBER 16, 2020

PRESENT:

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

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

Staff: B. Browne
D. Koenig
M. Meehan
V. Cocco
M. Gendron
R. Macchia
J. Mirabella
F. Piddisi
D. Reid
P. Stachiw

S. Pellegrini, Acting Recording Secretary
S. Hinds-Barnett, Assistant Recording Secretary

2. Call to Order

Maria Meehan and Dr. Brendan Browne were introduced as the new Superintendent of Special Services and Director of Education respectively

2. Roll Call & Apologies

Glenn Webster was absent.

3. Approval of the Agenda

MOVED by Melanie Battaglia, seconded by Trustee Kennedy, that the Agenda, as amended to include the Addendum; and that Items 14h) Inquiry from Sandra Mastronardi regarding Student Trustee Report; 14i) Consideration of Motion from Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility; and 16a) Autism Ontario 2020 Pre-Budget Consultation Submission be reordered after Item 6c) SEAC Annual Calendar as of March 2020, be approved.

On the Vote being taken, the Motion was declared

CARRIED

4. Declarations of Interest

There were none.

5. Approval and Signing of the Minutes

MOVED by Deborah Nightingale, seconded by Mary Pugh, that the Minutes of the Regular Meeting held June 10, 2020 be approved.

On the Vote being taken, the Motion was declared

CARRIED

6. Annual Calendar Items

MOVED by Deborah Nightingale, seconded by George Wedge, that Item 6a) be adopted as follows:

- 6a) SEAC Annual Calendar as of September 2020** that the SEAC Annual Calendar begin with September each year.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by George Wedge, that Item 6b) be adopted as follows:

- 6b) Special Education Plan Review: The Special Education Advisory Committee (SEAC)** that the changes to the Special Education Plan be referred to Staff for their review.

On the Vote being taken, the Motion was declared

CARRIED

- 6c) SEAC Annual Calendar as of March 2020**

Superintendent Meehan indicated that this item was dealt with during Item 6a) SEAC Annual Calendar as of September 2020.

14. Matters Referred/Deferred to the Committee by the Board and Other Committees

MOVED by Melanie Battaglia, seconded by Deborah Nightingale, that Item 14h) be adopted as follows:

- 14h) Inquiry from Sandra Mastronardi regarding Student Trustee Report** that Staff extend an invitation to Student Trustees to present their 2020/21 Goals Report at the October 14, 2020 Special Education Advisory Committee Meeting.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Melanie Battaglia, seconded by Trustee Kennedy, that Item 14i) be adopted as follows:

- 14i) Consideration of Motion from Sandra Mastronardi regarding Applied Behavioural Analysis (ABA) and Accessibility** that the Item be tabled.

On the Vote being taken, the Motion was declared

CARRIED

16. Association Reports

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

- 16a) Autism Ontario 2020 Pre-Budget Consultation Submission** received.

On the Vote being taken, the Motion was declared

CARRIED

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

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

- 9a) Superintendent Update - September** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Deborah Nightingale, that Item 9b) be adopted as follows:

- 9b) Superintendent Update - March** received.

On the Vote being taken, the Motion was declared

CARRIED

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

- 9c) Safe School Report 2019-2020** received.

On the Vote being taken, the Motion was declared

CARRIED

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

- 9d) Science, Technology, Engineering, Arts, Math (STEAM) and Students with an Individualized Education Plan** received.

On the Vote being taken, the Motion was declared

CARRIED

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

- 9e) Safe Schools Committee** received.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Deborah Nightingale, that Tyler Munro continue to be the SEAC Representative on the Safe Schools Advisory Committee.

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

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

9f) Mental Health Committee received.

On the Vote being taken, the Motion was declared

CARRIED

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

9g) Special Education Superintendent Update - February received.

On the Vote being taken, the Motion was declared

CARRIED

10. Consideration of Motions for which Previous Notice has been Given

MOVED by Trustee Kennedy, seconded by Deborah Nightingale, that Item 10a) be adopted as follows:

10a) From Trustee Angela Kennedy regarding Operational Procedures and Protocol for Appealing Student Exclusions as clearly outlined in the Education Act:

WHEREAS: The operational procedures and protocol for appealing student exclusions as clearly outlined in the *Education Act*;

WHEREAS: The operational procedures and protocol for appealing are clearly understood and acted on by the school administrators;

WHEREAS: Parents who are faced with the question “How do I appeal an exclusion?” would only know the protocol if their own child was involved;

WHEREAS: Most parents are not reading the *Education Act* to get information regarding a policy or protocol that would affect their child; and

WHEREAS: Parents would likely go to the TCDSB website and search for a policy and/or form for information.

BE IT RESOLVED THAT: SEAC recommend to the Board to develop and draft a policy with protocol and procedures outlining the appeal process for Exclusion Appeals.

MOVED in AMENDMENT by Tyler Munro, seconded by Trustee Kennedy, that “*the use of exclusions*” be added after “outlining” (paragraph 6, line 2).

On the Vote being taken, the AMENDMENT was declared

CARRIED

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

CARRIED

12. Consent and Review

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

13a) Consideration of Motion from Tyler Munro regarding Individual Education Plan Completion Rate – Report Request – Tyler Munro;

14a) Letter of Interest to Serve as Special Education Advisory Committee Member from Hilary Quinn – Trustee Kennedy;

14c) New Policy on Age-Appropriate Placement – Curriculum and Program Supports – Tyler Munro

14f) Set SEAC Goals for this Year (From the Draft Annual Calendar) – Deborah Nightingale;

14g) Review of Policy: Special Education Programs and Services (S.P.01) – Tyler Munro;

14j) Inquiry from Tyler Munro regarding Special Education Fair – Tyler Munro;

14k) Inquiry from Tyler Munro regarding Email Blasts – Tyler Munro;

17a) Letter of Resignation from Lori Ciccolini as Special Education Advisory Committee (SEAC) Community Representative – Deborah Nightingale; and

18a) Pending List as at September 16, 2020 – Tyler Munro

MOVED by Trustee Kennedy, seconded by Trustee Di Giorgio, that all Items not held be received.

On the Vote being taken, the Motion was declared

CARRIED

ITEMS NOT HELD AS CAPTURED IN ABOVE MOTION

14b) Graduation Statistics for Students with Special Needs;

14d) Parent Reaching Out (PRO) Regional Grant 2019-2020;

14e) Communication from Windsor-Essex Catholic District School Board;

15a) Greater Essex County District School Board Letter to Minister of Education, February 20, 2020;

17b) SEAC Email Requirements and Member Contact Information;

18b) Pending List as at March 25, 2020; and

18c) Pending List as at February 19, 2020

The Chair declared a 5-minute recess.

The meeting resumed with Trustee Crawford in the Chair.

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

External George Wedge, Vice Chair

Members: Lori Mastrogiuseppe
Tyler Munro
Deborah Nightingale
Mary Pugh

MOVED by Tyler Munro, seconded by Deborah Nightingale, that Item 13a) be adopted as follows:

13a) Consideration of Motion from Tyler Munro regarding Individual Education Plan Completion Rate – Report Request:

WHEREAS: The mission of the Toronto Catholic District School Board (TCDSB) is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;

WHEREAS: Special needs students without an Individual Education Plan (IEP) detailing their needed accommodations will not meet their potential at school, may become disruptive at school and become alienated;

WHEREAS: The Auditor General of Ontario in their 2008 report raised

concerns about IEP not being completed in a timely manner. (Section 4.14. Recommendation 9, page 392);

WHEREAS: The Ministry of Education’s IEP Resource Guide states: “The 30-day requirement for completion of an IEP applies to the IEPs of all students, including those who have not been formally identified as exceptional but who receive a special education program and/or service.” (pg. 42); and

WHEREAS: The TCDSB does not provide a public report to SEAC or the Board on how many IEPs are to be created within 30 school days or the beginning of the school year or term/semester and the number and percent of IEPs completed within the 30-school day requirement.

THEREFORE BE IT RESOLVED THAT: SEAC recommend to the Board a report be prepared for counting the number of IEPs due at the beginning of a school year or term/semester and the number and percent of completed IEPs that were sent to parents on or before the 30-school day period has passed.

The report to Include IEPs due no earlier than the beginning of the 2020/21 school year;

The report to accumulate new reporting periods as the 30-school day period Expires;

The report should not include more than the previous five school years of Reporting;

The report to separate Elementary and Secondary results with a boardwide cumulative result; and

The report to be included with the Annual Accountability Framework Report.

On the Vote being taken, the Motion was declared

CARRIED

14. Matters Referred/Deferred to the Committee by the Board and Other Committees

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

- 14a) Letter of Interest to Serve as Special Education Advisory Committee Member from Hilary Quinn** that SEAC recommend to Board that the letter of interest from Hilary Quinn to serve as Special Education Advisory Committee member be accepted.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Lori Mastrogiuseppe, that Item 14c) be adopted as follows:

- 14c) New Policy on Age-Appropriate Placement – Curriculum and Program Supports** that SEAC recommend to Board that SEAC is in favour of the Policy and Operational Procedures on the Policy on Age-Appropriate Placement: Curriculum/Program Supports, provided in Report Appendix A, and the accompanying TCDSB Operational Procedures, provided in Report Appendix B.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Tyler Munro, that Item 14f) be adopted as follows:

14f) Set SEAC Goals for this Year (from the Draft Annual Calendar) that SEAC recommend to the Board:

1. That a budget presentation be made as soon as possible to SEAC on the Special Education budget;
2. That SEAC review, provide feedback and make recommendations about the Special Education Plan; and
3. That membership be encouraged on the SEAC Committee.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Trustee Kennedy, that Item 14g) be adopted as follows:

14g) Review of Policy: Special Education Programs and Services (S.P.01) that SEAC recommend to Board that the Ontario Human Rights Code and the Ontario Human Rights Commission's Policy on Accessible Education for Students with Disabilities be included in the cross-references section.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by George Wedge, that SEAC recommend to Board that *in the most inclusive way possible* be added after students (Page 76, Line 2).

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Trustee Kennedy, that SEAC recommend to Board that the Accessibility for Ontarians with Disabilities Act (AODA) be included in the cross-references section as well.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by George Wedge, that Item 14j) be adopted as follows:

- 14j) Inquiry from Tyler Munro regarding Special Education Fair** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by George Wedge, that Item 14k) be adopted as follows:

- 14k) Inquiry from Tyler Munro regarding Email Blasts** received and referred to Staff.

On the Vote being taken, the Motion was declared

CARRIED

Inquiries and Miscellaneous

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

- 17a) Letter of Resignation from Lori Ciccolini as a Special Education Advisory Committee (SEAC) Community Representative received.**

On the Vote being taken, the Motion was declared

CARRIED

18. Pending List

MOVED by Tyler Munro, seconded by George Wedge, that Item 18a) be adopted as follows:

- 18a) Pending List as at September 16, 2020 received.**

On the Vote being taken, the Motion was declared

CARRIED

19. Adjournment

MOVED by George Wedge, seconded by Tyler Munro, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

CHAIR



Special Education Advisory Committee (SEAC) Membership Application

Individuals must complete the following application form for consideration to be a member of TCDSB Special Education Advisory Committee (SEAC).

Position applying for:

☐ Community
Member

OR

☒ Local Associations Membership

Surname:	Quinn	First Name:	Hilary
Main Contact Number:	416-229-1680	Alternate Contact Number:	
E-mail address:	hquinn@ldatd.on.ca		
Child(ren)'s School(s):	NA		
Organization Name:	The Learning Disabilities Association of Toronto District		
Organization Address:	121 Willowdale Ave, Suite 103, Toronto, ON M2N 6A3		
Main Contact Person:	Valerie Martin		
Main Contact Number:	416-229-1680		
1. To which other TCDSB parent organizations do you presently belong:			
<input type="checkbox"/> CSAC <input type="checkbox"/> CPIC <input type="checkbox"/> TAPCE <input checked="" type="checkbox"/> None			
2. List the community organizations/groups in which you are currently a member and provide a brief outline of your role within each of these organizations: I am the Director of Children, Youth and Families at the Learning Disabilities Association of Toronto. I have gained a wealth of experience at the agency working in multiple roles and capacities over the past 6 years. My role includes overseeing programs, providing information, referrals and advocacy supports for children and youth with Learning Disabilities and/or ADHD.			
3. Briefly outline the reasons why you are interested in being a member of this committee: LDATD is a non-profit, charitable organization specializing in supports for people with Learning Disabilities and/or AD(H)D. I believe my experience and knowledge in the sector would be valuable to the committee. I would also like to contribute to the conversation regarding school supports for students who learn differently or who have attention challenges.			
4. Please identify and explain any related personal and/or professional experiences which you have that would assist you in the role of a committee member: I have over 8 years experience working with people with various exceptionalities. During my time at LDATD, I've supported children and youth one-on-one and in group settings to help them achieve their goals. I've also provided parents with information, tools and support to help them better understand their child's learning needs.			
5. Would your personal and/or professional experiences place you in a Conflict of Interest in regards to being a member of this Committee: <input checked="" type="radio"/> NO <input type="radio"/> YES Please explain:			
6. Have you been selected to be part of another TCDSB Committee within the past 12 months? <input checked="" type="radio"/> NO <input type="radio"/> YES Please specify the Committee:			



Special Education Advisory Committee (SEAC) Membership Application

7. Do you support the Catholic Mission/Vision of TCDSB?

Yes, I support the mission/vision and I hope there is an opportunity to learn more about how I can support TCDSB.

8. Provide any additional comments to be considered in regards to your participation on this committee:

LDATD connects with over 3500 families of children and youth with exceptionalities in Toronto each year. I hope that I can both provide input and learn from the comitee to better support Toronto's LD and AD(H)D community.

Completed membership application form and request for nomination letter submitted by
Hilary Quinn to the attention of the Director of
Education and SEAC Chair via email to:

rory.mcguickin@tcdsb.org & nancy.crawford@tcdsb.org

Date: March 11, 2020

Important

- All nominations shall be made in writing by the executive of the local chapter to the Director of Education/Secretary of the board no later than October 31st in the year of the Board's election.
- The appointment of members will be made at the Inaugural Meeting of the Board.

For further details on the Policy for the Special Education Advisory Committee, please refer to Policy No. A23 on the TCDSB website at:

<https://www.tcdsb.org/Board/Policies/Documents/A23.pdf>



Idatd • Learning Disabilities Association of Toronto District

121 Willowdale Avenue, Suite 100, Toronto, Ontario M2N 6A3
Phone (416) 229 1680 Fax 416 229 1681 Website: www.idatd.on.ca

March 11, 2020

Attention: SEAC, TCDSB

The Learning Disabilities Association of Toronto District wishes to nominate Hilary Quinn to represent the agency on the SEAC committee. She brings years of experience in senior leadership supporting almost 4000 children, youth and adults who struggle with the difficult barriers associated to learning difficulties.

We believe her knowledge, expertise, professionalism will be an asset to the important work of this committee.

Please contact me if you require any additional information.

Valerie Martin, Executive Director
The Learning Disabilities Association of Toronto District.



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

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

Purpose:

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

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



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

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

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

Scope and Responsibility:

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

Alignment with MYSP:

Living Our Catholic values

Enhancing Public Confidence

Fostering Student Achievement and Well-Being

Policy:

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

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



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

Regulations:

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

Definitions:

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

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



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

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

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

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

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

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



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

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

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

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

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

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

Evaluation and Metrics:

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

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



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

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



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



TCDSB Special Services Department

1.0 Purpose

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

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

2.0 Background

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

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

3.0 Three Effective Approaches to Classroom Instruction

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

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

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

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

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

3.1 Universal Design for Learning (UDL)

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

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

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

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

3.2 Common Classroom Strategies

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

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

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

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

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

Differentiated Instruction includes:

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

Differentiated Instruction does not include:

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

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

Differentiate Content

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

Differentiate Process

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

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

Differentiate Product

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

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

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

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

Tier 1: Universal strategies (for all)

Tier 2: Targeted strategies (for some)

Tier 3: Intensive strategies (for few)

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

The tiered approach can:

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

4.0 Understanding Students' Social-Emotional Needs and Abilities

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

5.0 Considerations for Acceleration

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

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

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

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

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

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

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

a) Content-based:

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

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

b) Grade-based:

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

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

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

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

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

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

Learning Characteristics

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

Motivational Characteristics

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

Creativity Characteristics

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

Leadership Characteristics

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

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

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

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

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

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

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

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

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

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

Program Foci:

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

Is Grade-Level Acceleration an Appropriate Response?

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

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

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

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

- 6.3 English Language Learners (ELLs)
(*Ontario Schools K-12 Policy and Program Requirements, 2016, p.35-36*)

English Language Learners should be placed in an age-appropriate grade-level rather than a lower grade based on their level of language acquisition and/or academic functioning.

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

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

7.0 Considerations for Retention

Is Grade-Level Retention an Appropriate Response?

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

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

8.0 Roles and Responsibilities

1. Principal:

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

2. Superintendent:

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

3. Classroom Teacher:

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

4. Special Education Teacher

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

5. Guidance Teacher

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

6. Student:

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

7. Parent:

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

Receiving an Request for Grade-level Acceleration or Retention

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

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

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

- b) there has been a change to the student's circumstances or ability/disability-related needs, which had supported the original approval; and
 - c) the TCDSB in its discretion determines that the accommodation is not effective for the student's demonstrated ability/disability-related learning needs.
- 8.9 In all cases, however, the TCDSB will comply with its duty to accommodate under the *Education Act* and the *Human Rights Code*.

9.0 Records

- 9.1 A copy of the decision approving or declining the accommodation request, as well as any other relevant documents supporting the accommodation, shall be retained in the student's Ontario Student Record (OSR).
- 9.2 The TCDSB shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Efforts should be made to limit the personal information to only that which is necessary.
- 9.3 The TCDSB will collect the following information regarding the implementation of the policy and procedure pertaining to grade-level acceleration and retention:
- a. Total number of requests for students to be grade-level accelerated or retained;
 - i. Whether requests are for elementary or secondary school students;
 - ii. The student's grade; and
 - b. The number of requests approved and denied;
 - i. If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum.



10.0 Attachments:

Appendix 1: Categories and Forms of Acceleration

Endnotes

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

ⁱⁱ Kanevsky, p.157

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



Categories and Forms of Acceleration

Content Based

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

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

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

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

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

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

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

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

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

Categories and Forms of Acceleration

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

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

Grade Based

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

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

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

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

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

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



Categories and Forms of Acceleration

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

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

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

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

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

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 MONDAY, MARCH 2, 2020

PRESENT:

Trustees:

N. Crawford, Chair
M. Del Grande, Vice-Chair
N. Di Pasquale
A. Kennedy - Ex-Officio
T. Lubinski
J. Martino – Ex-Officio

Non-Voting Trustees: M. de Domenico – via Teleconference
D. Di Giorgio
I. Li Preti – via Teleconference
M. Rizzo – via Teleconference

Staff:

R. McGuckin
L. Di Marco
C. Fernandes
C. Caldwell
M. Sequeira (Item 12a)

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

4. Approval of the Agenda

MOVED by Trustee Di Pasquale, seconded by Trustee Martino, that the Agenda be approved.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Lubinski, that Item 13b) Update to Delegations Policy T.14 be reordered prior to 13a) Update to Trustee Code of Conduct T.04.

Results of the Vote taken on the AMENDMENT as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski
Martino

The AMENDMENT was declared

CARRIED

Trustee Li Preti connected via Teleconference at 7:43 pm.

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

In Favour

Opposed

Trustees Crawford
Del Grande

Kennedy

Di Pasquale
Lubinski
Martino

The Motion, as amended, was declared

CARRIED

5. Declarations of Interest

There were none.

6. Approval and Signing of the Minutes

MOVED by Trustee Martino, seconded by Trustee Di Pasquale, that the Minutes of the Meeting held February 11, 2020 be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski
Martino

The Motion was declared

CARRIED

9. Consideration of Motions for Which Previous Notice Has Been Given

MOVED by Trustee Martino, seconded by Trustee Lubinski, that Item 9a) be adopted as follows:

- 9a) From Trustee de Domenico regarding Lunchtime Supervisors** that this item be removed from the Agenda and that Staff bring a report to the March 12, 2020 Corporate Services, Strategic Planning and Property Committee Meeting:

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

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

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

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

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
Del Grande
Di Pasquale
Lubinski
Martino

Opposed

Kennedy

The Motion was declared

CARRIED

12. Matters Referred or Deferred

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

- 12a) Update to the International Languages Elementary (ILE) Policy S.P.05** that the revised International Languages Elementary (ILE) Policy, S.P.05, provided in Appendix A of the Report, and the accompanying Operating Procedures, provided in Appendix B of the report, be approved for consultation.

Trustee de Domenico disconnected via Teleconference at 7:43 pm.

Trustee Rizzo connected via Teleconference at 7:52 pm.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Kennedy, that Regulation 3, Page 26, include staffing and financial implication considerations for viability of the existing program.

The Chair ruled the AMENDMENT out of order.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Kennedy, that Policy, Page 25, include:

1. *Notwithstanding anything outlined in this policy and related appendices, all ILE classes are subject to Toronto Catholic District School Board (TCDSB) and Ministry approval, as well as consideration of financial implications* be inserted as the fourth sentence.

Trustee Martino requested that the Question be split.

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

In Favour

Trustees Crawford
Del Grande
Kennedy

Opposed

Di Pasquale
Lubinski

Martino

Part 1 of the AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford	Di Pasquale
Del Grande	Lubinski
Kennedy	Martino

Part 2 of the AMENDMENT was declared

LOST ON A TIE

Trustee Kennedy left the table at 8:55 pm and returned at 8:56 pm.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Martino, that Policy, Page 25, include that *the viability of all ILE programs is dependent upon staffing and financial implications*.

The Chair ruled the AMENDMENT out of order.

Time for business expired.

The Chair declared a 15-minute recess, as per Article 12.6, which was approved by majority votes as follows:

Results of the Vote taken, as follows:

<u>In Favour</u>	<u>Opposed</u>
Trustees Crawford Del Grande Di Pasquale Lubinski	Kennedy Martino

The Motion was declared

CARRIED

Trustee Crawford relinquished the Chair to Trustee Del Grande.

Trustee Crawford left the table at 9:00 pm and returned at 9:06 pm.

Trustee Kennedy left the table at 9:06 pm and returned at 9:06 pm.

Trustee Crawford reassumed the Chair.

Trustee Li Preti disconnected at 9:30 pm via Teleconference and reconnected at 9:32 pm.

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

<u>In Favour</u>	<u>Opposed</u>
Trustees Crawford Del Grande	Lubinski

Di Pasquale
Kennedy
Martino

The Motion, as amended, was declared

CARRIED

The Chair declared a recess.

PRESENT: (Following Recess)

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

Non-Voting Trustees: I. Li Preti – via Teleconference
M. Rizzo – via Teleconference

13. Staff Reports

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

13b) Update to Delegations Policy T.14 received.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Di Pasquale, that this policy be called *Delegations and Public Participation Policy* and that the rules of public attendance and conduct be outlined.

Trustee Li Preti disconnected at 10:49 pm.

MOVED in AMENDMENT to the AMENDMENT by Trustee Del Grande, seconded by Trustee Di Pasquale, that a new regulation be added to the policy, as follows:

No one may display signs or placards, applaud debating participants or engage in conversations or other behavior that may disrupt a meeting.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Lubinski

Kennedy

The AMENDMENT to the AMENDMENT was declared

CARRIED

Results of the Vote taken on the AMENDMENT as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Lubinski

Kennedy

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Lubinski, that *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* be added as a third sentence, Page 72, Regulation 28.

The Chair declared a recess.

