

TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)

REGULAR MEETING December 14, 2020



Elementary Parent Members

Jennifer Di Francesco

Ward 1

Vacant

Ward 2

Joe Fiorante

Ward 3

A.J. Hepburn

Ward 4

Santhosh Peter Valavi

Ward 5 East

Daniel Oliveira

Ward 5 West

Gus Gikas

Ward 6

Dan Kajioka

Ward 7

Rose-Marie Fraser

Ward 8 East

Charmaine von Vulte

Ward 8 West

Jennifer Traer

Ward 9

Ivana Calabria-Pantaleo

Ward 10

Ben Xavier

Ward 11 North

Isabel Starck

Ward 11 South

Anthony Antinucci

Ward 12

Community Members

Katie Piccininni

(1) OAPCE-Toronto

John Yan

(2) The Angel Foundation for Learning

Alison Canning

(3) Let's Get Together

Secondary Parent Members

Milva Romano

West - (Wards 1,2,3 & 4)

Annalisa Crudo-Perri

Central - (Wards 5,6,9 & 10)

Vacant

East - (Wards 7,8,11 & 12)

Trustee Representatives

Garry Tanuan

Norm Di Pasquale (Alternate)

Board Representatives

John Wujek

Director Designate

Manuela Sequeira

Parent Engagement Coordinator

VACANT

Communications

PURPOSE

CPIC is the legislated parent voice at the Toronto Catholic District School Board for parents of students in TCDSB schools.

MISSION

To improve student academic achievement and the emotional, spiritual and physical well-being of students by supporting, encouraging and enhancing meaningful parent engagement.

Dr. Brendan Browne
Director of Education

Joseph Martino
Chair of The Board

ONTARIO EDUCATION ACT – REGULATION 612 (PART III)
PARENT INVOLVEMENT COMMITTEES

PURPOSE

- 27.** (1) The purpose of a parent involvement committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being. O. Reg. 330/10, s. 6.
- (2) A parent involvement committee of a Board shall achieve its purpose by,
- (a) providing information and advice on parent engagement to the board;
 - (b) communicating with and supporting school councils of schools of the board; and
 - (c) undertaking activities to help parents of pupils of the board support their children's learning at home and at school. O. Reg. 330/10, s. 6.
- 28.** A parent involvement committee of a board shall,
- (a) develop strategies and initiatives that the board and the board's director of education could use to effectively communicate with parents and to effectively engage parents in improving student achievement and well-being;
 - (b) advise the board and the board's director of education on ways to use the strategies and initiatives referred to in clause (a);
 - (c) communicate information from the Ministry to school councils of schools of the board and to parents of pupils of the board;
 - (d) work with school councils of schools of the board and, through the board's director of education, with employees of the board to,
 - (i) share effective practices to help engage parents, especially parents who may find engagement challenging, in their children's learning,
 - (ii) identify and reduce barriers to parent engagement,
 - (iii) help ensure that schools of the board create a welcoming environment for parents of its pupils, and
 - (iv) develop skills and acquire knowledge that will assist the parent involvement committee and school councils of the board with their work;
 - and
 - (e) determine, in consultation with the board's director of education and in keeping with the board's policies, how funding, if any, provided under the *Education Act* for parent involvement as described in section 27 and clauses (a) to (d), is to be used. O. Reg. 330/10, s. 6.

**AGENDA
REGULAR MEETING
OF THE
TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE

PUBLIC SESSION via E-MEETING**

Joe Fiorante, Chair

Jennifer Di Francesco, Vice Chair

Public Webcast – YouTube Live <https://youtu.be/sFp9qYCRPOM>

December 14, 2020

7:00 pm

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2. Opening Prayer	
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- 15.d. Policy Review A.33 - Concerns from Parents Update (Verbal)
(Information)
- 16. Reports from Trustee or Trustee Alternate
 - 16.a. Verbal Update - Garry Tanuan, Trustee and Norm Di Pasquale,
Trustee Alternate
- 17. Parent Member and Community Member Reports
- 18. Update from the Board on Prior CPIC Resolutions Recommended
- 19. Pending List
- 20. Adjournment

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.

**MINUTES OF THE VIRTUAL
INAUGURAL MEETING OF THE
CATHOLIC PARENT INVOLVEMENT COMMITTEE
PUBLIC SESSION**

HELD MONDAY NOVEMBER 9, 2020

1. Call to Order

The Director Designate, John Wujek called the Meeting to Order at 7:11PM.