PRESENT: (Following Recess)

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

Non-Voting Trustee: M. Rizzo – via Teleconference

13. Staff Reports

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

13b) Update to Delegations Policy T.14 received (Continued)

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Lubinski, that *the Chair may request the delegate to apologize in the moment* be added as a third sentence, Page 72, Regulation 25.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Kennedy
Lubinski

The AMENDMENT was declared

CARRIED

Results of the Vote taken on the AMENDMENT (prior to Recess), as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Kennedy
Lubinski

The AMENDMENT was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Del Grande, that the Governance and Policy Committee recommend to Board that the Staff recommendation regarding the Delegation Policy T.14, as amended, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Kennedy
Lubinski

The Motion, as amended, was declared

CARRIED

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

- 13a) Update to Trustee Code of Conduct T.04** that this be deferred to the April 14, 2020 Governance and Policy (GAP) Committee as the sole item on the Order Paper.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande	Crawford
Lubinski	Kennedy

The Motion was declared

LOST ON A TIE

MOVED by Trustee Kennedy, seconded by Trustee Lubinski, that the Policy be brought to the GAP Committee Meeting immediately following the possible in-service on the Code of Conduct for Trustees.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Kennedy
Lubinski

The Motion was declared

CARRIED

MOVED by Trustee Lubinski, seconded by Trustee Crawford that the Agenda be reopened.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Kennedy
Lubinski

The Motion was declared

LOST ON A TIE

MOVED by Trustee Lubinski, seconded by Trustee Del Grande, that the Item 12a) Update to International Languages Elementary (ILE) Policy S.P.05 be put on hold until after Collective Bargaining is concluded.
Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande
Lubinski

Crawford
Kennedy

The Motion was declared

LOST ON A TIE

16. Updating of Pending List

MOVED by Trustee Kennedy, seconded by Trustee Del Grande, that Items 16a) and 16b) be adopted as follows:

16a) Monthly Pending List received; and

16b) Annual Policy Priority Schedule received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Kennedy
Lubinski

The Motion was declared

CARRIED

17. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Kennedy
Lubinski

The Motion was declared

CARRIED

SECRETARY

CHAIR

OUR MISSION

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

OUR VISION

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through witness, faith, innovation and action.*



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

HELD TUESDAY, AUGUST 25, 2020

PRESENT:

Trustees:

N. Crawford, Chair – In Person
M. Del Grande, Vice-Chair
N. Di Pasquale
A. Kennedy - Ex-Officio
T. Lubinski

Non-Voting Trustees:

I. Li Preti
M. Rizzo

Staff:

D. Koenig
C. Fernandes
P. Matthews
J. Wujek
C. Caldwell
M. Sequeira

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

4. Approval of the Agenda

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

5. Declarations of Interest

There were none.

6. Approval and Signing of the Minutes

MOVED by Trustee Kennedy, seconded by Trustee Del Grande, that the Minutes of the Meeting held March 2, 2020 be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

13. Staff Reports

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

13a) Update to Catholic Schools Parent Councils Policy S.10 received.

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Del Grande, that the Governance and Policy Committee recommend to Board:

1. That the revised Catholic School Parent Councils (S.10) Policy in Appendix A of the report be adopted; and
2. That Appendices B and C of this report to the policy be approved and any further changes to the appendices be created through collaboration with staff, CPIC and OAPCE – Toronto.

MOVED in AMENDMENT to the AMENDMENT by Trustee Di Pasquale, seconded by Trustee Kennedy, that Regulation 7, page 23, be retained (i.e. remove strike out).

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT to the AMENDMENT was declared

CARRIED

MOVED in AMENDMENT to the AMENDMENT by Trustee Di Pasquale, seconded by Trustee Del Grande, that */or* be removed from Regulation 14, page 25.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT to the AMENDMENT was declared

CARRIED

MOVED in AMENDMENT to the AMENDMENT by Trustee Del Grande, seconded by Trustee Di Pasquale, that the following recommendations from the Catholic Parent Involvement Committee (CPIC) / Ontario Association of Parents in Catholic Education (OAPCE) be incorporated in the policy:

1. Regulation 7, page 23: *That the principal respond in a reasonable time back to CSPC if the matter cannot be addressed immediately* be added;
2. Regulation 10.2, page 24: *That Responsibilities of Chairs of any additional sub-committees, and if the Chairs are considered part of the Executive Members of CSPC* be added;
3. Effects of COVID-19 and other potential unforeseeable events: That the following new Regulation be added for clarity: *CSPC meetings including the Annual General Meeting (AGM) may be held virtually where access to school premises is not available or to increase participation of parents; and*
5. Bylaws, Page 30, Appointed Voting Members 5.2: *That Should be selected from examples: representative from a local business association/community group, City Councillor's office etc.)* be added.

Trustee Del Grande requested that the Question be split.

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale

Kennedy
Lubinski

Part 1 of the AMENDMENT to the AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

Part 2 of the AMENDMENT to the AMENDMENT was declared

CARRIED

Results of the Vote taken on Part 3 of the AMENDMENT to the
AMENDMENT, as follows:

In Favour

Opposed

Trustees Del Grande	Crawford
Di Pasquale	Kennedy
Lubinski	

Part 3 of the AMENDMENT to the AMENDMENT was declared

CARRIED

Results of the Vote taken on Part 5 of the AMENDMENT to the AMENDMENT, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

Part 5 of the AMENDMENT to the AMENDMENT was declared

CARRIED

MOVED in AMENDMENT to the AMENDMENT by Trustee Kennedy, seconded by Trustee Del Grande, that CPIC's/OAPCE's Recommendation 4 to add *Supporting selection of photographers for student photos and school ceremonies*, Bylaws, Role and Responsibility of the Principal, Article 5.5, page 32, be revised as follows:

School Principals shall consult with the CSPCs in the selection of any photographer for student photographs and school ceremonies.

Results of the Vote taken on the AMENDMENT to the AMENDMENT regarding Recommendation 4, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy

The AMENDMENT to the AMENDMENT regarding Recommendation 4, was declared

CARRIED

Trustee Lubinski abstained due to prior technical difficulties.

MOVED in AMENDMENT to the AMENDMENT by Trustee Kennedy, seconded by Trustee Del Grande, that Part 2 of the Staff Recommendations be revised as follows: That Appendices B and C of this report to the policy *and CPIC recommendations*, as amended, be approved and any further changes to the appendices be created through collaboration with staff, CPIC, OAPCE – Toronto and CSPCs.

Results of the Vote taken on the AMENDMENT to the AMENDMENT regarding Part 2 of the Staff Recommendations, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale

Kennedy
Lubinski

The AMENDMENT to the AMENDMENT regarding Part 2 of the Staff Recommendations was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The AMENDMENT regarding Part 1 of the Staff Recommendations was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion, as amended was declared

CARRIED

13. Staff Reports

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

- 13b) Performance Appraisal: Director of Education H.C.06** that the revised Policy on Performance Appraisal: Director of Education H.C.06 and Guiding Principles provided in Report Appendix A be adopted.

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

- 13c) Update to Trustee Code of Conduct T.04** that this policy be deferred until such time as it is updated with language from the Integrity Commissioner and legal staff.

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

- 13d) Updates to Policy Priority Schedule** that the International Languages (Elementary) Policy and Permits Policy be deferred to November 2020.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Di Pasquale
Kennedy
Lubinski

The Motion was declared

CARRIED

16. Updating of Pending List

MOVED by Trustee Di Pasquale, seconded by Trustee Kennedy, 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

16b) Annual Policy Priority Schedule refer Item 13d).

MOVED by Trustee Kennedy, seconded by Trustee Lubinski, that the Governance and Policy Committee recommend to Board that the Parliamentarian attend all future meetings of the Governance and Policy Committee.

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 Del Grande, seconded by Trustee Kennedy, 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



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

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
P. Matthews, General Legal Counsel
C. Fernandes, Superintendent of Education, Area 4 and Policy Development

RECOMMENDATION REPORT

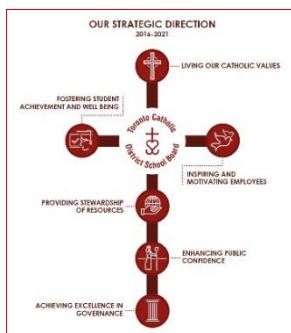
Vision:

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Mission:

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



Brendan Browne
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 Governance meeting and has been updated with recommendations of the committee.
4. The policy was reviewed at the March 2nd and September 8th Governance and Policy meetings and has been updated to reflect recommendations.

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 and Public Participation (T.14) provided in **Appendix A** be adopted.



POLICY SECTION: TRUSTEES

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** meetings 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 amended from time to time.**

Regulations:*Appropriate Forums for **Delegates***

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** 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 Board or Committee Chair, in consultation with the Director, 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

SUB-SECTION:

POLICY NAME: DELEGATIONS AND PUBLIC PARTICIPATION

POLICY NO: T.14

5. Delegates may not be received from employees on matters over which their union or association has jurisdiction (see Regulation 26).

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 completing and submitting the Delegation Registration Form to the Recording Secretary and the local Trustee will be notified immediately, if the matter is Ward specific.
8. Delegates are requested to provide a written copy of their intended delegation in full by 11am on the day of the meeting.
9. Delegates are expected to present their remarks as submitted through the application process.
10. 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.
11. A Delegate may only speak once at a particular meeting.
12. There may be up to a maximum of ten (10) deputations per meeting.
13. ~~Delegations~~ Delegates will be listed on the agenda of the meeting or in an



POLICY SECTION: TRUSTEES

Report Appendix A

SUB-SECTION:

POLICY NAME: DELEGATIONS AND PUBLIC
PARTICIPATION

POLICY NO: T.14

addendum, and their topic and point of view, **subject to the following**, shall be included in the documentation.

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.**

b. **When there are several delegates registered to speak on the same topic affecting the same school, and there are other delegates registered or wishing to register to speak to different topics on the agenda or of a time-sensitive nature, the Director and the Chair of the Committee may restrict the number of delegates on the same topic affecting the same school to three delegates.**

14. 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 Committee's Chair in consultation with the Director.**

~~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



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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~~

~~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. **The deputation** ~~Delegations~~ 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. If the Chair determines that the number of expected **delegates** ~~delegations~~ far exceeds ten, he/she may recommend to the Director to call a Special Board meeting to hear all **delegates** ~~delegations~~.

18. Delegates may also opt to depute ~~delegate~~ to the Board remotely, or via written **deputation** ~~delegation~~, to be read out by staff.

19. ~~Each~~ Trustees may ask questions of the ~~delegation~~ **delegate**. ~~for a maximum~~ **A**



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total of not more than 3 minutes will be allocated to address both the Trustee's questions and the delegate's answers to same.

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

Format & Content of Deputations

21. ~~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.

22. 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.

23. 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:

- a) ~~Delegations~~ Delegates 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.



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b) 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.

24. 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.**

25. No one may display signs or placards, applaud debating participants or engage in conversations or other behaviour that may disrupt a meeting.

26. 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.**

27. If it is 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**



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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.

28. In respect of TCDSB employees delegating **deputing** 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.

29. 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.

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

31. 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



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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 evaluate the policy.~~



REPORT TO

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

SAFE SCHOOLS REPORT 2019-2020

*Then the land will yield its fruit, and you will eat your fill and live there in safety.
Leviticus 25:19*

Created, Draft	First Tabling	Review
July 20, 2020	September 3, 2020	Click here to enter a date.
Michael Caccamo, Superintendent of Nurturing our Catholic Community, Safe Schools, and Continuing Education Nadia Adragna, Principal of St. Martin School and Safe Schools Department Todd Visinski, Vice Principal of St. Martin School and Safe Schools Department		

INFORMATION REPORT

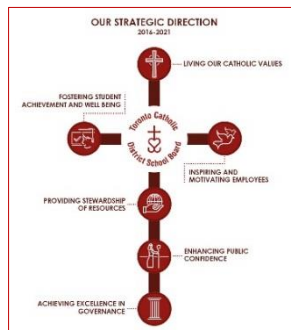
Vision:

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.



Dr. B. Browne
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

Safe and caring learning environments supported by positive Catholic school climates continues to be a key goal for the Toronto Catholic District School Board. In our annual Safe Schools Report, we examine metrics which promote continued growth in safe, caring and accepting school practices.

While this has been an exceptional year given school closures due to COVID-19, both qualitative and quantitative perceptual data for 2019-2020 confirm a continued positive trend toward safe and welcoming school climates in the TCDSB. These data indicate that, prior to distance learning, an overwhelming number of students (93% in secondary) believe their schools are safe places to interact and learn. During the COVID-19 school closures, both elementary and secondary students (97%) indicate that they feel very safe or safe online while working on distance learning activities.

The behavioural data is presented for each year and, where possible, are summarized using three-year rolling averages (or moving averages). Three-year rolling averages are calculated by creating a series of averages over three years. This statistic uses averages to describe trends over time.

An analysis of the rolling average over the last five years shows an overall downward trend in various areas. Elementary school data indicates improvement in many areas including a decrease in the number of suspensions issued, a decrease in the number of students suspended, a decrease in the number of suspensions pending possible expulsion issued and a decrease in the number of expulsions issued (both school and board expulsions). Although positive results can be identified in the secondary panel, there was an increase in total number of school expulsions issued to male students; however, this increase can be attributed to a few serious incidents, with each involving multiple students. The Safe Schools Department has identified a number of action items for 2020-21 to address the data collected for secondary schools.

Informed by the local Safe and Accepting Schools Teams, all schools will review both their local 2019-2020 Safe Schools metrics, as well as the perceptual data learned from the annual *Safe Schools Survey* (secondary) and this year's *Student Voice: Learning During the COVID-19 Pandemic* survey (elementary and secondary). Based on this information, each school will make adjustments, as needed, to their 2020-2021 Safe Schools Plan. The components of the plan will

include action items for: Bullying Awareness, Prevention and Intervention, Progressive Discipline, and Positive School Climate.

The cumulative staff time required to prepare this report was 110 hours.

B. PURPOSE

1. The Safe Schools Report for 2019-2020 includes quantitative and qualitative data related to Safe Schools metrics, procedures, programs and other activities designed to create safe, accepting learning environments, and strengthen public confidence in the TCDSB. In an effort to gain further insights into the data, the 2019-2020 Report also includes embedded gender and identity-based analyses.
2. The following areas will be addressed in this report, along with actions undertaken to address evidence-informed needs:
 - 1) Suspension and Expulsion Data
 - 2) Safe Schools Climate Surveys
 - 3) Alternative Safe Schools Programs for Students
 - 4) Professional Learning to Build Capacity within the System
 - 5) Student Voice on how to increase the level of safety in schools
 - 6) Proposed Actionable Items for 2020-2021
3. The evidence will highlight those areas of strength and success, as well as areas for growth, resulting in prioritized actions for the 2020-2021 school year.

C. BACKGROUND

1. The Annual Safe Schools Report to board has evolved from focusing on suspension and expulsion data ten years ago, to a comprehensive review and analysis of established metrics and subsequent action plans for the new school year.

D. EVIDENCE/RESEARCH/ANALYSIS

Sources of Evidence for this report include, but are not limited to:

1. Suspension and Expulsion data;
2. Safe Schools Climate Surveys;
3. Safe Schools alternative programs to support student achievement and well-being;
4. Participation rates of TCDSB staff in professional learning opportunities, workshops and in-services;
5. Student Voice: Learning During the COVID-19 Pandemic survey (elementary and secondary)

SECTION 1: Suspension and Expulsion Data (Appendix A)

As indicated in Appendix A, an analysis of the rolling average over the last five years shows an overall downward trend in various areas including: number of students suspended, notices of suspension issued, number of instructional days lost, number of students with an IEP suspended, number of suspensions pending expulsion issued and board expulsions. Students and parents working through a suspension and/or suspension pending possible expulsion are often supported with this process by various outside groups including TAIBU, Justice for Children and Youth, and Catholic Children's Aid Society.

During school closures due to COVID-19, nine (9) suspensions and zero (0) suspensions pending possible expulsions were issued. The 9 suspensions were the result of infractions related to inappropriate use of technology.

ELEMENTARY SCHOOLS [Comparison with 2018-2019 data]

At the Elementary level, the data indicate that *less students received suspension as a progressive discipline consequence (-624)*.

Some comparisons with the previous year (2018-2019) indicate:

- decrease in the number of Suspension Notices issued to males (-478) and decrease to females (-146)
- decrease in the number of Instructional Days lost to Suspension for males (-825)
- decrease in the number of Instructional Days lost to Suspension for females (-206)
- decrease in the number of males with an Individual Education Plan (IEP) who were suspended (-117)

- decrease in the number of females with an Individual Education Plan (IEP) who were suspended (-23)
- decrease in the number of males suspended 2 or more times (-236)
- decrease the number of females suspended 2 or more times (-52)

The above data would indicate that recidivism at the elementary level has shown a decrease in comparison to 2018-2019.

Further comparisons with the previous year (2018-2019) indicate:

- the number of males Suspended Pending Possible Expulsion under Section 310 of the Education Act has decreased (-13)
- decrease in the number of females Suspended Pending Possible Expulsion under Section 310 of the Education Act (-1)
- decrease in School Expulsions (-1) for males and no School Expulsions for females
- decrease in Board Expulsions for males (-4) and females (-1)
- Total number of TCDSB students with an IEP is 16,925. Total TCDSB elementary students with an IEP is 10,650. Total TCDSB elementary students with an IEP who were board expelled is 0, and school expelled is 1.

Consistent with 2018–2019 data, there has been ***no significant change in the more serious infractions of expulsion (-14)***. From the total number of Suspension Pending Possible Expulsion processes initiated (20), very few resulted in expulsions (1). This would suggest principals are using all available sources of information and considering Mitigating and Other factors during their investigations. Although the Fresh Start process is not disciplinary in nature, 15 students were transitioned at the elementary level for concerns related to safety. This is an increase of 3 students.

The Ministry of Education is eliminating discretionary suspensions (subsection 306(1) of the Education Act) for students in Kindergarten to Grade 3, starting in the 2020-21 school year. Alternative measures to discretionary suspensions must be used to address student behaviour in this student group. In 2019-2020, the total number of suspensions issued to K-3 students in the TCDSB was 218. An action item has been developed for 2020-2021 to respond to this data.

SECONDARY SCHOOLS [Comparison with 2018-2019 data]

The data indicate ***a constant downward trend***. This past year saw a decrease (-244) in the number of suspension notices board wide.

Some comparisons with the previous year (2018-2019) indicate:

- decrease in the number of Suspension Notices issued for males (-216)
- decrease in the number of Suspension Notices issued for females (-28)
- decrease in the number of Instructional Days Lost to Suspension for males (-619)
- decrease in the number of Instructional Days Lost to Suspension for females (-22)
- decrease in the number of males suspended 2 or more times (-111)
- decrease in the number of females suspended 2 or more times (-15)

The above data would indicate ***that overall recidivism for both males and females has decreased this year.*** This suggests that mitigating factors and intervention strategies appear to correct inappropriate student behaviour.

Further comparisons with the previous year (2018-2019) indicate:

- decrease in the number of males with an Individual Education Plan (IEP) who were suspended (-34)
- increase in the number of females with an Individual Education Plan (IEP) who were suspended (+17)
- increase in the number of males Suspended Pending Possible Expulsion under Section 310 of the Education Act (+2)
- decrease in the number of females Suspended Pending Possible Expulsion under Section 310 of the Education Act (-6)
- increase in School Expulsions for males (+14)
- decrease in School Expulsions for females (-4)
- increase for males in Board Expulsions (+3)
- increase for females in Board Expulsions (+3)
- Total number of TCDSB students with an IEP is 16,925. Total TCDSB secondary students with an IEP is 6,275. Total TCDSB secondary students with an IEP who were board expelled is 7 (+6), and school expelled is 17 (+1).

As indicated in Appendix A, the rolling average over the last 5 years indicates ***an ongoing downward trend in suspensions issued.*** This positive Safe Schools trend is further supported by the decrease in serious student incidents resulting in suspension pending possible expulsion (-4). This year's data indicates an increase in suspensions issued to females with an IEP, school expulsions for males and board expulsions for both males and females; these increases will be addressed in the 2020-21 priorities for the Safe Schools Department. In addition, there have

been a few serious incidents this year, with each involving multiple students, which lead to school expulsion. Although the Fresh Start process is not disciplinary in nature, 36 students were transitioned in secondary for concerns related to safety. This is a decrease of 21 students from the previous year.

SECTION 2: Student Perceptual Data

During the 2019-2020 school year, secondary students in Grades 9-12 participated in the annual *Safe Schools Survey* held in the Fall. Secondary students were given opportunity to complete this survey during designated class time.

Elementary students in Grades 6 and 8, however, did not participate in the annual *Safe and Caring Catholic School Climate Survey* administered each Spring, as schools were closed due to the COVID-19 pandemic.

This Spring, a *Student Voice: Learning During the COVID-19 Pandemic Survey* was completed by elementary students in Grades 6 and 8, as well as secondary students in Grades 10 and 12. Students were given ample opportunity to complete this surveys online, with multiple reminders to complete them through regular communication with staff, students and parents. The focus of the survey was to learn about students' learning and well-being while doing their school work at home (distance learning) during this time, and included a few questions regarding online safety while participating in distance learning activities.

Data gathered from all these surveys are reported for individual schools and for the Board. At the Board level, general trends can be identified and serve as a focus for collective inquiry and action. At the school level, the data will be reviewed by the Safe and Accepting Schools Team to gain greater insights into students' perceptions of school safety and school climate, to advise the principal about enhanced safety procedures and programs, and to review and update the local Safe Schools Plan.

OVERALL BOARD LEVEL RESULTS

(i) Safe Schools Survey (Secondary)

In November 2019, 5,464 students in Grades 9 through 12 from all TCDSB secondary schools participated in the *Safe Schools Survey*. Overall, secondary students' perceptions of school safety were positive and have remained so over the past 3 years, with about 93% of students reporting feeling *very safe* or *safe* in school.

Some highlights on safety (See Appendix B1):

When comparing secondary data for the three-year period, from 2017-2018 to 2019-2020, results are consistently positive (with little to no change evident) in all areas of feeling safe in and around school.

Over the past three years, secondary students' feelings of safety were very positive:

- over 90% of secondary students felt *safe* or *very safe* in the classroom, at sports/after school events, in school, at dismissal time, on the stairs/in stairwells, in the cafeteria/lunch time and in the hallways;
- over 80% felt *safe* or *very safe* travelling to and from school, in the washrooms, and in the parking lot.

Positive results can also be seen in secondary students' reports about bullying:

- 87% of secondary students indicated that they have *never* been bullied;
- 74% of secondary students indicated that bullying is *a small problem* or *not a problem* in their school; an increase of 6% since 2017-18.

Areas for continued dialogue:

- Of the secondary students who *experienced* bullying at school (13%), more than half (53%) told another person about being bullied (a 4% improvement from 2018-19).
- Of the secondary students who *witnessed* bullying at school (31%), 43% indicated they told someone about the bullying they witnessed. This is an increase of 24% from the previous year.
- For those who had been bullied (13%) or had witnessed bullying (31%), the most common forms of bullying were verbal or social.

(ii) *Student Voice: Learning During the COVID-19 Pandemic Survey*

Elementary and Secondary Schools

In May/June 2020, 7,531 students in Grades 6 and 8 in all TCDSB elementary schools participated in the *Student Voice: Learning During the COVID-19 Pandemic Survey*. In the same period of time, 4,839 students in Grades 10 and 12 in all TCDSB secondary schools also participated.

Overall, elementary and secondary students' perceptions of online safety are very positive, with the large majority (97%) of students indicating they feel *very safe* or *safe* while working on distance learning activities.

Some further highlights on safety (See Appendix B3):

- 89% of elementary students and 90% of secondary students indicated that bullying during distance learning has not been a problem
- 2% of students in both panels reported they were bullied

Area for continued dialogue:

- The reporting of bullying remains an area for growth.

PERCEPTIONS BY GENDER

(i) *Gender Breakdown: Safe Schools Survey (Secondary)*

Findings comparing male and female students are consistent with those of previous years (See Appendix B2). While generally there are little or no differences in feelings of safety, gender differences are evident in the forms of bullying that males and females experienced or witnessed: more males indicated experiencing or witnessing physical bullying; more females experienced or witnessed social or cyber bullying.

(ii) *Gender Breakdown: Student Voice: Learning During the COVID-19 Pandemic Survey*

There are little or no differences between genders in their feelings of online safety while working on distance learning activities, as well as, indicating they have been bullied, in both the elementary and secondary panel.

While few have reported bullying to be a problem during distance learning, more females than males indicate bullying to be a problem.

PERCEPTIONS BY RACIAL IDENTIFICATION

In the Fall of 2019, 5464 secondary students completed the *Safe School Survey*; in the Spring of 2020, 7531 elementary students and 4839 secondary students completed the *Learning During the COVID-19 Pandemic Survey*. Both surveys included questions pertaining to safety, and on both surveys, students were asked to indicate with which racial group(s) they identified; Ministry of Education recommended racial categories were used. A preliminary analysis was conducted to examine the perceptions of safety among students identifying in the various racial categories. (See Appendix C.)

Results were generally positive for all groups; however, the pattern of perceptions in the areas of safety and bullying is slightly less favourable for some groups (e.g., secondary students who identify as Indigenous and Middle Eastern on the *Safe Schools Survey*).

The results of this preliminary analysis based on the voice of students will be reviewed and will inform dialogue between the departments of Safe Schools, Equity, Diversity, Indigenous Education and Community Relations, and Educational Research. Action items will be developed to address future data collection and the implementation of plans for continuous improvement in the areas of safety and well-being for all students.

SECTION 3: Student Voice: How to Increase the Level of Safety in Schools

On both the annual *Safe and Caring Catholic School Climate* (SCCSC) survey and the *Secondary Safe Schools Survey*, students are asked: *How do you think we can make our schools safer?* This year, the *Safe and Caring Catholic School Climate* survey was not administered; these data are not available for elementary schools. Below is a summary of responses from secondary schools.

Student Voice: Secondary Schools

On the *Secondary Safe Schools Survey*, students were asked: *How do you think we can make our schools safer?* Responses of students were collated and results

summarized. Many secondary students indicated the schools are already safe. Top responses by students on how to increase school safety were:

- the promotion of anti-bullying initiatives
- increased police, School Engagement Team (SET) officers, or security guard presence
- more supervision outside the classroom (monitors or teachers in the hall)
- adding more security cameras
- staff being more approachable to create trusting and caring relationships
- renovations to maintain a clean, safe and healthy school environment
- no vaping
- being kind and creating a caring school community
- stricter rules and enforcement of rules
- listening to students' concerns

SECTION 4: Safe Schools Alternative Programs

The TCDSB operates programs through the Safe Schools Department. These alternative programs at St Martin and Our Lady of Lourdes support students who have received a board expulsion as a result of a safe school incident.

1. The Expulsion Program

The Expulsion Program is a short term support program for students who have been expelled from all schools of the TCDSB. The program serves elementary students grade 6-8, and secondary school students, grades 9-12. Program staff work in a multidisciplinary team to address student strengths, needs and triggers, with an aim to provide individualized academic programming and individual support at school. Once students have transitioned from their home school, the goal for all students is to successfully complete the demission requirements and return to a different TCDSB school. While in the program, some students are able to meet graduation requirements and proceed to post-secondary education, while others look to access community programs or the world of work upon program completion.

In 2019-2020, there were 2 students in the elementary program.

In the secondary program 26 students (20 Board Expulsion and 6 Voluntary Intervention Program) were served at different points during the school year. Program staff work diligently to develop community partnerships across the GTA so that students and their families can access local community support and resources.

2. TIPSS (Transitional Intervention Program for Suspended Students)

The long-term suspension program offers programming to students serving a suspension of 6-20 days in length. For students receiving a suspension between 6-10 days, academic programming is provided. For students serving a suspension of 11-20 days, social work assistance is provided in addition to the academic programming. Parents are not obligated to accept TIPPS support although participation is strongly encouraged.

In 2019-2020, 70.4% of eligible suspended students were served by TIPSS teachers at sessions in Toronto Public Library sites. In situations where adult students/parents have chosen not to attend TIPSS, the school provided the student/family with work packages. In all cases, students were afforded the opportunity to continue with their learning while on long-term suspension.

SECTION 5: Professional Learning for TCDSB Stakeholders

In 2019-2020, the Safe Schools Department offered a diverse menu of professional learning on safe schools topics to students, parents, TCDSB staff members and community partners.

2019-2020 Activities are listed in Action Items found in section E.

In addition, the Safe Schools Department worked collaboratively with various TCDSB departments, including Mental Health and Curriculum Leadership and Innovation and ICT, to develop various resources to support students, parents, and staff with distance learning. These resources include:

- Classroom Management Strategies for Online Learning: Tools for Classroom Teachers and Support Staff
- Tips for Parents: Supporting Student Safety in a Virtual Environment (Appendix D)

- Tips for Students: Supporting Student Safety in a Virtual Environment (Appendix E)
- Progressive Discipline Interventions and Alternatives to Suspension during Distance Learning (for Principals/Vice Principals)

E. METRICS AND ACCOUNTABILITY

2019-2020 Metrics	Evidence/Deliverables (2019-20 Metrics)
<p>1. Expand the <i>Safe Schools Professional Learning Modules Series</i> to include new modules:</p> <ul style="list-style-type: none"> • “Supporting Elementary Students with Autism Spectrum Disorder using Applied Behaviour Analysis (ABA) Strategies and Techniques” • “Self-Compassion and Kindness” 	<p><i>Due to labour disruption and COVID-19, the number of modules offered was significantly reduced.</i></p> <ul style="list-style-type: none"> • 19 different topics delivered in 2019-2020 Professional Learning Modules Series: <ul style="list-style-type: none"> ○ 163 participants (social workers, CYW, educational assistants, teachers, psychologists, administrators, support staff) <p><i>Due to labour disruption and COVID-19, the number of Interdisciplinary professional learning opportunities offered for various TCDSB stakeholders was significantly reduced.</i></p> <ul style="list-style-type: none"> • Interdisciplinary professional learning opportunities with various TCDSB stakeholders: <ul style="list-style-type: none"> ○ Administrative Professional Development – 628 principals/vice principals/superintendents ○ Safe Schools Student Ambassador Symposiums including Bullying Awareness and Prevention Month Launch – 340 elementary/secondary students, staff, trustees, community partners ○ Resolution Conference and Mediation Circles: 36 participants (social workers, CYW, educational assistants, teachers, police officers) ○ Threat Assessment Training and Related Workshops: 23 participants (social workers, CYW, educational assistants, teachers, psychologists, administrators, support staff, police officers)

	<ul style="list-style-type: none"> ○ Training to Toronto Police Service – 35 police officers ○ SEAC Presentation – 20 members ○ Osgoode School Conference – 145 participants ○ School Presentations – 75 staff, students and parents ○ I-Lite Presentation – 57 elementary students
<p>2.</p> <p>Safe Schools/St. Martin School staff will continue to produce training videos on various topics related to Safe Schools and Promoting Positive Catholic School Climate. School communities will be able to access these videos to share with staff, students and parents.</p>	<p>During the 2019-2020 school year, the Safe Schools Department developed 3 professional learning videos on the following topics:</p> <ul style="list-style-type: none"> ● Bullying Awareness, Prevention and Intervention, Part 1 ● Bullying Awareness, Prevention and Intervention, Part 2 Scenario ● Overview of Threat Assessment <p>These videos are available on the Safe Schools Portal Page.</p>
<p>3.</p> <p>As a result of the increase in the number of suspensions issued to elementary students during 2018-2019 school year, the Safe Schools Department will attend K-8 principal meetings to encourage principals to share effective strategies that promote students engaging in positive and pro-social behaviours. In addition, the Safe Schools Department will review</p>	<p>On November 12th and November 14th, the Safe Schools Department presented at K-12 Principal meetings.</p>

with principals resources and materials to support a positive school climate.	
<p>4.</p> <p>As a result of the increase in the number of suspensions and expulsions issued to students with IEPs during the 2018-19 school year, the Safe Schools Department will attend K-12 principal meetings to review the province of Ontario's resource <i>Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs through Progressive Discipline, Kindergarten to Grade 12</i>.</p>	<p>On October 8th and October 10th, the Safe Schools Department presented at K-12 Principal meetings.</p> <p>On October 30th, the Safe Schools Department presented to Elementary Vice-Principals.</p> <p>On January 30th, the Safe Schools Department presented to Secondary School Vice-Principals.</p>
<p>5.</p> <p>Based on student feedback from the 2018-2019 <i>Safe and Caring Catholic School Climate</i> survey and secondary <i>Safe Schools Survey</i>, the Safe Schools Department will focus on the themes of Kindness and Bullying Prevention during the elementary and secondary</p>	<p>During the 2019-2020 school year, the Safe Schools Department hosted 2 Student Ambassador Symposiums attended by students, staff mentors, parents, senior staff, trustees and community partners including TPS. Themes addressed in the course of the symposiums included: bullying prevention, healthy relationships, kindness, resiliency and the importance of empathy and inclusion.</p> <p>The role of the Safe Schools Student Ambassador Team is to collaborate with school stakeholders to develop and implement initiatives that promote a safe, caring and accepting Catholic school climate.</p>

Student Ambassador Symposiums.	<p>Secondary – October 22, 2019 Elementary – November 19, 2019</p> <p>Due to COVID-19, the April 21, 2019 Safe Schools Ambassador Symposium (Secondary) was cancelled.</p>
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F. ACTIONABLE ITEMS FOR 2020-2021

1. Expand the *Safe Schools Professional Learning Modules Series* to include new modules: “Introduction to Autism and Applied Behaviour Analysis Strategies in Secondary Schools”, “Informal Restorative Processes” and “What You Need to Know about Cannabis and Vaping for Students from Grades 6 – 12”.
2. Safe Schools/St. Martin School staff will continue to produce training videos on various topics related to Safe Schools and Promoting Positive Catholic School Climate. School communities will be able to access these videos to share with staff, students and parents.
3. The Safe Schools Department will provide further training on the topic of Mitigating and Other Factors with principals to ensure that these factors continue to be considered in determining decisions and plans that support student achievement and well-being. The Safe Schools Department will also collaborate with the Equity Action Team to review with principals the application of Mitigating and Other Factors through an approach that considers varying sociological factors, including factors that may impact students from various racial groups.
4. The Safe Schools Department will meet with secondary school principals to facilitate the sharing of effective strategies that promote students engaging in positive and pro-social behaviours, and to further support nurturing a positive rapport between staff and students within an overall positive school climate.
5. The Safe Schools Department will review data included in this report with the Equity, Diversity, Indigenous Education and Community Relations Department, and with the Research Department, to explore appropriate

recommendations; specifically, perceptual data related to bullying in various racial groups will be a focus of discussion and action.

6. The Safe Schools Department will meet with elementary principals to address the Ministry of Education's recent mandate to eliminate suspensions issued to K-3 students and to explore alternative measures to address student behaviour in this student group.
7. Based on the feedback from the 2019-2020 *Safe Schools Survey*, the Safe Schools Department will continue to support Safe Schools Student Ambassador Teams and offer symposiums during the 2020-2021 school year. The theme of kindness and compassion will continue to be an area of focus.

G. CONCLUDING STATEMENT

This report is for the consideration of the Board.

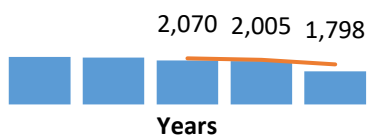
Number of Students Suspended, Education Act §.306

Appendix A

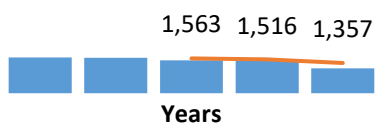
TCDSB	All Students	Secondary Students	Elementary Students
2015-2016	90,333	30,149	60,184
2016-2017	91,144	30,109	61,035
2017-2018	91,107	29,673	61,434
2018-2019	91,818	29,225	62,593
2019-2020	91,324	28,612	62,712

#St Suspended	Rolling Avg #St Susp	#Male St Suspended	Rolling Avg #Male St Susp	TCDSB #Female St Suspended	Rolling Avg #Female St Susp
2,132	#N/A	1,608	#N/A	524	#N/A
2,107	#N/A	1,597	#N/A	510	#N/A
1,970	2,070	1,483	1,563	487	507
1,939	2,005	1,467	1,516	472	490
1,485	1,798	1,120	1,357	365	441

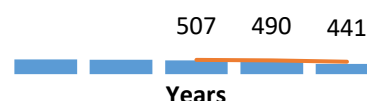
Number of Students Suspended



Number of Male Students Suspended

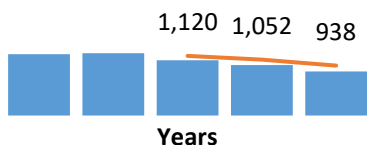


Number of Female Students Suspended

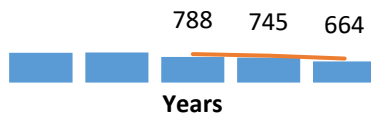


TCDSB	Sec #St Suspended	Rolling Avg Sec #St Susp	Sec #Male St Suspended	Rolling Avg Sec #Male St Susp	Sec #Female St Suspended	Rolling Avg Sec #Female St Susp	Elem #St Suspended	Rolling Avg Elem #St Susp	Elem #Male St Suspended	Rolling Avg Elem #Male St Susp	Elem #Female St Suspended	Rolling Avg Elem #Female St Susp
2015-2016	1,151	#N/A	823	#N/A	328	#N/A	981	#N/A	785	#N/A	196	#N/A
2016-2017	1,172	#N/A	830	#N/A	342	#N/A	935	#N/A	767	#N/A	168	#N/A
2017-2018	1,038	1,120	710	788	328	333	932	949	773	775	159	174
2018-2019	947	1,052	694	745	253	308	992	953	773	771	219	182
2019-2020	829	938	589	664	240	274	656	860	531	692	125	168

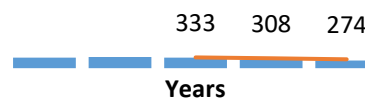
Number of Secondary Students Suspended



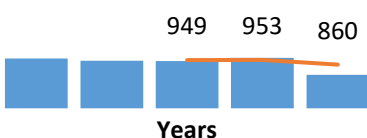
Number of Secondary Male Students Suspended



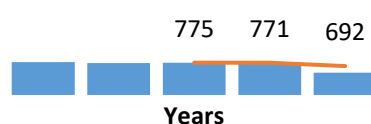
Number of Secondary Female Students Suspended



Number of Elementary Students Suspended



Number of Elementary Male Students Suspended

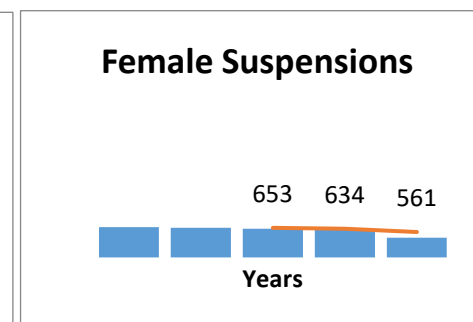
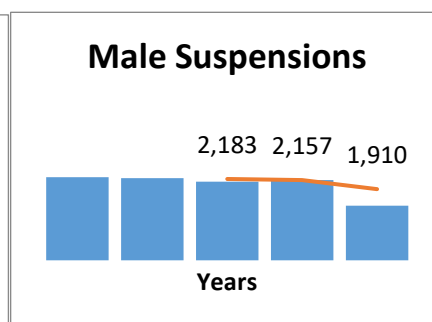
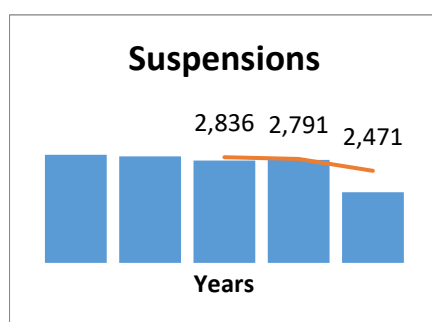


Number of Elementary Female Students Suspended

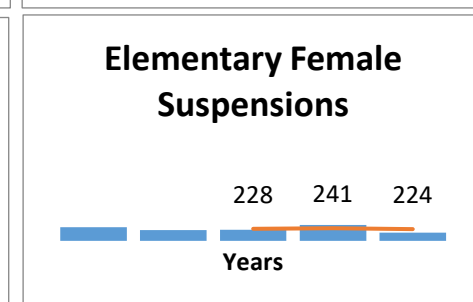
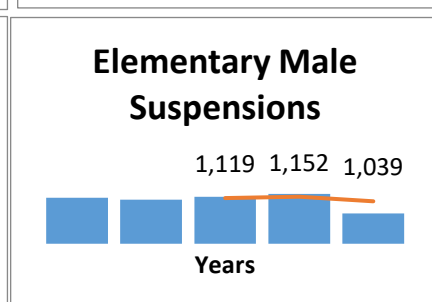
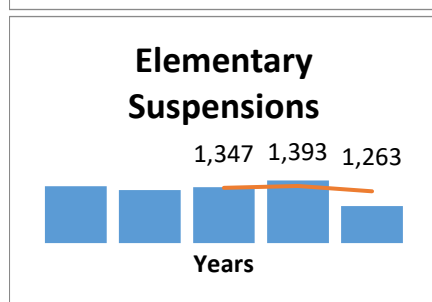
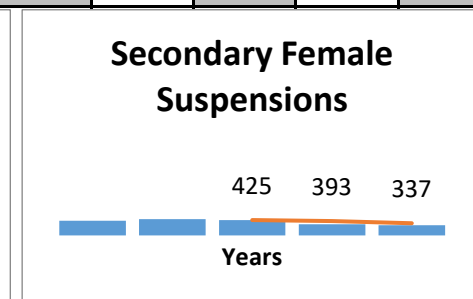
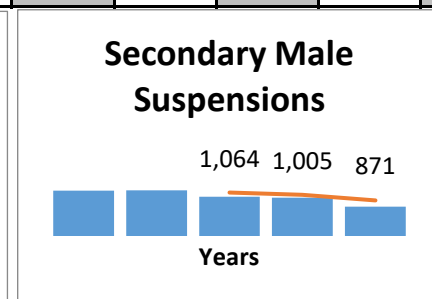
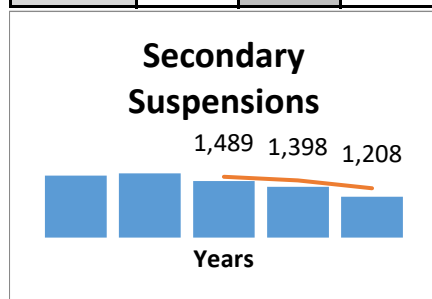


Notice of Suspension, Education Act §.306 (number of suspensions)

TCDSB	306 Suspension	Rolling Avg Susp	306 Male Suspension	Rolling Avg Male Susp	306 Female Suspension	Rolling Avg Female Susp
2015-2016	2,900	#N/A	2,234	#N/A	666	#N/A
2016-2017	2,861	#N/A	2,204	#N/A	657	#N/A
2017-2018	2,746	2,836	2,110	2,183	636	653
2018-2019	2,767	2,791	2,157	2,157	610	634
2019-2020	1,899	2,471	1,463	1,910	436	561



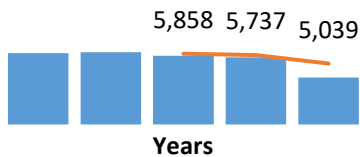
TCDSB	Sec 306 Suspension	Rolling Avg Sec Susp	Sec 306 Male Suspension	Rolling Avg Sec Male Susp	Sec 306 Female Suspension	Rolling Avg Sec Female Susp	Elem 306 Suspension	Rolling Avg Elem Susp	Elem 306 Male Suspension	Rolling Avg Elem Male Susp	Elem 306 Female Suspension	Rolling Avg Elem Female Susp
2015-2016	1,515	#N/A	1,111	#N/A	404	#N/A	1,385	#N/A	1,123	#N/A	262	#N/A
2016-2017	1,571	#N/A	1,122	#N/A	449	#N/A	1,290	#N/A	1,082	#N/A	208	#N/A
2017-2018	1,381	1,489	959	1,064	422	425	1,365	1,347	1,151	1,119	214	228
2018-2019	1,243	1,398	935	1,005	308	393	1,524	1,393	1,222	1,152	302	241
2019-2020	999	1,208	719	871	280	337	900	1,263	744	1,039	156	224



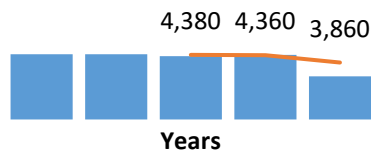
Number of instructional days lost to §.306 Suspension

TCDSB	Days Lost	Rolling Avg Days Lost	Days Lost Male	Rolling Avg Days Lost Male	Days Lost Female	Rolling Avg Days Lost Female
2015-2016	5,909	#N/A	4,431	#N/A	1,478	#N/A
2016-2017	5,970	#N/A	4,425	#N/A	1,545	#N/A
2017-2018	5,694	5,858	4,285	4,380	1,409	1,477
2018-2019	5,547	5,737	4,369	4,360	1,178	1,377
2019-2020	3,875	5,039	2,925	3,860	950	1,179

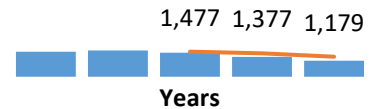
Days Lost



Days Lost - Male

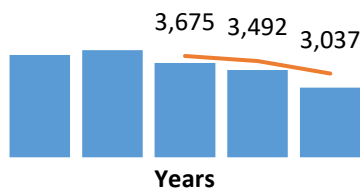


Days Lost - Female

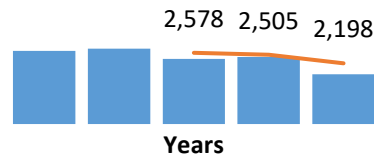


TCDSB	Sec Days Lost	Sec Rolling Avg Days Lost	Sec Days Lost Male	Sec Rolling Avg Days Lost Male	Sec Days Lost Female	Sec Rolling Avg Days Lost Female	Elem Days Lost	Elem Rolling Avg Days Lost	Elem Days Lost Male	Elem Rolling Avg Days Lost Male	Elem Days Lost Female	Elem Rolling Avg Days Lost Female
2015-2016	3,711	#N/A	2,644	#N/A	1,067	#N/A	2,198	#N/A	1,787	#N/A	411	#N/A
2016-2017	3,889	#N/A	2,729	#N/A	1,160	#N/A	2,081	#N/A	1,696	#N/A	385	#N/A
2017-2018	3,424	3,675	2,362	2,578	1,062	1,096	2,270	2,183	1,923	1,802	347	381
2018-2019	3,164	3,492	2,425	2,505	739	987	2,383	2,245	1,944	1,854	439	390
2019-2020	2,523	3,037	1,806	2,198	717	839	1,352	2,002	1,119	1,662	233	340

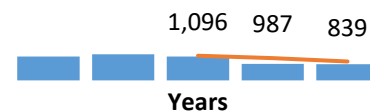
Secondary Days Lost



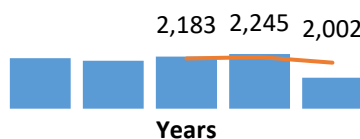
Secondary Days Lost - Male



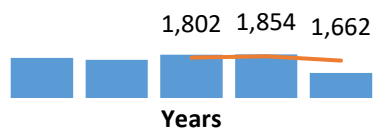
Secondary Days Lost - Female



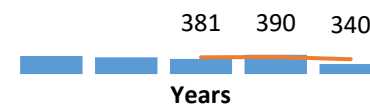
Elementary Days Lost



Elementary Days Lost - Male



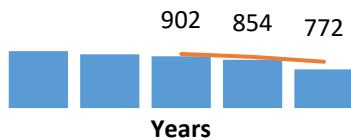
Elementary Days Lost - Female



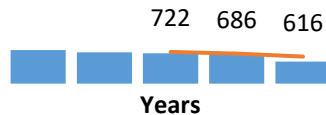
Number of Students with an IEP Suspended (§.306)