The Director Designate indicated that the Board has approved the support of a Recording Secretary to CPIC. Sarah Pellegrini was introduced as the new Recording Secretary for CPIC.

2. Opening Prayer

Opening Prayer and the Land Acknowledgment was led was the Director Designate.

3. Roll Call & Apologies

Trustees: Garry Tanuan (W8)
Norm Di Pasquale (W9)

Elementary Parent Members:

Jennifer Di Francesco (W1)
Tina DeMaria (W2)
Joe Fiorante (W3)
A.J. Hepburn (W4)
Daniel Oliveira (W5/W)
Gus Gikas (W6)
Dan Kajioka (W7)
Rose-Marie Fraser (W8/E)
Charmaine von Vulte (W8/W)

Ivana Calabria-Pantaleo (W10)
Isabel Starck (W11/S)
Anthony Antonucci (W12)

Secondary Parent Members:

Milva Romano (West)
Annalisa Crudo-Perri (Central)

Community Members:

Katie Piccininni (OASPCE – Toronto)
Alison Canning (Let's Get Together)
John Yan (The Angel Foundation for Learning)

Staff: John Wujek (Director Designate)
Manuela Sequeira (Parent Engagement Coordinator)
Sarah Pellegrini (Recording Secretary)

Guests: John Del Grande
Natalia Marriott

Apologies were extended on behalf of Jennifer Traer (W9).

Santhosh Peter Valavi (W5/E) and Ben Xavier (W11/N) were absent.

All members in attendance introduced themselves.

4. Declarations of Interest

The following members declared a conflict of interest:

Ivana Calabria-Pantaleo – TCDSB Teacher
Annalisa Crudo-Perri - TCDSB Occasional Teacher
Charmaine von Vulte – TCDSB Occasional Secretary

5. Approval of the Agenda

MOVED by Gus Gikas, seconded by Isabel Starck that the Agenda, as
Page 3 of 114

amended to include the Addendum, be approved.

By Unanimous consent, the Motion was declared

CARRIED

6. Presentations & Reports from Committee Officers

MOVED by Annalisa Crudo-Perri, seconded by Gus Gikas, that Item 6a) be adopted as follows:

6a) From Past Chair received.

John Del Grande, Past Chair provided a summary of items that were completed over the last month.

Committee Members thanked John for his dedication and commitment as the Chair of CPIC.

By Unanimous consent, the Motion was declared

CARRIED

MOVED by Joe Fiorante, seconded by Isabel Starck, that Item 6b) be adopted as follows:

6b) From Past-Treasurer - Financial Report as of September 30, 2020 received.

Gus Gikas, Past Treasurer provided a verbal update. A request to include the update in the minutes was made, refer to the document attached.

By Unanimous consent, the Motion was declared

CARRIED

MOVED by Joe Fiorante, seconded by Isabel Starck, that Item 6b) be adopted as follows:

6c) From Past-Treasurer - Financial Report as of October 31, 2020 received.

Gus Gikas, Past Treasurer provided a verbal update. A request to include the update in the minutes was made, refer to the document attached.

By Unanimous consent, the Motion was declared

CARRIED

John Wujek requested that the Minutes reflect that the Committee recognized Geoffrey Feldman, as a Past Chair of CPIC. The Committee thanked Geoffrey for his contributions and role as Chair.

7. Certification of Election Results

MOVED by Daniel Oliveira, seconded by Gus Gikas, that Item 7a) be adopted as follows:

7a) Elected Parent Members & Results of Election Meetings received.

The Director Designate thanked all Parents for putting their names forward and for TCDSB Staff that facilitated election meetings. The following positions remain vacant for Even Ward - Parent Members: Elementary Representative – Ward 2, Ward 8 West. The following positions remain vacant for Ward Cluster – Parent Members: Secondary Representative – Ward East (7, 8, 11, 12). There are two (2) Community Representative positions that remain vacant.

By Unanimous consent, the Motion was declared

CARRIED

8. Election of Chair and Vice-Chair

8b) Election of Chair

The Director Designate called for nominations for CPIC Chair.

MOVED by Gus Gikas, seconded by Jennifer Di Francesco, that the name of Joe Fiorante be placed in nomination.

Joe Fiorante accepted the nomination.

No other nominations were made.

Joe Fiorante was acclaimed Chair of CPIC.

8c) Election of Vice-Chair

The Director Designate called for nominations for CPIC Vice-Chair.

MOVED by Annalisa Crudo-Perri, seconded by Gus Gikas, that the name of Jennifer Di Francesco be placed in nomination.

Jennifer Di Francesco accepted the nomination.

No other nominations were made.

Jennifer Di Francesco was acclaimed Vice-Chair of CPIC.

9. Election of New Executive Officers

9a) Treasurer

MOVED by Daniel Oliveira, seconded by Joe Fiorante, that the name of Gus Gikas be placed in nomination.

Gus Gikas accepted the nomination.

No other nominations were made.

Gus Gikas was acclaimed Treasurer of CPIC.

9b) Secretary

MOVED by Annalisa Crudo-Perri, seconded by Gus Gikas, that the name of Daniel Oliveira be placed in nomination.

Daniel Oliveira accepted the nomination.

No other nominations were made.

Daniel Oliveira was acclaimed Secretary of CPIC.

9c) Digital Coordinator

MOVED by Gus Gikas, seconded by Isabel Starck, that the name of Dan Kajioka be placed in nomination.

Dan Kajioka declined the nomination.

No other nominations were made.

The position Digital Coordinator of CPIC will remain open.

9d) Events Coordinator

MOVED by Gus Gikas, seconded by Jennifer Di Francesco, that the name of Isabel Starck be placed in nomination.

Isabel Starck accepted the nomination.

No other nominations were made.

Isabel Starck was acclaimed Events Coordinator of CPIC.

9e) Past Chair

This item will be discussed at a future meeting.

10. Appointment of Any Parent Representatives to Fill Any Vacancies

The following Elementary Parent Member positions were acclaimed:

Ward 2 – Tine DeMaria, Our Lady of Peace

Ward 8 West – Charmaine von Vulte, St. Bartholemew

The following position will stay open and will remain vacant:

Secondary Parent Member – Ward East

9c) Digital Coordinator

Dan Kajioka reconsidered the nomination for Digital Coordinator and accepted.

Dan Kajioka accepted the nomination.

No other nominations were made.

Dan Kajioka was acclaimed Digital Coordinator of CPIC.

11. Appointment of Community Representatives

11a) Eligibility Criteria

The Director Designate read the eligibility criteria for appointment as a Community Representative from CPIC Bylaw 4.3

11b) Appointment of Community Representative #1 – OAPCE Toronto

Annalisa Crudo-Perri as OAPCE-Toronto President requested that Katie Piccinnini, be appointed to represent OAPCE-Toronto.

By Unanimous consent, the Motion was declared

CARRIED

11c) Appointment or Solicitation of Additional Community Representatives

MOVED by Jennifer Di Francesco, seconded by Annalisa Crudo-Perri, that John Yan, Executive Director, The Angel Foundation For Learning be placed in nomination.

John Yan accepted the nomination.

By Unanimous consent, the Motion was declared

CARRIED

MOVED by Gus Gikas, seconded by Dan Kajioka, that Alison Canning, Executive Director of Let's Get Together be placed in nomination.

Alison Canning accepted the nomination.

By Unanimous consent, the Motion was declared

CARRIED

Rose-Marie Fraser moved that Lisa Landriault, President, Parents Engaged in Education be nominated but later withdrew the nomination.

The Director Designate relinquished the Chair and Joe Fiorante continued the meeting as Chair.

12. Assignment of Members to Standing Committees

The Chair referred to the CPIC Bylaws that each Member must be on at least one subcommittee.

12a) Budget & Priorities Setting Subcommittee

The Chair called for volunteers.

Isabel Starck, Annalisa Crudo-Perri and Daniel Oliveira were appointed as additional Members on the Budget & Priorities Setting Subcommittee.

12b) Conference & Events Subcommittee

The Chair called for volunteers.

Alison Canning, Charmaine von Vulte, Milva Romano, John Yan, Anthony Antinucci and A.J. Hepburn were appointed as additional Members on the Conference & Events Subcommittee.

12c) Communications & Parent Resource Subcommittee

It was noted that there was an error on the agenda, the description for this item should read “CPIC Chair, Secretary, Digital Coordinator and any other Members of the CPIC who wish to serve.”

The Chair called for volunteers.

Jennifer Di Francesco, Katie Piccininni, Annalisa Crudo-Perri and Tina DeMaria were appointed as additional Members on the Communications & Parent Resource Subcommittee.

13. Creation or Continuation of Special Subcommittees

13b) New Proposed Subcommittee Creation

MOVED by Annalisa Crudo-Perri, seconded by Gus Gikas, that a By-Law Committee be created.