TCDSB	#St IEP Susp	Rolling Avg #St IEP Susp	#Stu IEP Male Susp	Rolling Avg #St IEP Male Susp	#St IEP Female Susp	Rolling Avg #St IEP Female Susp
2015-2016	947	#N/A	763	#N/A	184	#N/A
2016-2017	894	#N/A	713	#N/A	181	#N/A
2017-2018	864	902	689	722	175	180
2018-2019	804	854	655	686	149	168
2019-2020	647	772	504	616	143	156

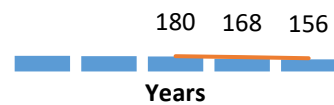
Number of Students with an IEP Suspended



Number of Male Students with an IEP Suspended

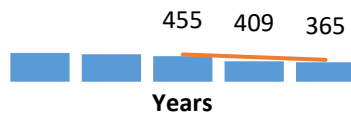


Number of Female Students with an IEP Suspended

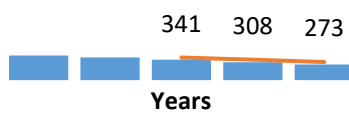


TCDSB	Sec #St IEP Susp	Rolling Avg #St IEP Susp	Sec #St IEP Male Susp	Rolling Avg Sec #St IEP Male Susp	Sec #St IEP Female Susp	Rolling Avg Sec #St IEP Female Susp	Elem #St IEP Susp	Rolling Avg Elem #St IEP Susp	Elem #St IEP Male Susp	Rolling Avg Elem #St IEP Male Susp	Elem #St IEP Female Susp	Rolling Avg Elem #St IEP Female Susp
2015-2016	480	#N/A	371	#N/A	109	#N/A	467	#N/A	392	#N/A	75	#N/A
2016-2017	459	#N/A	342	#N/A	117	#N/A	435	#N/A	371	#N/A	64	#N/A
2017-2018	426	455	310	341	116	114	438	447	379	381	59	66
2018-2019	343	409	272	308	71	101	461	445	383	378	78	67
2019-2020	326	365	238	273	88	92	321	407	266	343	55	64

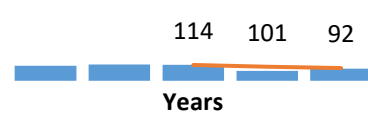
Number of Secondary Students with an IEP Suspended



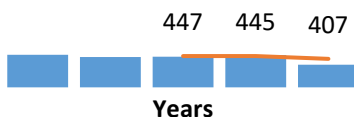
Number of Secondary Male Students with an IEP Suspended



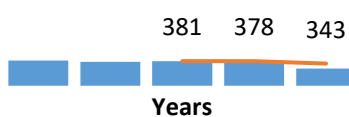
Number of Secondary Female Students with an IEP Suspended



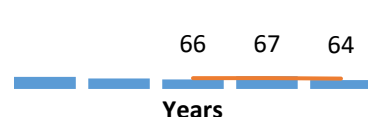
Number of Elementary Students with an IEP Suspended



Number of Elementary Male Students with an IEP Suspended



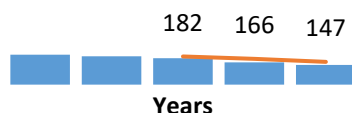
Number of Elementary Female Students with an IEP Suspended



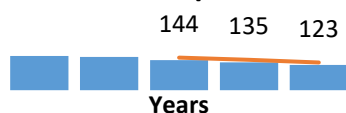
Number of §.310 Suspensions Pending Possible Expulsion (SPX) Issued

TCDSB	310 SPX	Rolling Avg 310 SPX	310 SPX Male	Rolling Avg 310 SPX Male	310 SPX Female	Rolling Avg 310 SPX Female
2015-2016	194	#N/A	152	#N/A	42	#N/A
2016-2017	183	#N/A	148	#N/A	35	#N/A
2017-2018	170	182	133	144	37	38
2018-2019	145	166	123	135	22	31
2019-2020	127	147	112	123	15	25

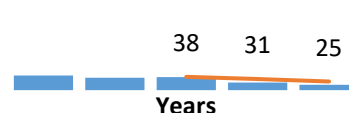
Number of Suspensions Pending Possible Expulsion



Number of Male Suspensions Pending Possible Expulsion

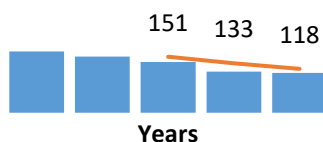


Number of Female Suspensions Pending Possible Expulsion

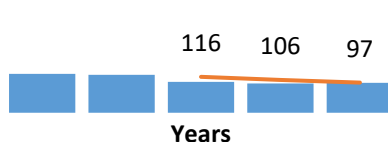


TCDSB	Sec 310 SPX	Rolling Avg Sec 310 SPX	Sec 310 SPX Male	Rolling Avg Sec 310 SPX Male	Sec 310 SPX Female	Rolling Avg Sec 310 SPX Female	Elem 310 SPX	Rolling Avg Elem 310 SPX	Elem 310 SPX Male	Rolling Avg Elem 310 SPX Male	Elem 310 SPX Female	Rolling Avg Elem 310 SPX Female
2015-2016	165	#N/A	126	#N/A	39	#N/A	29	#N/A	26	#N/A	3	#N/A
2016-2017	151	#N/A	122	#N/A	29	#N/A	32	#N/A	26	#N/A	6	#N/A
2017-2018	137	151	100	116	37	35	33	31	33	28	0	3
2018-2019	111	133	95	106	16	27	34	33	28	29	6	4
2019-2020	107	118	97	97	10	21	20	29	15	25	5	4

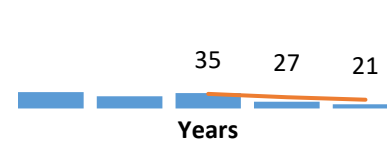
Number of Secondary Suspensions Pending Possible Expulsion...



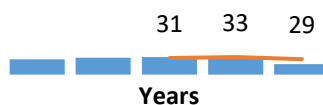
Number of Secondary Male Suspensions Pending Possible Expulsion



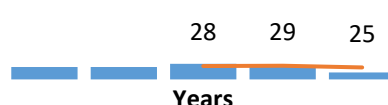
Number of Secondary Female Suspensions Pending Possible Expulsion



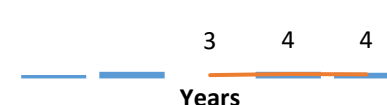
Number of Elementary Suspensions Pending Possible Expulsion



Number of Elementary Male Suspensions Pending Possible Expulsion



Number of Elementary Female Suspensions Pending Possible Expulsion

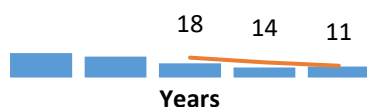


Education Act §.310 Board Expulsions

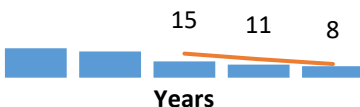
(Number of Board expulsions)

TCDSB	Board Expul-sion	Rolling Avg Board Expul	Board Expul-sion Male	Rolling Avg Board Expul Male	Board Expul-sion Female	Rolling Avg Board Expul Female
2015-2016	22	#N/A	18	#N/A	4	#N/A
2016-2017	19	#N/A	16	#N/A	3	#N/A
2017-2018	13	18	10	15	3	3
2018-2019	9	14	8	11	1	2
2019-2020	10	11	7	8	3	2

Number of Board Expulsions



Number of Board Expulsions: Male

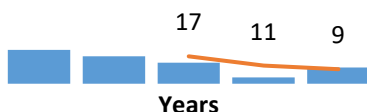


Number of Board Expulsions: Female

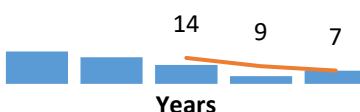


TCDSB	Sec Board Expulsion	Rolling Avg Sec Board Expul	Sec Board Expul-sion Male	Rolling Avg Sec Board Expul Male	Sec Board Expul-sion Female	Rolling Avg Sec Board Expul Female	Elem Board Expul-sion	Rolling Avg Elem Board Expul	Elem Board Expul-sion Male	Rolling Avg Elem Board Expul Male	Elem Board Expul-sion Female	Rolling Avg Elem Board Expul Female
2015-2016	21	#N/A	17	#N/A	4	#N/A	1	#N/A	1	#N/A	0	#N/A
2016-2017	17	#N/A	14	#N/A	3	#N/A	2	#N/A	2	#N/A	0	#N/A
2017-2018	13	17	10	14	3	3	0	1	0	1	0	0
2018-2019	4	11	4	9	0	2	5	2	4	2	1	0
2019-2020	10	9	7	7	3	2	0	2	0	1	0	0

Number of Secondary Board Expulsions



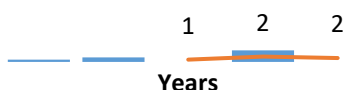
Number of Secondary Board Expulsions: Male



Number of Secondary Board Expulsions: Female



Number of Elementary Board Expulsions



Number of Elementary Board Expulsions: Male



Number of Elementary Board Expulsions: Female

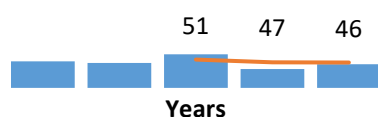


Education Act §.310 School Expulsions

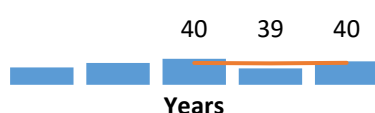
(Number of School expulsions)

TCDSB	School Expulsion	Rolling Avg School Expul	School Expul Male	Rolling Avg School Expul Male	School Expul Female	Rolling Avg School Expul Female
2015-2016	48	#N/A	32	#N/A	16	#N/A
2016-2017	45	#N/A	40	#N/A	5	#N/A
2017-2018	61	51	48	40	13	11
2018-2019	34	47	30	39	4	7
2019-2020	43	46	43	40	0	6

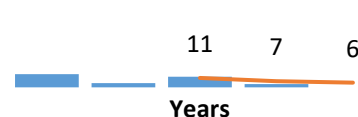
Number of School Expulsions



Number of School Expulsions: Male

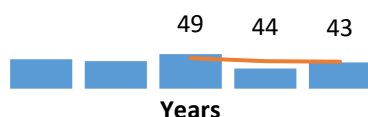


Number of School Expulsions: Female

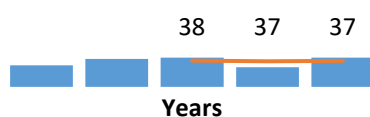


TCDSB	Sec School Expulsion	Rolling Avg Sec School Expul	Sec School Expul Male	Rolling Avg Sec School Expul Male	Sec School Expul Female	Rolling Avg Sec School Expul Female	Elem School Expulsion	Rolling Avg Elem School Expul	Elem School Expul Male	Rolling Avg Elem School Expul Male	Elem School Expul Female	Rolling Avg Elem School Expul Female
2015-2016	47	#N/A	31	#N/A	16	#N/A	1	#N/A	1	#N/A	0	#N/A
2016-2017	44	#N/A	40	#N/A	4	#N/A	1	#N/A	0	#N/A	1	#N/A
2017-2018	55	49	42	38	13	11	6	3	6	2	0	0
2018-2019	32	44	28	37	4	7	2	3	2	3	0	0
2019-2020	42	43	42	37	0	6	1	3	1	3	0	0

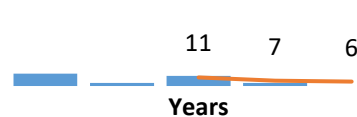
Number of Secondary School Expulsions



Number of Secondary School Expulsions: Male



Number of Secondary School Expulsions: Female



Number of Elementary School Expulsions



Number of Elementary School Expulsions: Male



Number of Elementary School Expulsions: Female



Number of §.310 Board Expulsions (IEP)

TCDSB	Total TCDSB Students	Total Board Expulsion	Total TCDSB IEP Students	Total IEP Board Expulsion
2018-2019	91,818	9	17,480	6
2019-2020	91,324	10	16,925	7

TCDSB	All TCDSB Secondary	Total Board Expulsion	Total TCDSB IEP Students	Total IEP Board Expulsion
2018-2019	29,225	4	6,436	1
2019-2020	28,612	10	6,275	7

TCDSB	All TCDSB Elementary	Total Board Expulsion	Total TCDSB IEP Students	Total IEP Board Expulsion
2018-2019	62,593	5	11,044	5
2019-2020	62,712	0	10,650	0

Number of §.310 School Expulsions (IEP)

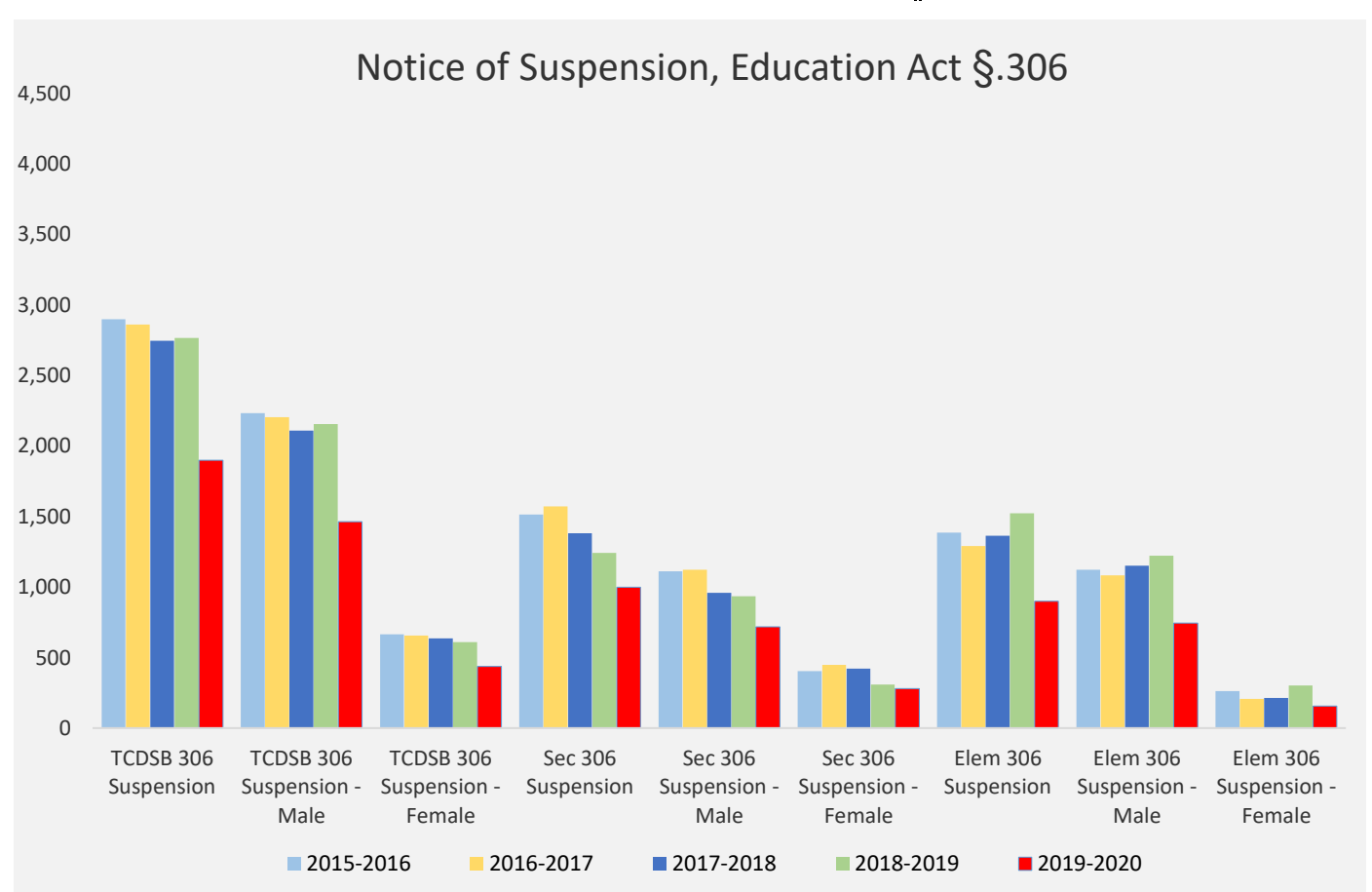
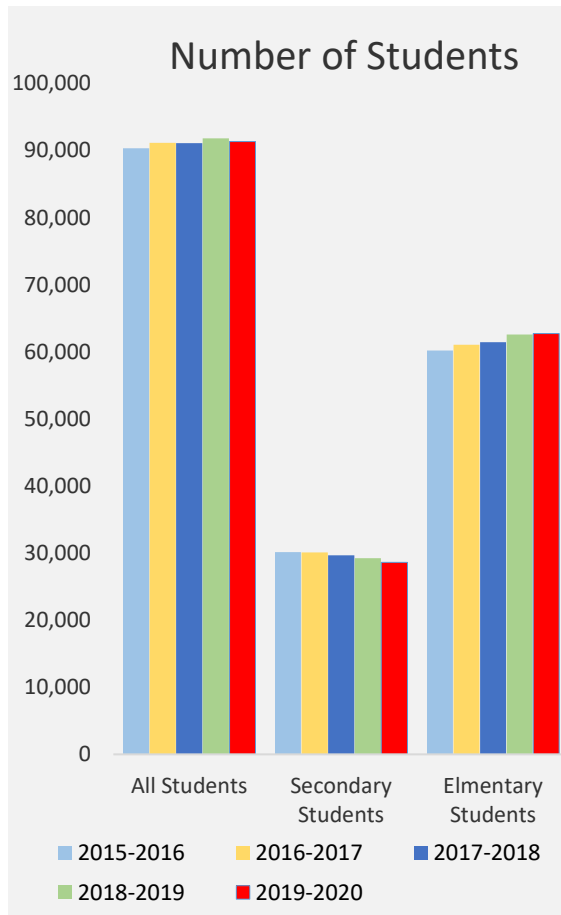
TCDSB	Total TCDSB Students	Total School Expulsion	Total TCDSB IEP Students	Total IEP School Expulsion
2018-2019	91818	34	17480	16
2019-2020	91324	43	16925	18

TCDSB	All TCDSB Secondary	Total School Expulsion	Total TCDSB IEP Students	Total IEP School Expulsion
2018-2019	29225	32	6436	16
2019-2020	28612	42	6275	17

TCDSB	All TCDSB Elementary	Total School Expulsion	Total TCDSB IEP Students	Total IEP School Expulsion
2018-2019	62593	2	11044	0
2019-2020	62712	1	10650	1

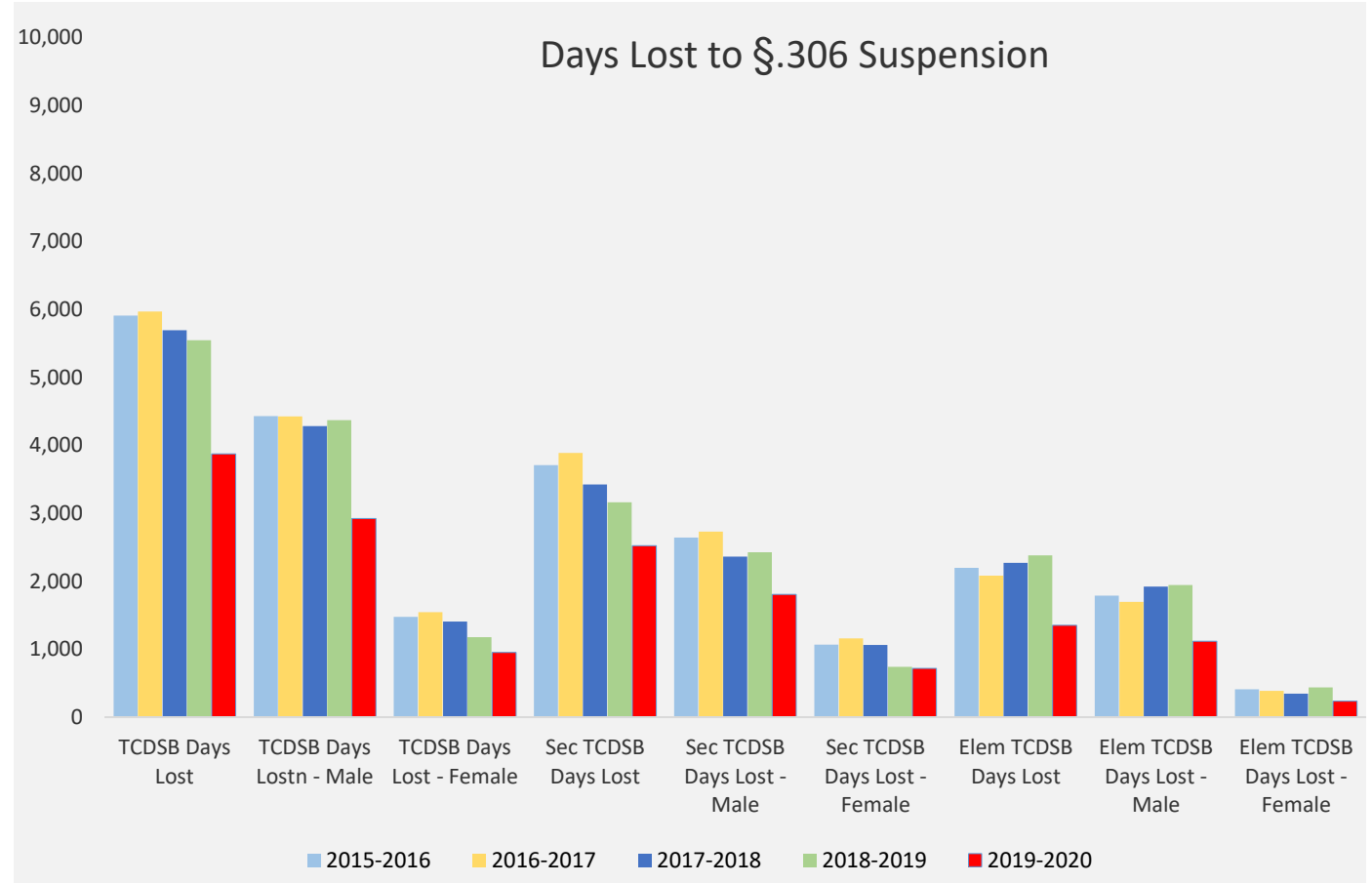
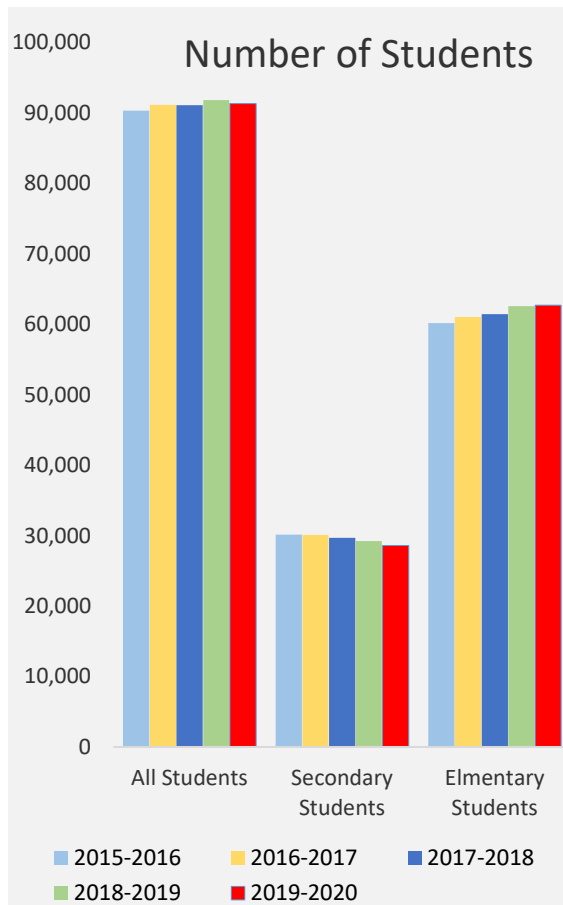
Notice of Suspension, Education Act §.306

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB 306 Suspension	TCDSB 306 Suspension - Male	TCDSB 306 Suspension - Female	Sec 306 Suspension	Sec 306 Suspension - Male	Sec 306 Suspension - Female	Elem 306 Suspension	Elem 306 Suspension - Male	Elem 306 Suspension - Female
2015-2016	90,333	30,149	60,184	2,900	2,234	666	1,515	1,111	404	1,385	1,123	262
2016-2017	91,144	30,109	61,035	2,861	2,204	657	1,571	1,122	449	1,290	1,082	208
2017-2018	91,107	29,673	61,434	2,746	2,110	636	1,381	959	422	1,365	1,151	214
2018-2019	91,818	29,225	62,593	2,767	2,157	610	1,243	935	308	1,524	1,222	302
2019-2020	91,324	28,612	62,712	1,899	1,463	436	999	719	280	900	744	156



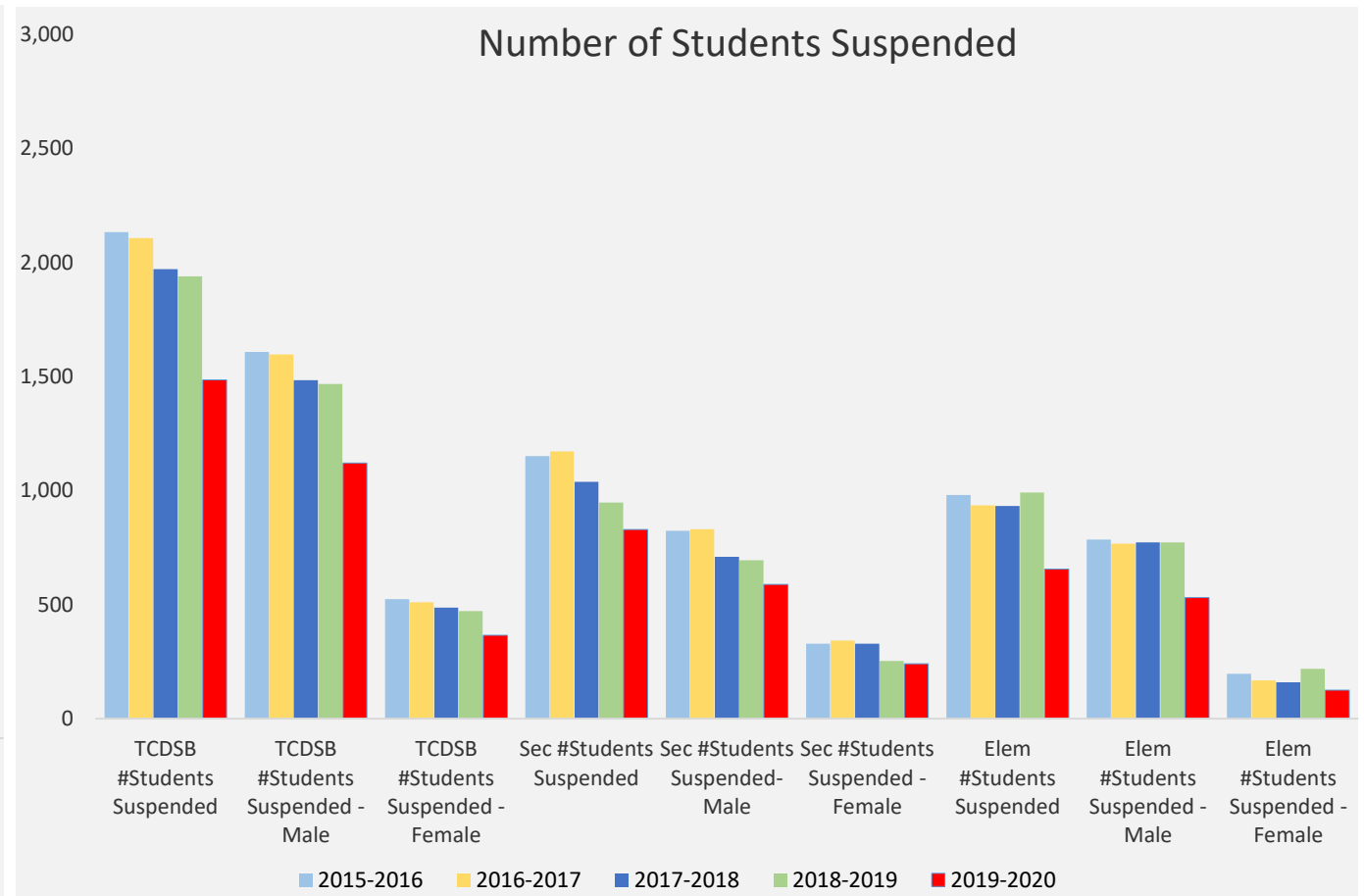
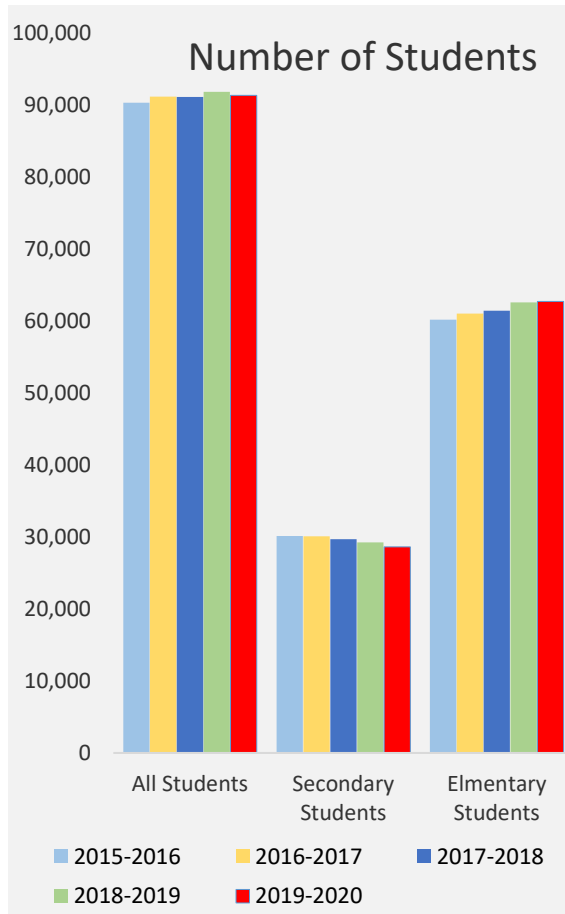
Days Lost to §.306 Suspension

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB Days Lost	TCDSB Days Lostn - Male	TCDSB Days Lost - Female	Sec TCDSB Days Lost	Sec TCDSB Days Lost - Male	Sec TCDSB Days Lost - Female	Elem TCDSB Days Lost	Elem TCDSB Days Lost - Male	Elem TCDSB Days Lost - Female
2015-2016	90,333	30,149	60,184	5,909	4,431	1,478	3,711	2,644	1,067	2,198	1,787	411
2016-2017	91,144	30,109	61,035	5,970	4,425	1,545	3,889	2,729	1,160	2,081	1,696	385
2017-2018	91,107	29,673	61,434	5,694	4,285	1,409	3,424	2,362	1,062	2,270	1,923	347
2018-2019	91,818	29,225	62,593	5,547	4,369	1,178	3,164	2,425	739	2,383	1,944	439
2019-2020	91,324	28,612	62,712	3,875	2,925	950	2,523	1,806	717	1,352	1,119	233



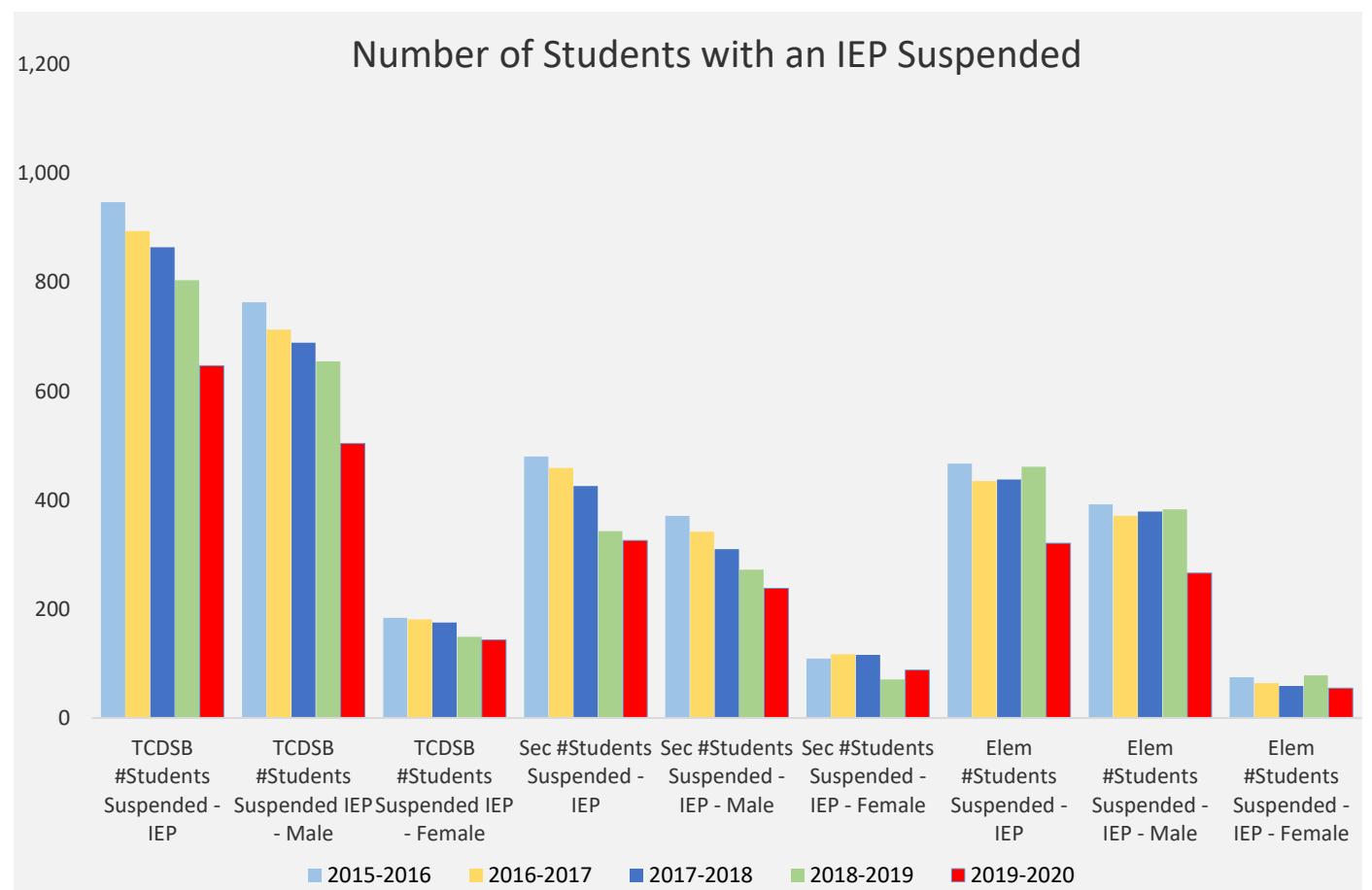
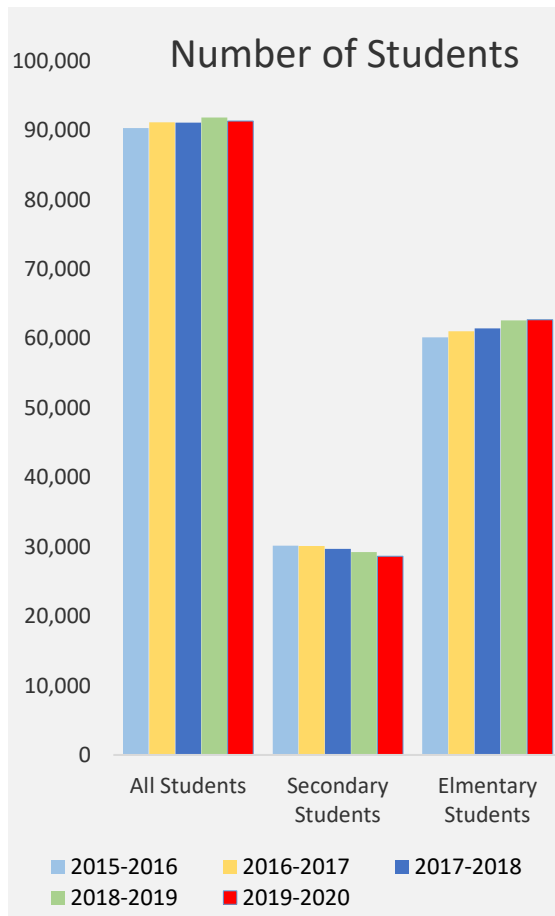
Number of Students Suspended

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB #Students Suspended	TCDSB #Students Suspended - Male	TCDSB #Students Suspended - Female	Sec #Students Suspended	Sec #Students Suspended - Male	Sec #Students Suspended - Female	Elem #Students Suspended	Elem #Students Suspended - Male	Elem #Students Suspended - Female
2015-2016	90,333	30,149	60,184	2,132	1,608	524	1,151	823	328	981	785	196
2016-2017	91,144	30,109	61,035	2,107	1,597	510	1,172	830	342	935	767	168
2017-2018	91,107	29,673	61,434	1,970	1,483	487	1,038	710	328	932	773	159
2018-2019	91,818	29,225	62,593	1,939	1,467	472	947	694	253	992	773	219
2019-2020	91,324	28,612	62,712	1,485	1,120	365	829	589	240	656	531	125



Number of Students with an IEP Suspended

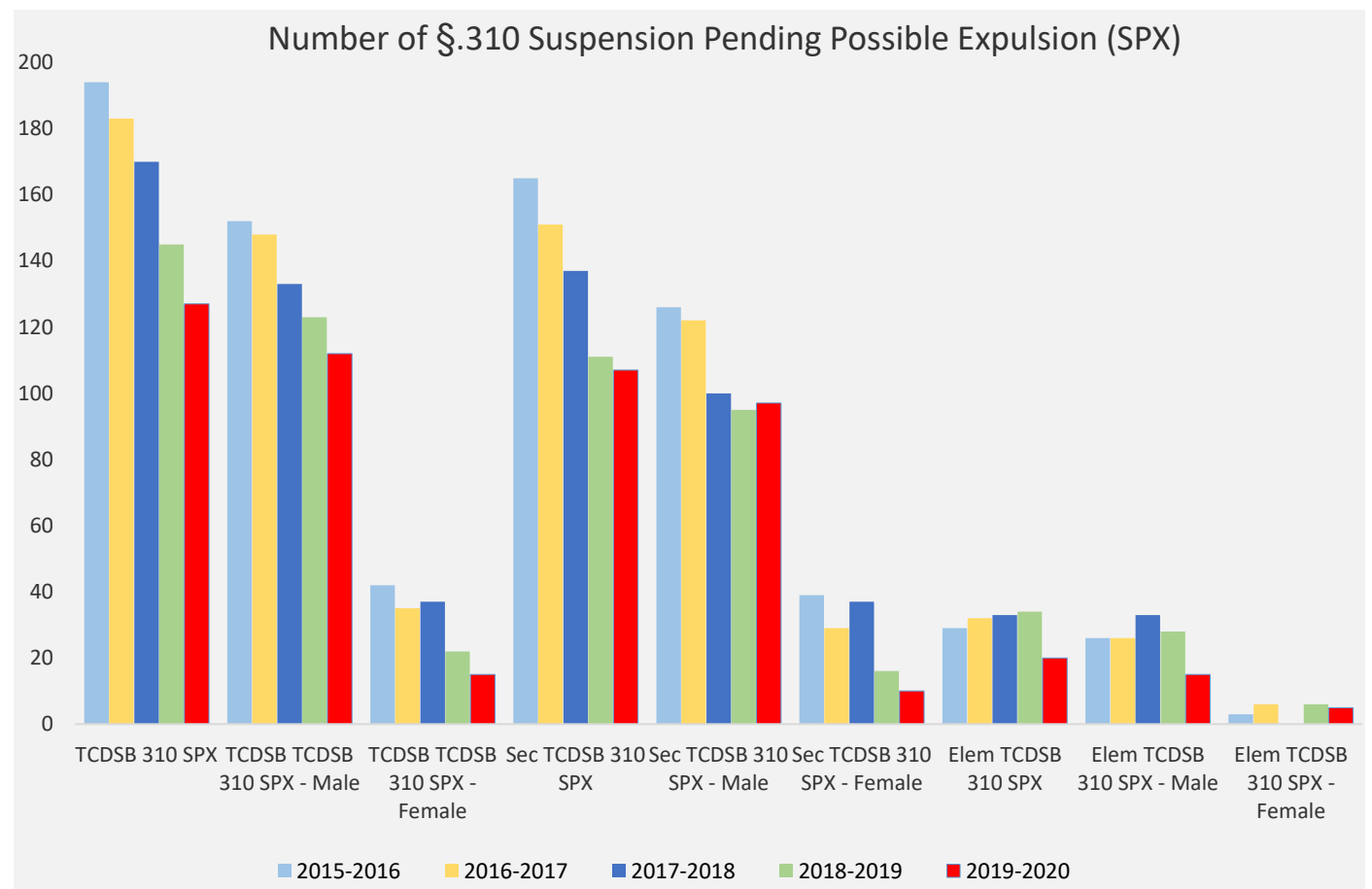
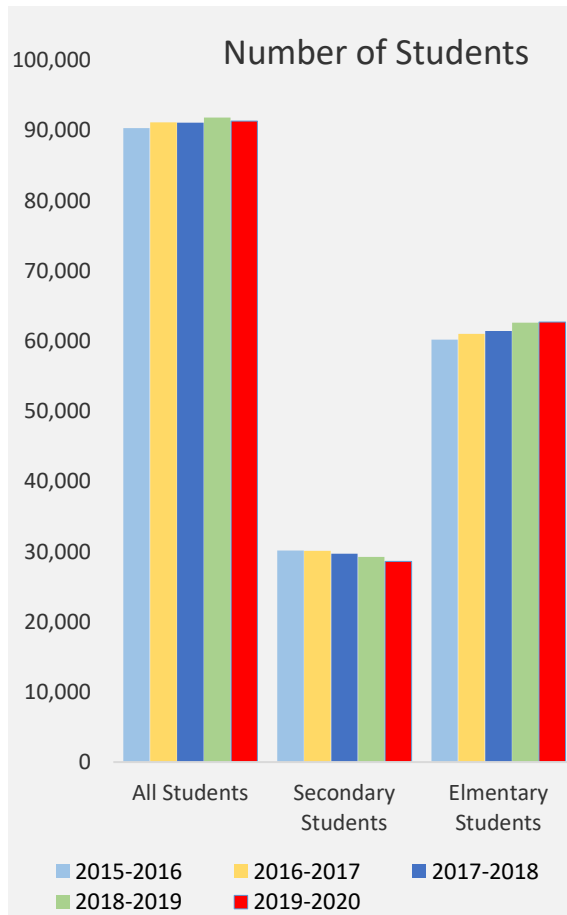
TCDSB	All Students	Secondary Students	Elementary Students	TCDSB #Students Suspended - IEP	TCDSB #Students Suspended - IEP - Male	TCDSB #Students Suspended - IEP - Female	Sec #Students Suspended - IEP	Sec #Students Suspended - IEP - Male	Sec #Students Suspended - IEP - Female	Elem #Students Suspended - IEP	Elem #Students Suspended - IEP - Male	Elem #Students Suspended - IEP - Female
2015-2016	90,333	30,149	60,184	947	763	184	480	371	109	467	392	75
2016-2017	91,144	30,109	61,035	894	713	181	459	342	117	435	371	64
2017-2018	91,107	29,673	61,434	864	689	175	426	310	116	438	379	59
2018-2019	91,818	29,225	62,593	804	655	149	343	272	71	461	383	78
2019-2020	91,324	28,612	62,712	647	504	143	326	238	88	321	266	55



Number of §.310 Suspension Pending Possible Expulsion (SPX) Issued

TCDSB	All Students	Secondary Students	Elementary Students
2015-2016	90,333	30,149	60,184
2016-2017	91,144	30,109	61,035
2017-2018	91,107	29,673	61,434
2018-2019	91,818	29,225	62,593
2019-2020	91,324	28,612	62,712

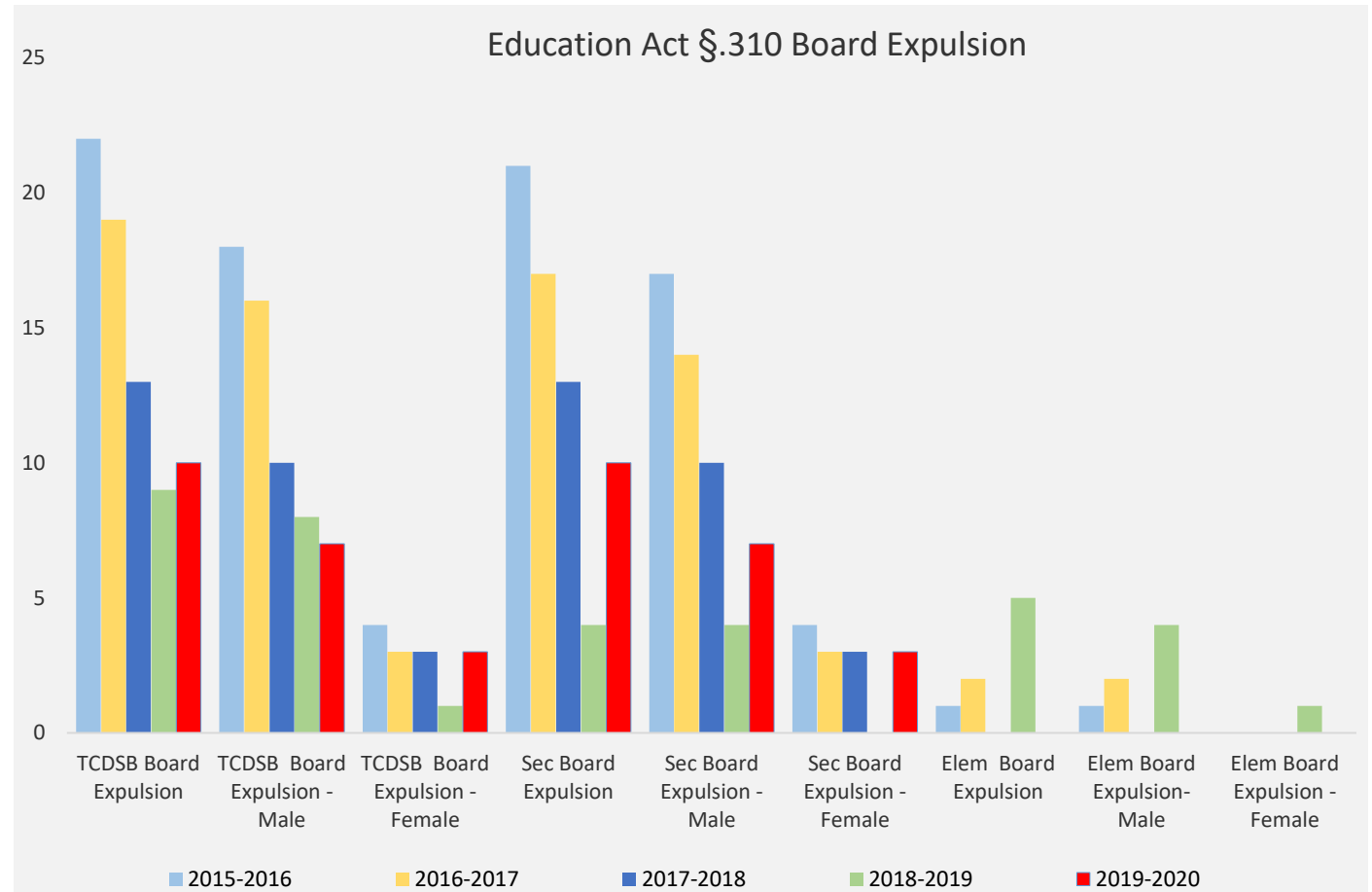
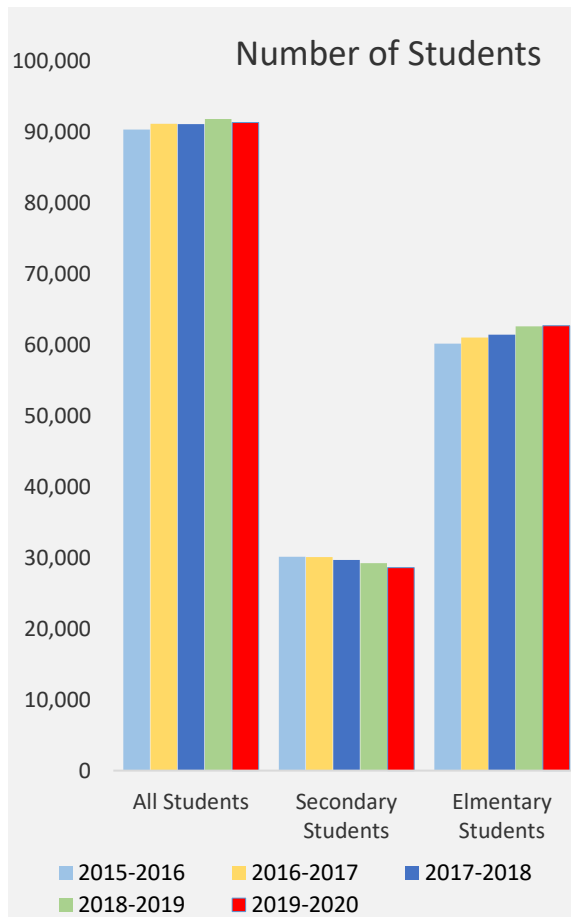
TCDSB 310 SPX	TCDSB TCDSB 310 SPX - Male	TCDSB TCDSB 310 SPX - Female	Sec TCDSB 310 SPX	Sec TCDSB 310 SPX - Male	Sec TCDSB 310 SPX - Female	Elem TCDSB 310 SPX	Elem TCDSB 310 SPX - Male	Elem TCDSB 310 SPX - Female
194	152	42	165	126	39	29	26	3
183	148	35	151	122	29	32	26	6
170	133	37	137	100	37	33	33	0
145	123	22	111	95	16	34	28	6
127	112	15	107	97	10	20	15	5



Education Act §.310 Board Expulsions

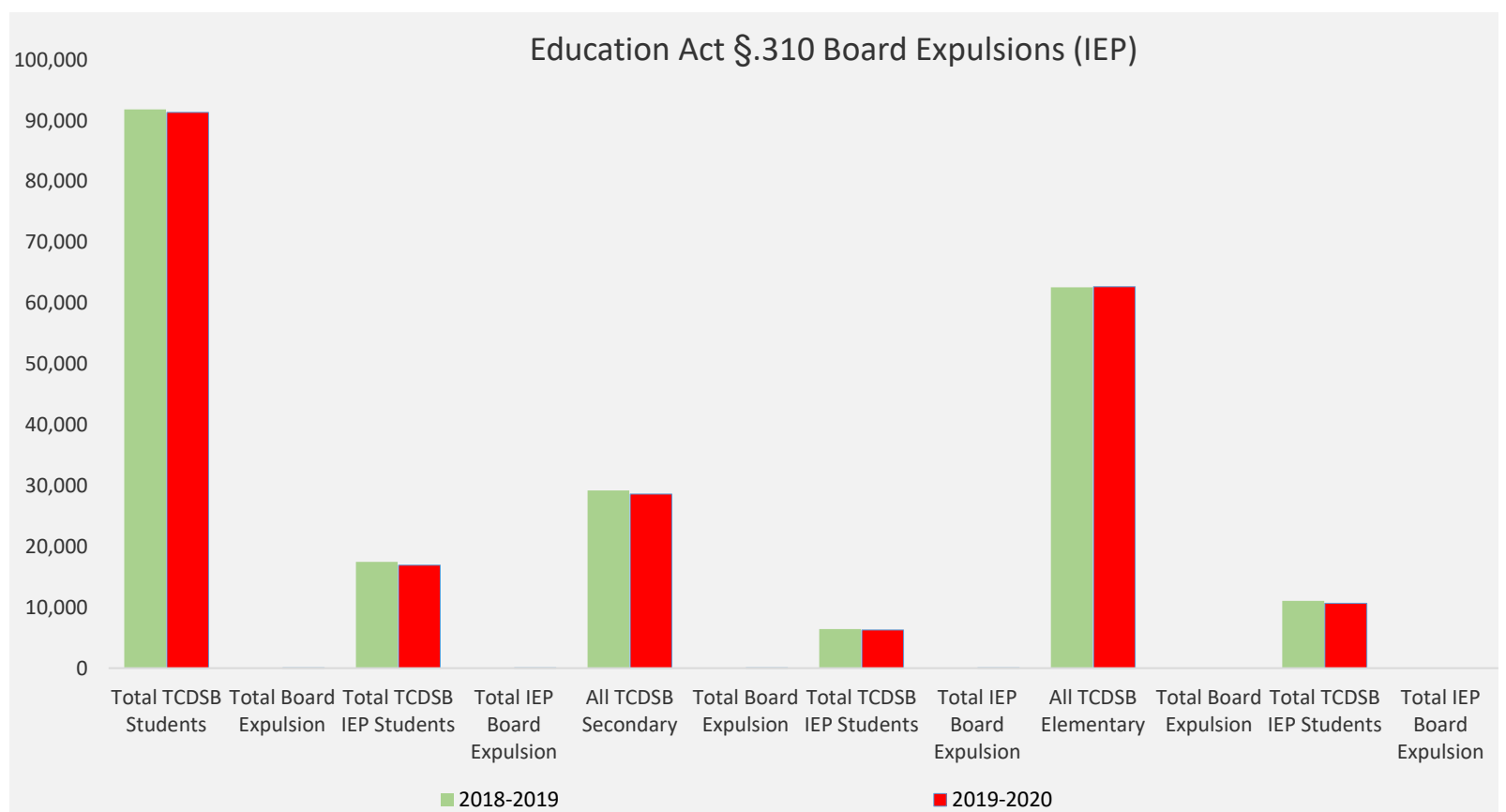
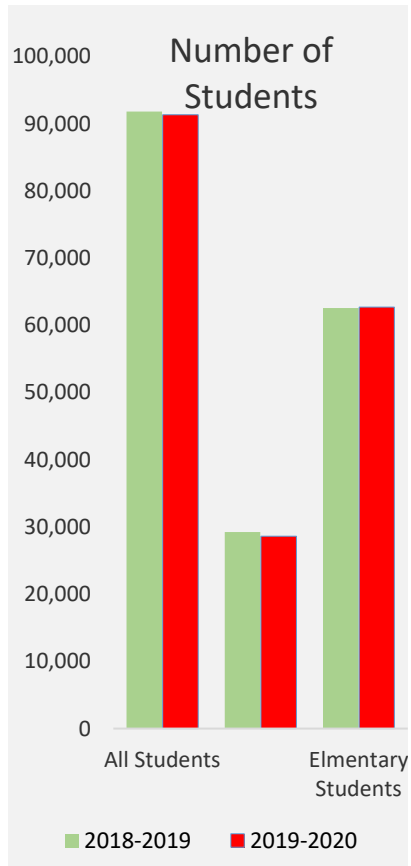
TCDSB	All Students	Secondary Students	Elementary Students
2015-2016	90,333	30,149	60,184
2016-2017	91,144	30,109	61,035
2017-2018	91,107	29,673	61,434
2018-2019	91,818	29,225	62,593
2019-2020	91,324	28,612	62,712

TCDSB Board Expulsion	TCDSB Board Expulsion - Male	TCDSB Board Expulsion - Female	Sec Board Expulsion	Sec Board Expulsion - Male	Sec Board Expulsion - Female	Elem Board Expulsion	Elem Board Expulsion - Male	Elem Board Expulsion - Female
22	18	4	21	17	4	1	1	0
19	16	3	17	14	3	2	2	0
13	10	3	13	10	3	0	0	0
9	8	1	4	4	0	5	4	1
10	7	3	10	7	3	0	0	0



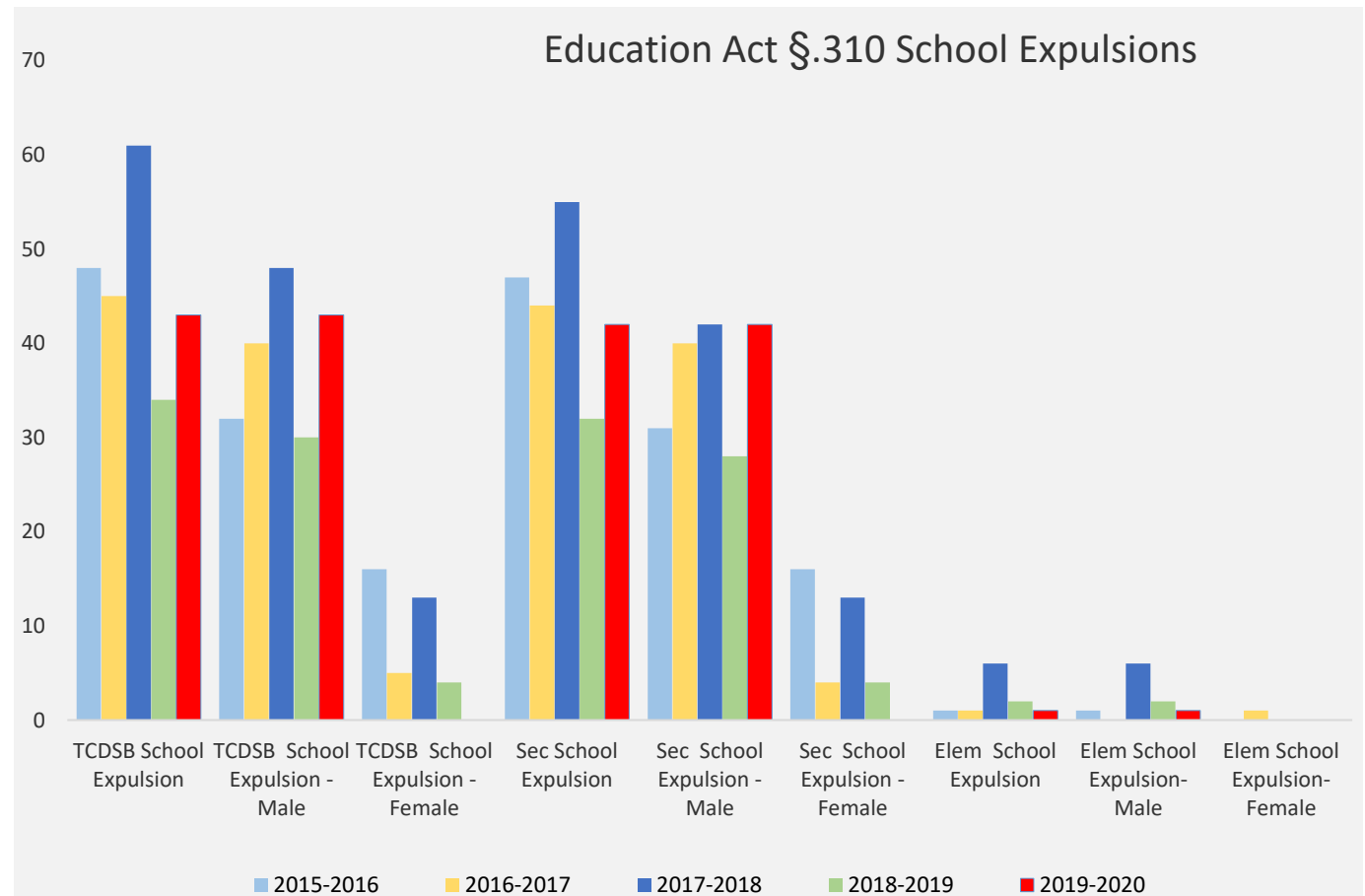
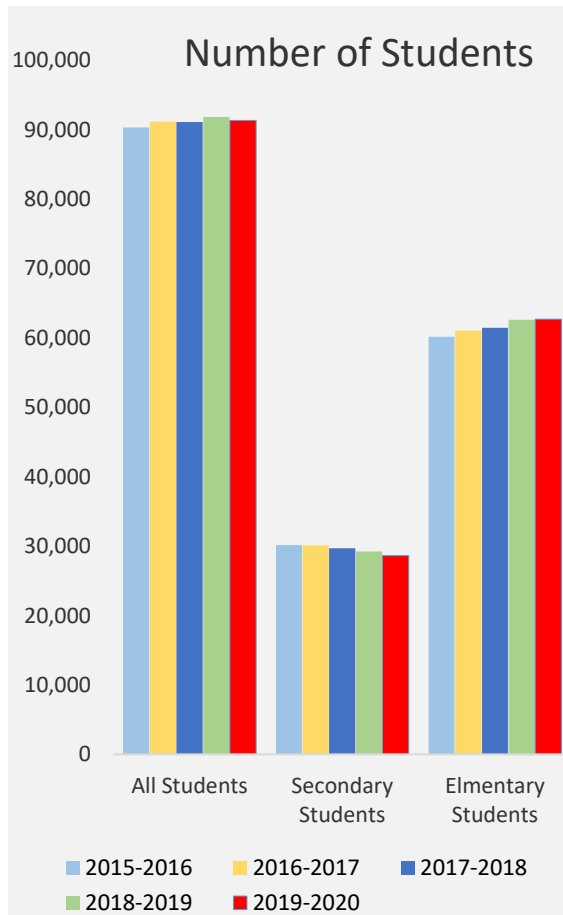
Education Act §.310 Board Expulsions (IEP)

TCDSB	All Students	Secondary Students	Elementary Students	Total TCDSB Students	Total Board Expulsion	Total TCDSB IEP Students	Total IEP Board Expulsion	All TCDSB Secondary	Total Board Expulsion	Total TCDSB IEP Students	Total IEP Board Expulsion	All TCDSB Elementary	Total Board Expulsion	Total TCDSB IEP Students	Total IEP Board Expulsion
2018-2019	91,818	29,225	62,593	91,818	9	17,480	6	29,225	4	6,436	1	62,593	5	11,044	5
2019-2020	91,324	28,612	62,712	91,324	10	16,925	7	28,612	10	6,275	7	62,712	0	10,650	0



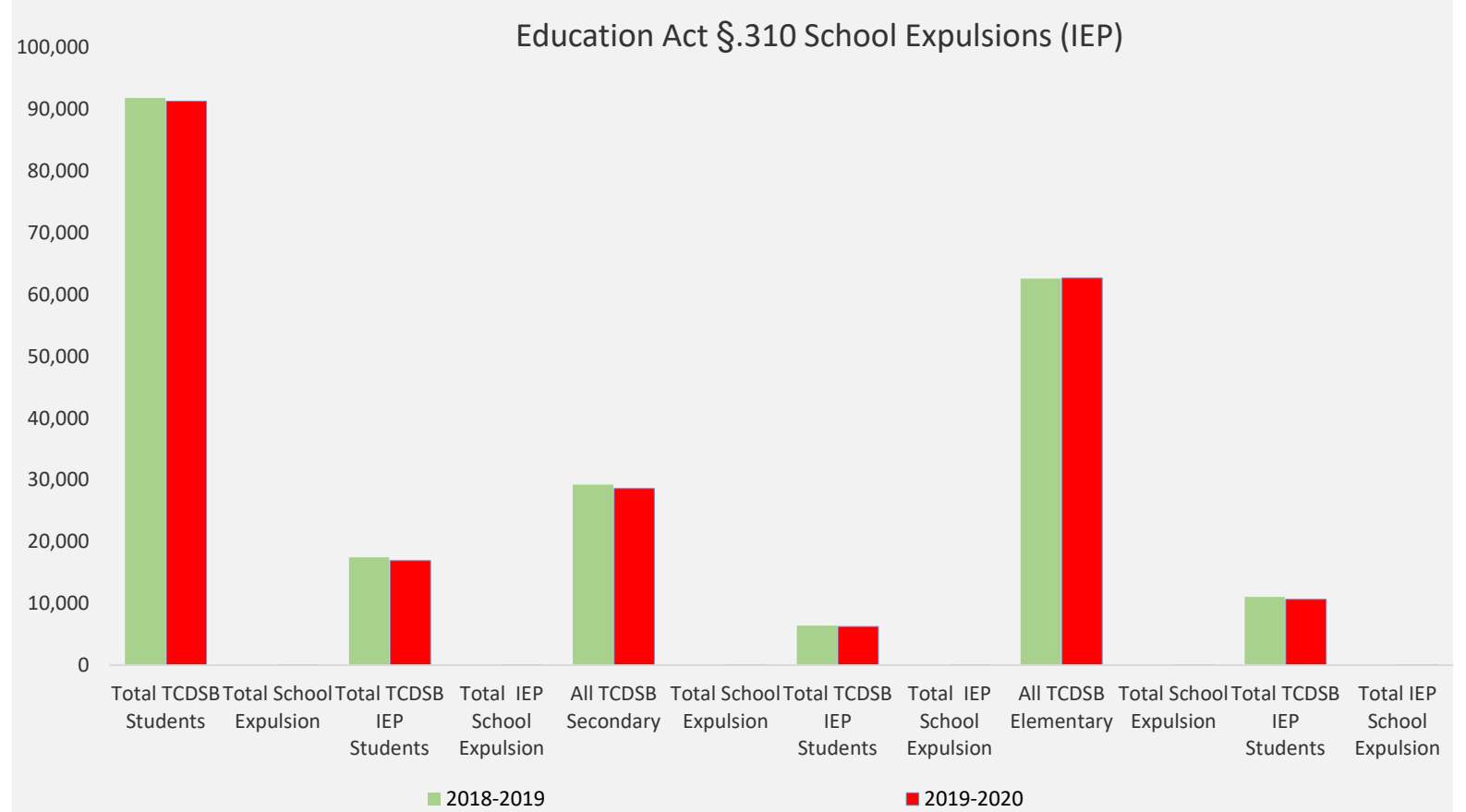
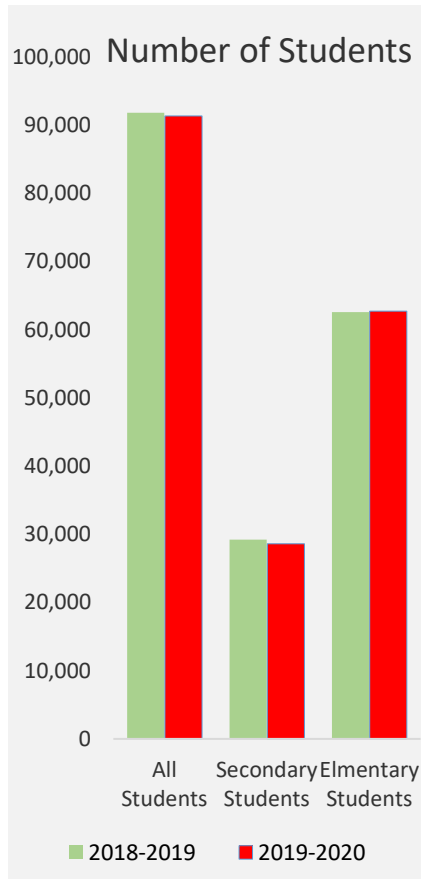
Education Act §.310 School Expulsions

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB School Expulsion	TCDSB School Expulsion - Male	TCDSB School Expulsion - Female	Sec School Expulsion	Sec School Expulsion - Male	Sec School Expulsion - Female	Elem School Expulsion	Elem School Expulsion - Male	Elem School Expulsion - Female
2015-2016	90,333	30,149	60,184	48	32	16	47	31	16	1	1	0
2016-2017	91,144	30,109	61,035	45	40	5	44	40	4	1	0	1
2017-2018	91,107	29,673	61,434	61	48	13	55	42	13	6	6	0
2018-2019	91,818	29,225	62,593	34	30	4	32	28	4	2	2	0
2019-2020	91,324	28,612	62,712	43	43	0	42	42	0	1	1	0



Education Act §.310 School Expulsions (IEP)

TCDSB	All Students	Secondary Students	Elementary Students	Total TCDSB Students	Total School Expulsion	Total TCDSB IEP Students	Total IEP School Expulsion	All TCDSB Secondary	Total School Expulsion	Total TCDSB IEP Students	Total IEP School Expulsion	All TCDSB Elementary	Total School Expulsion	Total TCDSB IEP Students	Total IEP School Expulsion
2018-2019	91,818	29,225	62,593	91,818	34	17,480	16	29,225	32	6,436	16	62,593	2	11,044	0
2019-2020	91,324	28,612	62,712	91,324	43	16,925	18	28,612	42	6,275	17	62,712	1	10,650	1





Safe Schools and Educational Research Departments
Safe Schools Survey
Secondary Comparative Review 2017-2018 to 2019-2020

Appendix B1

	2019-2020	2018-2019	2017-2018
Number of respondents	5,464	5,072	5,144

A. SCHOOL SAFETY

Feel <i>Very Safe</i> or <i>Safe</i>	2019-2020	2018-2019	2017-2018
in school	93%	93%	92%
in the classroom	96%	95%	95%
in the cafeteria/lunch time	91%	91%	90%
in the hallways	90%	90%	90%
in the washrooms	83%	85%	86%
at sports/after school events	95%	94%	93%
on the stairs/in stairwells	91%	91%	90%
travelling to and from school	86%	85%	86%
at dismissal time	91%	91%	91%
in the parking lot	82%	81%	80%

B. BULLYING

	Year	Never	1-3 times	4-6 times
Since September, how often have you been bullied?	2019-20	87%	9%	1%
	2018-19	86%	10%	1%
	2017-18	84%	11%	2%

The percentages reported in the next two questions are for a subset of students – only those students who experienced being bullied at school (n=700 or 13% in 2019-20).

Since September, what form(s) of bullying have you experienced? <i>You may choose more than one.</i>	2019-2020	2018-2019	2017-2018
Verbal (e.g., name calling, constant unwanted teasing/joking)	85%	86%	83%
Physical	25%	23%	26%
Social (e.g., being excluded, gossip)	54%	50%	50%
Cyber (e.g., social media)	34%	29%	30%
Sexual (e.g., inappropriate touching or comments)	17%	17%	15%

	Year	Yes
Since September, have you told another person about being bullied?*	2019-20	53%
	2018-19	49%
	2017-18	20%

*Note: in 2017-18, the question was: “Since September, did you report any form of bullying you *experienced*?”

Since September, have you ever <i>witnessed</i> another student being bullied at school?	Year	Yes
	2019-20	31%
	2018-19	33%
	2017-18	34%

*The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (n=1714 or 31% in 2019-2020).*

Since September, what form(s) of bullying have you <i>witnessed</i> ? You may choose more than one.	2019-2020	2018-2019	2017-2018
Verbal (e.g., name calling, constant unwanted teasing/joking)	88%	88%	88%
Physical	42%	40%	43%
Social (e.g., being excluded, gossip)	58%	57%	58%
Cyber (e.g., social media)	41%	37%	39%
Sexual (e.g., inappropriate touching or comments)	18%	18%	18%

Since September, did you tell anyone about the bullying you <i>witnessed</i> ?*	Year	Yes
	2019-20	43%
	2018-19	19%
	2017-18	16%

*Note: in 2017-18 and 2018-19, the question was: “Since September, did you report any form of bullying you *witnessed*?”

How much of a problem do you think bullying is in your school?	Year	A Large Problem	A Medium Problem	A Small problem or Not a Problem
	2019-20	9%	16%	74%
	2018-19	9%	18%	72%
	2017-18	10%	16%	68%



**Safe Schools Department & Educational Research
2019-2020 Safe School Survey
Secondary Gender Breakdown**

Appendix B2

	Female	Male
Number of respondents	2,860	2,586

A. SCHOOL SAFETY

<i>Feel Very Safe or Safe</i>	Female	Male
in school	93%	92%
in the classroom	97%	95%
in the cafeteria/lunch time	90%	91%
in the hallways	90%	91%
in the washrooms	87%	78%
at sports/after school events	95%	95%
on the stairs/in stairwells	91%	92%
travelling to and from school	84%	89%
at dismissal time	91%	92%
in the parking lot	81%	83%

B. BULLYING

Since September, how often have you been bullied?		Never	1-3 times	4-6 times
	Female	87%	10%	1%
	Male	87%	8%	2%

*The percentages reported in the next two questions are for a subset of students – **only those students who experienced being bullied at school** (female n = 374 or 13%; male n = 326 or 13% in 2019-2020).*

Since September, what form(s) of bullying have you experienced? Choose all that apply.	Female	Male
Verbal (e.g., name calling, constant unwanted teasing/joking)	85%	85%
Physical	17%	34%
Social (e.g., being excluded, gossip)	63%	44%
Cyber (e.g., social media)	35%	32%
Sexual (e.g., inappropriate touching or comments)	14%	21%

Since September, have you told another person about being bullied?*	Yes
Female	58%
Male	47%

*Note: in 2017-18, the question was: "Since September, did you report any form of bullying you experienced?"

Since September, have you ever <i>witnessed</i> another student being bullied at school?		Yes
	Female	31%
	Male	31%

*The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (female n = 898 or 31%; male n = 809 or 31% in 2019-2020).*

Since September, what form(s) of bullying have you <i>witnessed</i> ? You may choose more than one.	Female	Male
Verbal (e.g., name calling, constant unwanted teasing/joking)	90%	86%
Physical	36%	48%
Social (e.g., being excluded, gossip)	68%	48%
Cyber (e.g., social media)	47%	35%
Sexual (e.g., inappropriate touching or comments)	17%	19%

Since September, did you tell anyone about the bullying you <i>witnessed</i> ?*		Yes
	Female	45%
	Male	41%

*Note: in 2017-18 and 2018-19, the question was: “Since September, did you report any form of bullying you *witnessed*?”

How much of a problem do you think bullying is in your school?		A Large problem	A Medium problem	A Small problem or Not a problem
	Female	9%	18%	73%
	Male	10%	15%	75%

Safe Schools and Educational Research Departments Appendix B3
Student Voice: Learning During the COVID-19 Pandemic Survey

Elementary

Number of Respondents: 7,531

A. SAFETY

Feel <i>Very Safe</i> or <i>Safe</i>	
Online while working on distance learning activities	97%

B. BULLYING

How much of a problem has bullying been during distance learning?	A Large or a medium problem	A Small problem	Not a problem
	4%	7%	89%

Have you been bullied while participating in distance learning activities?	Yes
	2%

*The percentage reported in the next question is for a subset of students – **only those students who have been bullied** (n = 180 or 2%).*

Did you report the bullying?	Yes
	35%

Secondary

Number of respondents: 4,839

A. SAFETY

Feel <i>Very Safe</i> or <i>Safe</i>	
Online while working on distance learning activities	97 %

B. BULLYING

How much of a problem has bullying been during distance learning?	A Large or a medium problem	A Small problem	Not a problem
	3%	5%	90%

Have you been bullied while participating in distance learning activities?	Yes
	2%

*The percentage reported in the next question is for a subset of students – **only those students who have been bullied** (n = 96 or 2%).*

Did you report the bullying?	Yes
	28%

GENDER BREAKDOWN

ELEMENTARY

	Female	Male
Number of respondents	3,944	3,333

A. SAFETY

Feel <i>Very Safe</i> or <i>Safe</i>	Female	Male
Online while working on distance learning activities	98%	97%

B. BULLYING

How much of a problem has bullying been during distance learning?

	A Large or a medium problem	A Small problem	Not a problem
Female	4%	9%	86%
Male	3%	6%	91%

Have you been bullied while participating in distance learning activities?	Female	Male
Yes	3%	2%

Note: Gender difference for the question “Did you report the bullying?” are not included due to low number of responses.

SECONDARY

	Female	Male
Number of respondents	2,782	1,803

A. SAFETY

Feel <i>Very Safe</i> or <i>Safe</i>	Female	Male
Online while working on distance learning activities	97%	97%

B. BULLYING

How much of a problem has bullying been during distance learning?

	A Large or a medium problem	A Small problem	Not a problem
Female	4%	6%	90%
Male	2%	4%	94%

Have you been bullied while participating in distance learning activities?	Female	Male
Yes	2%	2%

Note: Gender difference for the question “Did you report the bullying?” are not included due to low number of responses.

Safe Schools and Educational Research Departments
Student Voice
Perceptions of Safety for Identified Racial Groups

Appendix C

FALL 2019: Safe Schools Survey – Secondary Schools

Number of respondents	N	Percent
All students	5464	
Black	825	15%
East Asian (e.g., Chinese, Japanese, Korean)	536	10%
Indigenous (e.g., First Nation, Métis, Inuit)	164	3%
Latinx (Latin American)	636	12%
Middle Eastern (e.g., Arab, West Asian descent – Afghan, Iranian, etc.)	258	5%
South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)	318	6%
Southeast Asian (e.g., Cambodian, Filipino, Laotian, Malaysian, Vietnamese, etc.)	1604	29%
White	2081	38%

A. SCHOOL SAFETY

Students Who Feel *Very Safe* or *Safe* in School

Black	East Asian	Indigenous	Latinx	Middle Eastern
88%	81%	74%	88%	72%

South Asian	Southeast Asian	White
88%	93%	92%

B. BULLYING

1. Since September, how often have you been bullied?

	Never	1-3 times	4-6 times
Black	82%	10%	3%
East Asian	78%	9%	2%
Indigenous	68%	9%	4%
Latinx	83%	10%	2%
Middle Eastern	72%	8%	3%
South Asian	82%	9%	1%
Southeast Asian	87%	9%	1%
White	88%	8%	1%

2. Since September, have you ever *witnessed* another student being bullied at school?

Yes	Black	East Asian	Indigenous	Latinx
	37%	33%	48%	35%

Yes	Middle Eastern	South Asian	Southeast Asian	White
	49%	41%	32%	33%

3. How much of a problem do you think bullying is in your school?

	A Large problem	A Medium problem	A Small problem or Not a problem
Black	12%	19%	69%
East Asian	20%	15%	65%
Indigenous	29%	18%	50%
Latinx	10%	16%	73%
Middle Eastern	21%	17%	62%
South Asian	13%	15%	72%
Southeast Asian	14%	17%	69%
White	5%	15%	80%

SPRING 2020: Student Voice - Learning During the COVID-19 Pandemic Survey

Elementary Schools

Which most closely describes your racial background?

Number of respondents	N	Percent
All students	7531	
Black (e.g., African, Afro-Caribbean descent/Afro-Canadian)	1262	17%
East Asian (e.g., Chinese, Japanese, Korean)	541	7%
Indigenous (i.e., First Nation, Métis, Inuit)	57*	1%
Latinx (e.g., Latin American or Hispanic descent)	785	10%
Middle Eastern (e.g., Arab, Persian, or West Asian descent – Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	337	5%
South Asian (Indian Subcontinent descent, e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)	479	6%
Southeast Asian (e.g., Cambodian, Filipino, Indonesian, Vietnamese, etc.)	1920	26%
White (e.g., European, North American, etc.)	2731	36%

*The number is small (n=57). Results must be interpreted with caution.

A. SAFETY

Students Who Feel *Very Safe* or *Safe* Online While Working on Distance Learning Activities

Black	East Asian	Indigenous	Latinx	Middle Eastern	South Asian	Southeast Asian	White
96%	94%	88%	96%	96%	97%	98%	97%

B. BULLYING

1. How much of a problem has bullying been during distance learning?

	A Large or a medium problem	A Small problem	Not a problem
Black	5%	6%	89%
East Asian	4%	9%	86%
Indigenous	19%	5%	77%
Latinx	4%	7%	88%
Middle Eastern	6%	10%	84%
South Asian	3%	6%	91%
Southeast Asian	4%	10%	86%
White	3%	6%	91%

2. Have you been bullied while participating in distance learning activities?

Yes	Black	East Asian	Indigenous	Latinx
	3%	4%	14%	4%

Yes	Middle Eastern	South Asian	Southeast Asian	White
	4%	4%	2%	2%

Secondary Schools

Which most closely describes your racial background?

Number of respondents	N	Percent
All students	4839	
Black (e.g., African, Afro-Caribbean descent/Afro-Canadian)	760	16%
East Asian (e.g., Chinese, Japanese, Korean)	459	10%
Indigenous (i.e., First Nation, Métis, Inuit)	37*	1%
Latinx (e.g., Latin American or Hispanic descent)	533	11%
Middle Eastern (e.g., Arab, Persian, or West Asian descent – Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	217	5%
South Asian (Indian Subcontinent descent, e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)	391	8%
Southeast Asian (e.g., Cambodian, Filipino, Indonesian, Vietnamese, etc.)	1363	28%
White	1629	34%

*n = The number is small (n=37). Results must be interpreted with caution.

A. SAFETY

Students Who Feel *Very Safe* or *Safe* Online While Working on Distance Learning Activities

Black	East Asian	Indigenous	Latinx	Middle Eastern	South Asian	Southeast Asian	White
95%	97%	87%	96%	96%	98%	97%	98%

B. BULLYING

1. How much of a problem has bullying been during distance learning?

	A Large or a medium problem	A Small problem	Not a problem
Black	3%	6%	91%
East Asian	6%	9%	85%
Indigenous	16%	8%	76%
Latinx	2%	5%	93%
Middle Eastern	5%	3%	93%
South Asian	3%	3%	94%
Southeast Asian	5%	7%	88%
White	2%	4%	94%

2. Have you been bullied while participating in distance learning activities? (Yes)

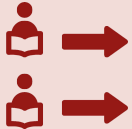
Black	East Asian	Indigenous	Latinx	Middle Eastern	South Asian	Southeast Asian	White
3%	3%	14%	3%	4%	1%	2%	2%



Supporting Student Safety in a Virtual Environment Using Video to Nurture a Sense of Belonging Tips for Parents

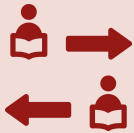
Types of Video and Benefits

1. Prerecorded Video or Audio:



- [asynchronous](#) communication of a presentation or demonstration
- not interactive in real time with presenter
- allows for self-directed and self-paced viewing

2. Video Conferencing:



- [synchronous](#) communication that support two-way interaction in real time
- users meet via video or audio without having to be at a single location
- allows for feedback and questions to be addressed in real time

Keep in Mind when Engaging in Video Conferencing



- **Secure a quiet space** with minimal interruptions.
- **Prepare your child** prior to the conference. Have them prepare questions for the teacher in writing. Remind them to ask for clarification until they fully understand.



- **Ensure your child is comfortable** with their image being visible on the screen. If you or your child do not wish their image to be visible to others, you can choose to turn off the video feature.
- **If your child is shy or uncomfortable** participating in a video conference, discuss options with the teacher to problem-solve.



Supporting Student Safety in a Virtual Environment Using Video to Nurture a Sense of Belonging Tips for Parents

Good Judgment While Using Video

It is everyone's responsibility to foster a caring, safe, inclusive and accepting learning environment, including when online.

Parents/Guardians and students are invited to review the following documents:



- [Catholic Graduate Expectations](#)
- Signed Student Internet Agreements ([K-Gr 3](#), [Gr 4-8](#), [Gr 9-12](#)) as part of the [TCDSB Acceptable Use Policy A.29](#)
- [TCDSB Code of Conduct](#) and local school codes of conduct

Report incidents of inappropriate behaviour occurring online to the classroom teacher, vice-principal or principal.

Inappropriate student behaviour will be addressed by the school and may be subject to progressive discipline.

Resources

CAMH: Youth, Family Interactive Online Brochure

Psychology Foundation of Canada: Managing Screen Time





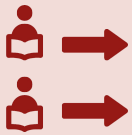
Supporting Student Safety in a Virtual Environment

Stay Safely Connected While Learning Online

Tips for Students

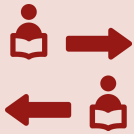
How is video used when learning online?

1. Prerecorded Video or Audio:



- [asynchronous](#) communication of a presentation or demonstration
- not interactive in real time with presenter
- allows for self-directed and self-paced viewing

2. Video Conferencing:



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Supporting Student Safety in a Virtual Environment

Stay Safely Connected While Learning Online

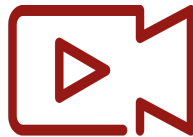
Tips for Students

Expectations when learning online

- Come prepared to participate
- Behave appropriately
- Treat others with respect
- Join the meeting on time
- Follow your teacher's instructions
- Keep your password(s) private
- Recording the meeting is not permitted
- Submit your own work only

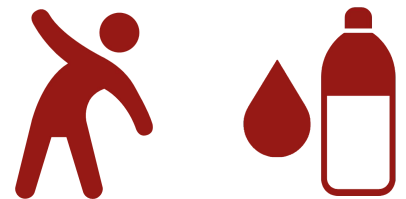
When engaging in video conferencing

- Find a quiet space
- Ensure no one else is on camera
- Keep meeting links private to the classroom
- Wear clothing appropriate to school
- If you are feeling shy or uncomfortable participating in a video conference, discuss options with your teacher



Remember self-care

- Take a 5 minute movement break every hour
- Try to take breaks away from the screen regularly
- Make sure you stay hydrated



If you receive hurtful information, report it to a parent / guardian, teacher or other trusted adult. **You can also access [KidsHelpPhone.ca](https://www.kidshelpphone.ca)**



REPORT TO

REGULAR BOARD

H.M.33 ACCEPTANCE OF HOSPITALITY AND GIFTS POLICY METRIC 2019-2020

Out of the gifts to you, you shall set apart every offering due to the Lord; the best of all of them is the part to be consecrated. Numbers 18:29

Created, Draft	First Tabling	Review
October 15, 2020	October 15, 2020	Click here to enter a date.
L. Noronha, Associate Director of Facilities, Business and Community Development, and Chief Financial Officer		
INFORMATION REPORT		

Vision:

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

Mission:

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

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



Brendan Browne
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

TCDSB policy H.M.33 Acceptance of Hospitality or Gifts, requires the Director to annually report to the Board about hospitality and/or gifts of considerable value which contribute to student achievement, that were received and accepted on behalf of the TCDSB in the 2019-2020 school year.

Information was gathered from executives to ascertain whether any gifts of considerable value, which contributed to student achievement, were received during the 2019-2020 school year. The policy defines “considerable value” to mean *any gift, benefit or hospitality whose value exceeds \$100.00*.

Materials donated to the Board were not considered in this assessment as these items are dealt with in a separate policy, F.F.02 Donations and Sponsorship.

Based on the evidence received, no gifts of considerable value, which contribute to student achievement, were received and accepted on behalf of the TCDSB during the 2019-2020 school year.

The cumulative staff time required to prepare this report was 6 hours

B. PURPOSE

1. This report fulfils the policy metric for A.33 Acceptance of Hospitality or Gifts, which states:

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

All gifts of considerable value which contribute to student achievement received and accepted on behalf of the TCDSB will be reported by the Director to the Board of Trustees in an annual report.

C. BACKGROUND

1. **October 6, 2020** – TCDSB executives and leadership staff were surveyed about receipt of any hospitality or gift in excess of \$100.
2. **October 19, 2017** – at Regular Board, Trustees approved the revised policy A.33 Acceptance of Hospitality or Gifts, which included the requirement to annually report to the Board on the receipt of gifts of considerable value.

D. EVIDENCE/RESEARCH/ANALYSIS

1. All designated executives (Associate Directors, Executive Superintendents, Superintendents, Legal Counsel, Chief Information Officer), as well as Principals and the Partnership Development staff were surveyed about the receipt and acceptance of any gifts of considerable value which would contribute to student achievement.
2. It was determined that *no gifts of considerable value, which contribute to student achievement, were received and accepted on behalf of the TCDSB during the 2019-2020 school year.*

E. METRICS AND ACCOUNTABILITY

1. Receipt of gifts of considerable value in support of student achievement are informed by the Partnership Development office, and monitored through the Corporate Office.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: MISCELLANEOUS

POLICY NAME: ACCEPTANCE OF HOSPITALITY OR GIFTS

POLICY NO: H.M. 33

Date Approved: March 28, 2007	Date of Next Review: October 2022	Dates of Amendments: October 19, 2017
Cross References: Conflict of Interest: Employees (H.M.31) Conflict of Interest: Trustees (T.01) Code of Conduct Policy (S.S.09) Art Collection (A.22) Donation and Sponsorship Policy (F.F.02)		
Appendix		

Purpose:

This policy clarifies that the Toronto Catholic District School Board, its Trustees and employees will not accept gifts, hospitality or other benefits that may have a real, apparent or potential influence on carrying out duties or that place them under obligation to the gifter. Contributions to student achievement may be accepted in accordance with the regulations of this policy. Board employees in school communities may accept a small token of appreciation from families in the community.

Scope and Responsibility:

This policy applies to all elected officials and employees. The Director is responsible for this policy.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: ACCEPTANCE OF HOSPITALITY OR GIFTS
POLICY NO: H.M. 33

Achieving Excellence in Governance
Providing Stewardship of Resources
Inspiring and Motivating Employees

Policy:

It is the policy of the Toronto Catholic District School Board that elected officials and employees may only accept and retain gifts of low intrinsic value or business hospitality of less than \$100.00 per person and will not accept gifts, hospitality or other benefits that may have a real, apparent or potential influence on carrying out duties or that place them under obligation to the gifter. If in the circumstances that hospitality or a gift of considerable value is received, notification as set out in the regulations is required.

The Board acknowledges that the offering of gifts or hospitality of limited value from suppliers, partners or other business contacts is a common business practice which may be appropriate under certain circumstances.

Elected officials and employees may accept a gift provided it does not create a sense of obligation, expectation or indebtedness or a real, or the appearance of, a conflict of interest that may be seen to be likely to affect the objectivity of those officials and employees in the performance of their duties.

Philanthropic gifts made by individuals, corporations, foundations or legal entities to assist the Board in the pursuit of its mission may be accepted at the discretion of the Director of Education or Board of Trustees.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: ACCEPTANCE OF HOSPITALITY OR GIFTS
POLICY NO: H.M. 33

Regulations:

1. The acceptance of gifts, hospitality and other benefits is permissible provided that:
 - a. they are infrequent and of minimal value (low-cost promotional objects, simple meals, souvenirs with no cash value) and are within the normal standards of business practice; and
 - b. they do not obligate or compromise the integrity of the recipient or the Board.
2. Gifts and benefits to an immediate family member or close associate of an elected official or employee, which can be reasonably attributed to the employee's official duties or association with the Board are prohibited.
3. An elected official or employee may accept moderate hospitality during the normal course of business that would not significantly exceed what the Board would likely approve on an individual's expense account form.
4. **Gifts of Considerable Value:** Where it would be inappropriate to refuse a gift of obvious value, the gift may be accepted on behalf of the TCDSB. The Director of Education will ensure that such a gift is retained as property of the TCDSB. All gifts of considerable value received and accepted on behalf of the TCDSB which contribute to student achievement will be reported by the Director to the Board of Trustees in an annual report.
5. **Charity Events:** Where the hospitality/gift offered to an elected official or employee is for attending a charity event with an ongoing relationship to the Board, the employee may accept if it contributes to student achievement.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: ACCEPTANCE OF HOSPITALITY OR GIFTS
POLICY NO: H.M. 33

6. Non-Charity Events: No elected official or employee shall accept hospitality/gifts to non-charity events such as sporting or cultural events from any individual or organization doing business with the Board.

7. Solicitation of Gifts or Sponsorship

- a. Elected officials or employees shall not solicit hospitality, gifts, benefits or sponsorships for their personal benefit from any individual, company or organization that has an existing or potential business relationship with the Board.
 - b. For special Board functions, the Director of Education may approve the solicitation of gifts, prizes or donations from companies or organizations with whom the Board is not currently involved in a competitive acquisition process and provided that the donation or gift is legal and does not place the Board under any obligation or in a conflict of interest.
8. Exceptions to this policy and resolution of any dispute arising shall be at the discretion of the Director for staff and the Board in the case of trustees in private session.



POLICY SECTION:	HUMAN RESOURCES
SUB-SECTION:	MISCELLANEOUS
POLICY NAME:	ACCEPTANCE OF HOSPITALITY OR GIFTS
POLICY NO:	H.M. 33

Definitions:

Gift or Benefit

Considered to be anything of value received as the result of a business relationship for which the recipient does not pay fair market value. Gifts or benefit refers to items both tangible and intangible such as hard goods, entertainment, trips, financial instruments and services other than hospitality offered directly or indirectly to an elected official or employee of the Board.

Gifts of Considerable Value

Any gift, benefit or hospitality whose value exceeds \$100.00.

Hospitality

The offering of meals, refreshments, entertainment, and transportation.

Donation

A voluntary transfer of property without any benefit received by the donor. Generally, a donation is made if the transfer is voluntary and made without expectation of return, and there is no benefit of any kind that may be provided to the donor or to anyone designated by the donor.

Contributions to Student Achievement

Items directly gifted or funds provided in the form of a gift card or gift certificate to improve and/or enhance the classroom or school environment. Examples include books and classroom supplies.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: ACCEPTANCE OF HOSPITALITY OR GIFTS
POLICY NO: H.M. 33

Evaluation and Metrics:

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

All gifts of considerable value which contribute to student achievement received and accepted on behalf of the TCDSB will be reported by the Director to the Board of Trustees in an annual report.



REPORT TO

REGULAR BOARD

VOICES THAT CHALLENGE 2020 CSLIT – INSPIRING ACTIVE CITIZENSHIP IN CATHOLIC EDUCATION

So let a man think of us as Christ's servants, and stewards of God's mysteries. Here, moreover, it is required of stewards, that they be found faithful. (1 Corinthians 4:1-2)

Created, Draft	First Tabling	Review
September 21, 2020	October 15, 2020	Click here to enter a date.

K. Baybayon, Student Trustee, CSLIT Co-Chair
K. Nguyen, Student Trustee, CSLIT Co-Chair
M. Consul, Catholic Student Leadership Resource Teacher
M. Caccamo, Superintendent of Nurturing our Catholic Community, Safe Schools, and Continuing Education

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.



Brendan Browne, PhD
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 shares student perspectives on how positive change can be made within the Toronto Catholic District School Board (TCDSB) community and beyond. It identifies five key pillars that students have deemed important to take action. This report provides a vision for what the Student Trustees, the Catholic Student Leadership Impact Team (CSLIT) Executive, and the CSLIT General Assembly plan to work on during the upcoming academic year. It includes ideas and examples which address the recommendations brought forward by the outgoing CSLIT Executive Council and Student Trustee. In addition, it includes valuable student input pertaining to the implementation of social justice initiatives relevant to the selected pillars.

The cumulative staff time required to prepare this report was 40 hours.

B. PURPOSE

1. This report complies with the requirement of an annual report to the Board of Trustees normally based on CSLIT's "*Voices that Challenge*" conference which was unable to occur due to COVID-19 school closures.
2. The issues raised within the five pillars represent the collective voice of the students. The opportunity to present these concerns at the board level allows for direct involvement and needed dialogue regarding relevant issues that impact TCDSB students. During the first CSLIT online meeting of the year, held on Wednesday, September 9, 2020, participants were given the opportunity to provide input on last year's 5 pillars. The current student trustees will be seeking further clarification on these recommendations at the next general assembly virtual meeting on Tuesday, September 29, 2020. This strategy will better allow them to prioritize and clarify the recommendations in order to select what specific initiatives to focus on during their term.

C. BACKGROUND

1. Due to COVID-19, schools March break until the end of June, 2020, with Distance Learning in effect. This prevented the occurrence of CSLIT's annual *Voices that Challenge* conference. Normally, participants are able to provide input in regards to the current needs and priorities that students are

most passionate about. Unfortunately, due to school closures, this conference was not able to take place.

2. In addition, due to COVID-19, leaders from across the school board were unable to gather at Olympia Sports Camp this summer. Over the last 12 years, CSLIT has organized *Catholic Leadership Camp* at the end of August where students from every TCDSB high school are able to interact, collaborate, and share. It is also an opportunity for newly appointed CSLIT executives to further discuss what pillars should be focused on for the upcoming school year.
3. Rather than a retreat at Olympia Sports Camp, on Wednesday, September 2, 2020, our newly appointed 2020-2021 CSLIT Executive got together to review last year's pillars and action plans. Since many of the action plans were not able to be fully completed due to school closures, CSLIT Executive members agreed to continue focusing on the same pillars but to create new action plans that are more conducive to this year's educational climate.
4. On Wednesday, September 9, 2020, CSLIT held its first virtual online general assembly meeting of the year. This gave the student body an opportunity to provide input on this year's renewed pillars of focus.
5. The Student Trustees plan to present these recommendations to the entire CSLIT General Assembly at their next virtual meeting on Tuesday, September 29, 2020, so that a wider poll can be administered. This will be extremely useful in ensuring that the opinions brought forward during the 2019 "*Voices that Challenge*" conference are still relevant. After the opinions of the wider General Assembly are compiled, CSLIT Executive members will review the student ideas collected and prioritize various action items attributed to each pillar.
6. Pillars of focus and the action items associated with each pillar will be assigned to appropriate CSLIT Executive members and subcommittees so that action can be taken to make those visions a reality.
7. The practice of recommending initiatives from the "*Voices that Challenge*" conference through the outgoing Student Trustee and the previous CSLIT Executive Council to the incoming CSLIT Executive Council has become the adopted standard. This allows for the current Student Trustees and

CSLIT to build upon the success of last year's Council while working on any new priorities they feel are most relevant.

8. The current recommendations put forth by the 2020-2021 CSLIT Executive will be more successful with the assistance of different departments and appropriate staff.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The COVID-19 pandemic had a significant impact on CSLIT's 2019-2020 recommended actions. The following is a brief summary of some of the work in which CSLIT was able to engage, as well as any cancellations that resulted:

Growing in Faith

- CSLIT Christmas Party collection of canned goods donated to the Good Shepherd
- CSLIT and ECSLIT (Elementary Catholic Student Leadership Impact Team) meeting donation collections scheduled for March and April were unfortunately cancelled due to school closures
- ECSLIT digital posters made to thank and support frontline workers
- Faith Camp cancelled due to school closures but were replaced with "Let's Talk Faith" webinars; 5 webinars were held from April to June, with a total of 1,132 student participants

Environmental Stewardship

- Meat free pizzas at all ECSLIT and CSLIT meetings (September to February) as well as at 4 iLITE (Intermediate Leaders in Training Event) elementary conferences
- Meatless Fridays - unable to execute due to school closures
- Continued promoting bottle-water free zones in all schools
- Stewardship action items highlighted at CSLIT President's Council
- CSLIT held a livestream Earth Day broadcast, celebrating the 50th anniversary of Earth Day on April 22, 2020, with 1,133 viewers,

Mental Health and Well Being

- Guest speakers at iLITE conferences, with approximately 2200 students in attendance
- Guest speakers invited for ECSLIT and CSLIT meetings

- Unable to host De-Stress Night which was scheduled for June before exam period

Multiculturalism and Indigenous Education

- CSLIT played a major role in organizing and hosting TCDSB's Newcomer Conference
- Anti-black Racism conference was cancelled due to school closures
- Indigenous Leadership program was cancelled due to school closures

Respecting Differences

- Inclusion and Belonging event scheduled for April was cancelled due to school closures
- Survey to determine if schools had a Respecting Differences club was not conducted
- Request for greater visible support for LGBTQ+ added to this year's action plan

2. On Wednesday, September 9, 2020, the CSLIT Executive Council agreed to develop specific action items related to selected student recommendations. The following is an action plan outlining the intended pillars of focus for the action plan "*CSLIT: Inspiring Active Citizenship in Catholic Education*." Note: the items listed are not necessarily in order of importance; CSLIT recognizes that the different action items listed below become a priority at different points in the school year.

CSLIT 2020-2021 Recommended Actions

1. Rooted in Christ - Growing in Faith

John 20:29 - "Then Jesus told him, 'Because you have seen me, you have believed; blessed are those who have not seen and yet have believed.'"

As Catholic student leaders, our faith needs to be at the forefront of everything we do. As leaders, we want to create opportunities for students to strengthen their connection with God, as well as grow in their Catholic faith.

As we enter the third year of the TCDSB's pastoral plan, we all strive to *become* more like Jesus and *become* one with Christ. Being a *discerning believer* is one of the important *Ontario Catholic Graduate Expectations*. Despite all of the hardships we have faced over the last year, we continue to stay *Rooted In Christ*, with the faith that we will all be cared for and supported by our Heavenly Father.

Since March, our CSLIT Faith subcommittee has been meeting on a bi-weekly basis to plan faith enriched online initiatives for TCDSB students. Building on last year's success, CSLIT will continue to host *Let's Talk Faith*, a monthly student lead spiritual reflection broadcasted on YouTube live. This allows for interaction, discussion, and prayer with Catholic student leaders and staff across the TCDSB. Supported by the TCDSB's Nurturing our Catholic Community Team, students will be exploring topics that deepen their faith and strengthen their relationships with God.

The Call to Family, Community and Participation is an important Catholic Social Teaching. As *Discerning Believers*, it is important not just to live in faith but to grow in faith. Last year, CSLIT wanted to expand *Faith Camp* from a one-day event to a 3-day program, but due to Covid-19, we were unable to host the event. This year, with the support of the Nurturing our Catholic Community Team, our CSLIT Executive Faith Representative would like to create a virtual Faith Camp experience. This initiative will allow participants to learn, ask questions, share, celebrate, and live out what it means to be Catholic.

Another way CSLIT plans on continuing to grow as discerning believers is through community outreach. Student leaders do not want to just talk about faith, they also want opportunities to put our faith into action. Outreach initiatives that assist those struggling and/or less fortunate (e.g. elderly, homeless, and individuals struggling with mental health) is where we will focus our attention. Outreach is proposed to happen once every 2 months over the course of the 2020-2021 school year. Initiatives can happen virtually or in-person (if permitted).

2. Mental Health and Well-Being

1 Peter 3, 15 - "In an age which seems more fearful of the future, we are directed to give an account of the hope that is within us."

Mental health and well-being refers to much more than the absence of mental illness, and plays a key role in a student's life. Mental health issues can occur at a very young age and affects a student's physical health, school success, and personal relationships.

As a Catholic school board, we must ensure that we prioritize the spiritual needs of a student's soul. The goal of being a *reflective, creative, and holistic thinker*, is difficult to achieve when one struggles with mental health. If we make our

community more aware of the difference between mental illness and mental health, then we can promote the idea of mental wealth.

We want to ensure that the needs of students with mental health struggles are heard. With the support of the TCDSB's Mental Health Services Department, the Mental Health and Well-Being subcommittee will create initiatives to address and educate other students about the stigmas that exist while publicizing available support.

CSLIT encourages the board to recognize September as Suicide Prevention Awareness Month. This is an important action plan, as it gives time for everyone to share resources and stories in order to shed light on this highly stigmatized topic.

Due to COVID-19, the Stop the Stigma conferences will more than likely not take place this school year. CSLIT would like to assist the Mental Health Services Department in the creation of a virtual version of this event.

CSLIT hopes to create a fundraiser which will benefit the Centre for Addiction and Mental Health. Since the Angel Foundation for Learning collaborates with CAMH, there is an opportunity to create an initiative to help support both organizations.

3. Multiculturalism and Diversity Advocacy

Colossians 1:16-17 - "For by him all things were created, in heaven and on earth, visible and invisible, whether thrones or dominions or rulers or authorities—all things were created through him and for him. And he is before all things, and in him all things hold together."

God has created each individual person in His likeness and image. We are called to celebrate our differences and live in harmony. As collaborative contributors, we need to ensure that we create environments that respect the rights of all students so that everyone feels a sense of dignity through the acceptance of self and others.

The immense diversity within the TCDSB makes our Board special and unique. Despite all of our racial and cultural differences, all students should feel proud of their heritage and feel comfortable sharing who they are and from where they come.

Students need the opportunity to celebrate their heritage as well as learn about other cultures. This needs to come from dialogue and education.

CSLIT wants to ensure that BIPOC (Black, Indigenous, People of Colour) staff and students feel supported and represented. Our Board passed a motion regarding Anti-Black and Anti-Indigenous Racism and it is imperative that the Board follows through with all of the recommendations.

CSLIT encourages the Board to continue to promote and support the various heritage months throughout the school year and host monthly celebration events to embrace our various cultures. CSLIT would like to continue playing a big role in the Newcomer Student Leadership Conference hosted by the Equity and Diversity Department as well as the Anti-Black Racism Conference which had to be cancelled last year.

CSLIT wishes to hold a “Culture shock event” which would allow students to come together to celebrate their culture and heritage. Supported by the Equity and Diversity Department, the event would focus on learning about the history of other cultures and students will be encouraged to wear traditional clothing.

4. Indigenous Education

Isaiah 1:17 - “Learn to do good; seek justice, correct oppression; bring justice to the fatherless, plead the widow's cause.”

The history of the Indigenous peoples in Canada is rich and diverse. Students need to be educated on Indigenous history, so that they may truly understand their immense contribution to our great nation. The culture and history of the FNMI (First Nations, Metis, and Inuit) is an integral part of Canadian history, and students need more opportunities to learn about this important part of being Canadian.

In order to follow the Ontario Catholic School Graduate Expectation of being *an effective communicator*, we must first seek to understand. Awareness is the first step to restoring dignity to Canada’s FNMI community. Students need more opportunities to get educated about the mistreatment of our Indigenous people.

We ask the TCDSB to better emphasize the importance behind Orange Shirt Day, and to truly dig deep on the meaning behind this event. We need to go

beyond just wearing an orange shirt and delve deeper into “why” this day has been designated. Doing so will give students better understanding why they are participating.

Many students are unaware that June is Indigenous Heritage Month. Schools may need to greater emphasize celebrating the Indigenous culture during this month. In collaboration with the appropriate staff, such as with the Equity and Diversity Department, CSLIT would like to help develop a “turn key” resource that schools can use to implement a rich and engaging month of fun and educational activities.

Due to COVID-19, the annual Indigenous Leadership Program which runs in May is in jeopardy of running again this year. In order to continue to provide this rich Indigenous education, CSLIT and ESCLIT meetings will invite guests that can educate our students about Indigenous culture.

5. Respecting Differences, Inclusion and Belonging for our LGBTQ+ Community

Mark 12:31 - “The second is this: ‘You shall love your neighbour as yourself.’ There is no other commandment greater than these.”

In order to foster a safe and inclusive space within our community, it is important to respect the differences of others. We are all beautiful in the eyes of God, and we should love one another for who we are.

The Ontario Catholic School Graduate Expectation of being a *caring family member* encourages us to be loving and welcoming to everyone, despite the differences in sexual attraction and gender identification. It calls on teachers, students, and parents to respect one another, so that a safe and inclusive environment is present. Catholic schools should continue to nurture a discrimination-free climate that allows students to be in a space where they can genuinely express themselves without being afraid.

We want students to know that they are not alone. With the support of the Equity and Diversity Department, and the Nurturing our Catholic Community Team, one way to achieve this is to invite a Catholic keynote speaker to dialogue with TCDSB students, one who has experience working with youth and who understands the hardships and struggles that are faced when it comes to accepting oneself. This may help students release their fears and feel more comfortable about expressing their genuine selves.

CSLIT invites the TCDSB to explore the development of safe and inclusive forums where students can share their perspective with respect to LGBTQ+ topics without fear of ridicule or reprisal. Moderated by staff, information gathered and analysed will help inform future practice and decision making based on student voice.

The TCDSB is also invited to develop a communication strategy to ensure students are aware of protocols around voicing local concerns, so that they can be addressed in a timely fashion by the appropriate staff.

Finally, CSLIT encourages the TCDSB to follow suit with other Catholic boards that have proactively found ways to visibly show the acceptance of LGBTQ+ students within the Catholic community. Not all LGBTQ+ students feel accepted within the Catholic community. If the Board's goal is to create safe and inclusive schools, we need to acknowledge that more needs to be done to support our LGBTQ+ community.

Additional Board Support

1. The goal is to have every TCDSB secondary school represented at our CSLIT monthly meetings (virtual or face to face). We ask that each area superintendent takes the initiative to reach out to each of their secondary schools to ensure their area is properly represented.
2. The goal is to have a minimum of 8 new schools join ECSLIT. We ask that each area superintendent takes the initiative to reach out to each of their elementary schools to invite them to participate in ECSLIT events.

E. METRICS AND ACCOUNTABILITY

1. Students should be motivated to create positive change in the world and not ignore any form of injustice. Students feel a calling to live out their faith; as such, involvement in social justice actions allows them to make their faith more visible. The current Student Trustees will be engaging the CSLIT Executive and relevant subcommittees so that they can work with various staff members to address their specific recommendations. Students feel that

Board policies must include student voice and perspective when addressing current and relevant local and global issues.

2. The Student Trustees and CSLIT will report annually to the Board on the impact of their initiatives.

F. STAFF RECOMMENDATION

This report is for the consideration of the Board.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

META POLICY M.01

Therefore we do not lose heart. Though outwardly we are wasting away, yet inwardly we are being renewed day by day. 2 Corinthians 4:16

Created, Draft	First Tabling	Review
October 5, 2020	2020-10-06	Click here to enter a date.

Click here to enter name and position of Lead Author.

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.



Brendan Browne, PhD
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 Meta Policy M.01 to conform to current practice and policies.

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

B. PURPOSE

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

C. BACKGROUND

1. The Policy on Policy was first approved in February 1983 and revised in February 2020 and has not been amended since.

D. EVIDENCE/RESEARCH/ANALYSIS

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

E. METRICS AND ACCOUNTABILITY

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

F. IMPLEMENTATION

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

G. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends that the revised Meta Policy M.01 provided in Report Appendix A be adopted.



POLICY SECTION: META POLICY

SUB-SECTION:

POLICY NAME: Meta Policy

POLICY NO: M.01

Date Approved:

February 17, 1983

Date of Next Review:~~February 2020~~**January 2023****Dates of Amendments:**

February 24, 2016- Board

March 20, 2012-Board

January 26, 2012- Board

Cross References:**Purpose:**

The purpose of this ~~p~~**P**olicy is to guide the development, review, revision and implementation of all policies, guidelines and procedures of the Toronto Catholic District School Board.

Scope and Responsibility:

This ~~p~~**P**olicy applies to all policies, guidelines and procedures of the Toronto Catholic District School Board. The Board of Trustees is responsible for development of policy and the Director of Education is responsible for the implementation of policy.

Alignment with MYSP Multi Year Strategic Plan:

Living Our Catholic Values

~~Strengthening~~ **Enhancing** Public Confidence

Fostering Student Achievement and Well-Being

Achieving Excellence in Governance

Providing Stewardship of Resources

Inspiring and Motivating Employees



POLICY SECTION: META POLICY

SUB-SECTION:

POLICY NAME: Meta Policy

POLICY NO: M.01

Policy:

The Toronto Catholic District School Board shall adopt a process of policy development, implementation, reporting and review which will provide for thoroughness and consistency in approach, formulation and format.

Resultant policies **will**:

1. reflect the **aims mission and vision** of the Toronto Catholic District School Board;
2. **reflect and promote Catholic values**
3. **align with the Multi-Year Strategic Plan**
4. **are clear with regard to purpose and specific objectives;**
5. **be are** broad enough to admit discretionary action in meeting day-to-day situations yet be specific enough to provide clear guidance, **and**
6. include provision for **monitoring, the purpose of the policy, scope and responsibility, alignment with the Multi-Year Strategic Plan, policy statement, regulations, definitions, and evaluation and metrics, review, reporting and communication.**
7. **be legally compliant; and**
8. **be compliant with the principles of equity**

Regulations:

1. Identification of policy issues / Potential New Policy

Policy issues may be initiated or identified by the following:

- a) Ontario Ministry of Education,
- b) **Toronto Catholic District School Board** trustees,
- c) Toronto Catholic District School Board students,



POLICY SECTION: META POLICY

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- d) Toronto Catholic District School Board **supporters ratepayers,**
- e) Toronto Catholic District School Board employees,
- f) municipal authorities,
- g) organizations and associations,
- h) **legislative changes,**
- i) Catholic institutions, or
- j) as a result of regular risk and opportunity environmental scans completed by staff by submitting policy concerns to the office of the Director of Education and Secretary or the Board of Trustees directly.

The Director of Education shall submit a ~~Report~~ for those policy issues brought to the attention of the Director to the appropriate Board committee(s) with the rationale and recommendation(s) concerning the plan to develop a policy in the area of concern.

The Director ~~shall~~ **will** ensure that the initiator of the issue and the Board are informed of the process **as appropriate. used, status of policy request, rationale, timelines, and outline of possible future action within thirty days of receipt, where practicable.**

2. Policy Consultation

Where required, a draft policy may be subject to consultation from relevant stakeholders for the purpose of obtaining their perspective on the policy as written, or to consider suggestions about how the policy might be revised.

3. Policy Development Process

Upon the approval of the Board to develop a new policy, the Director shall formulate a policy recommendation report for Board approval.



POLICY SECTION: META POLICY

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POLICY NAME: Meta Policy

POLICY NO: M.01

The following are **suggested** report elements for consideration:

- 1) scope
- 2) rationale for policy development
- 3) research and feasibility studies, including practices and policies in other jurisdictions.
- 4) critical impacts (e.g. other policies impacted, operational, cost, legal,)
- 5) policy precedents
- 6) policy alternatives
- 7) recommended Policy
- 8) recommended engagement and communication
- 9) reference to which Multi Year Strategic Plan or other goals are being supported
- 10) plan for implementation
- 11) Policy owner
- 12) timelines for implementation completion

The recommended draft policy and associated regulations shall:

- 1) reflect **the Board aims mission and vision,**
- 2) **reflect and promote catholic values**
- 3) outline policy objectives,
- 4) **outline any allowable discretionary action,**
- 5) outline policy evaluation procedures and metrics to be reported on to determine level of effectiveness, and
- 6) outline ongoing policy review and Board reporting timelines.

4. Policy Refinement and Approval

The **appropriate Board committee(s) Governance and Policy Committee** may provide input regarding the draft policy.



POLICY SECTION: META POLICY

SUB-SECTION:

POLICY NAME: Meta Policy

POLICY NO: M.01

The ~~appropriate Board committee(s)~~ **Governance and Policy Committee** shall submit the policy, with or without modification, with a recommendation for Board approval or rescinding.

If adopted by the Board of Trustees, with or without modification, the policy shall be the official policy of the Toronto Catholic District School Board.

5. Implementation of Approved Policy

Subsequent to Board approval, the Director shall:

- a) code the policy and distribute it for inclusion in all copies of the Policy Register in circulation;
- b) notify all constituent groups of the policy **including publishing policy on the Board website** ~~(as indicated in communication standards)~~;
- c) deal with the specifics of implementation at the suitable organizational level(s), including making sure that there is organizational capacity and capability
- d) confirm who is responsible for implementation, and related timelines.
- e) confirm the proposed metrics to be reported to the Board of Trustees in order to demonstrate that the policy is being implemented, and its level of effectiveness in advancing the Multi Year Strategic Plan and/or other priority goals identified in the policy objective(s), for subsequent approval by the Board.

6. Ongoing Policy Review and Reporting

- a) Minimum review timelines for each policy are to be identified (and included in the policy document itself), and staff are to ensure that policies are brought forward for review by the **Governance and Policy relevant** Committee in a timely fashion. **The Board will aim to review** ~~At least 10 percent of Board policies should be reviewed~~ annually.



POLICY SECTION: META POLICY

SUB-SECTION:

POLICY NAME: Meta Policy

POLICY NO: M.01

b) **The review of a policy should generally occur every five years (or less if needed) to reflect legislative and organizational changes**

c) The date of the last Committee review is to be captured in the policy.

d) The date of the last staff Report to Board on policy implementation and effectiveness metrics is to be captured in the policy. A link to the Report will be provided on the TCDSB website. Metrics for measuring the effectiveness of each policy should be reported on at least annually if no other timeline is indicated.

e) Each policy is to be linked to a Multi Year Strategic Plan or other priority goal in order to support the prioritization of policy reviews, as needed.

f) Each reviewed policy shall be submitted to the **Governance and Policy Committee** ~~appropriate Board committee(s)~~, in approved format and suitably rewritten or revised, if required, for its consideration.

POLICY NO: M.01

f) The **Governance and Policy Committee** ~~appropriate Board committee(s)~~ shall submit the policy, with or without modification, with a recommendation for Board approval or rescinding.

g) The approved policy shall be implemented in accordance with regulation 4 of this policy.

Definitions:

Cross References

Includes any direct linkages to statutory and regulatory legislation and by-laws of the Federal, Provincial, and Municipal Governments and their associated bodies;



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Ministry of Education documents; and **as well as** any related Board policies and procedures.

Definitions

Specific meanings for any terms within the policy that require further explanation or represent professional terms which would not normally be used by stakeholders.

Global Definitions

'May' is used as an enabling term to describe a discretionary action.

'Should' is used to describe a recommendation that is encouraged, but not mandated.

'Must/Will/Shall' is used to describe a requirement, a mandatory action.

Meta Policy

The overarching and foundational framework that shall govern the development of all Board policies, guidelines and procedures.

Policy

A position approved and adopted by the Board that provides the framework for the development of a course of action.

Policy Guideline

A general recommended action, **approved and adopted by the Board, that will be taken in a given situation. or a** framework for the development of operational policy procedures, if required.

Policy Purpose

Explains the reason for the existence of the policy.

Policy Regulations

A specific or prescribed course of action, emanating from Board policy, that must be taken by staff in a given situation and be standard operational practice.



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A standard operational practice or set of practices developed by Staff, approved by the Director of Education, to support the implementation of a policy.

Policy Statement

States the 'intent' of the policy.

Evaluation and Metrics

Outlines how Tthe effectiveness of the policy will be **measured. determined by measuring the following:**

The Governance and Policy standing Committee of the Board will manage and monitor policy development and report to the Board as necessary in order to sure this policy is complied with.