Results of the Vote taken, as follows:

In Favour

A. Antinucci
I. Calabria-Pantaleo
A. Crudo-Perri
T. De Maria
J. Di Francesco

Opposed

M. Romano

J. Fiorante
R. Fraser
G. Gikas
A. Hepburn
D. Kajioka
D. Oliveira
K. Piccininni
I. Starck
C. von Vulte
J. Yan

The Motion was declared

CARRIED

The Chair called for volunteers for appointment to the By-Law Committee. Annalisa Crudo-Perri, Jennifer Di Francesco, Rose-Marie Fraser and Katie Piccinnini were appointed as additional Members on the By-Law Committee.

13a) Renewal of Subcommittees with Outstanding Work

MOVED by Annalisa Crudo-Perri, seconded by Katie Piccininni, that the Making Your Voices Heard Brochure and the accompanying brochure for Policy A.33 be added to the Communications and Parent Resource Subcommittee.

By Unanimous consent, the Motion was declared

CARRIED

14. Confirmation of Calendar & Schedule of Committee Meetings

MOVED by Isabel Starck, seconded by Gus Gikas, that Item 14a) be adopted as follows:

14a) Regular Committee Meeting Dates for 2020-2021 received and recommended to Board.

Presentation of the CPIC meeting calendar for 2020-2021 is subject to approval by the Board of Trustees.

By Unanimous consent, the Motion was declared

CARRIED

15. Urgent Matters

MOVED by Annalisa Crudo-Perri, seconded by Isabel Starck, that Item 15a) be adopted as follows:

15a) Approval of Minutes from September 14, 2020 Regular Meeting received.

By Unanimous consent, the Motion was declared

CARRIED

16. Communications or Announcements

16a) Member Orientation

The Director Designate led the Member Orientation prior to the public meeting at 7:00PM.

17. Adjournment

MOVED by A.J. Hepburn, seconded by Annalisa Crudo-Perri that the meeting be adjourned.

By Unanimous consent, the Motion was declared

CARRIED

The Meeting adjourned at 10:21PM

CPIC SECRETARY

CPIC CHAIR



Toronto CPIC - Treasurer's Financial Report - Monday November 9th, 2020

This year, Toronto CPIC was provided with a grant of \$19,771.00 and there was a carryover of \$52,001.36 from previous years, giving us a total funding of \$71,772.36 for the 2020/2021 year.

Due to COVID-19, our surplus budget reserved was not utilized due to meetings being moved online and planned events cancelled.

Some information about the Grant:

The Province of Ontario through the Ministry of Education currently provides boards with a \$5,000.00 annual base funding plus \$0.17c per student to fund its Parent Involvement Committee.

This year, there was a slight decrease in our grant by 7.5% due to the slight decrease in student enrollment.

In September 2020, we had 2 expenses against our account for a total of \$924.68

\$462.92 - ZOOM Webinar Package which was facilitated by OAPCE Toronto to host a Return to School Webinar for Parents on August 12th, 2020.

\$461.76 - CPIC's new 3 year Web Hosting Package and Domains for our new website, torontocpic.ca.

There are two outstanding expenses which will go against our account in the future:

One is for an approximate total of \$156.03 - this was the ProRated amount when 3 of our zoom accounts for the Chair, Vice Chair and Events Coordinator were upgraded, prior to the consolidation of all TCDSB zoom accounts with the Board.

The second is the approved budget for purchasing CPIC marketing items such as Water Bottles, Webcam Covers, Pens, Sweaters, and Backups for an approximate cost of \$10,000.

Other Items of note:

- The Budget & Priority Standing Subcommittee met a total of 3 times in 2019 / 2020.

What is the Role of the Committee?

- the committee recommends strategic priorities for the year and updates budget projections including surplus disbursement ideas.

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

60% for Meeting and Operations: this supports the day-to-day work of the Committee through our meetings, including member expenses and supplies

40% for Parent Engagement Projects: this goes towards events that benefit different constituencies of parents across the school board including speakers, materials and refreshments for attendees.



Chair Report

From November 10, 2020 to December 11, 2020

- Discussions and welcome with CPIC Executive Members
- Discussions with Director Designate & Parent Engagement Coordinator on various items
- Coordination and distribution of swag with Treasurer
- Met up with past Chair for transition of information
- Reviewed TCDSB Board Agendas on behalf of the Committee
- Participated in Zoom meeting with Ministry of Education along with PIC Chairs from across the Province.
- Monitored Social Media and engaged when appropriate
- Reviewed November draft Minutes
- Assisted in preparing December Agenda
- Emails with CPIC members and parents
- Attended OAPCE Commissioning Ceremony, Parent Volunteer and Principal of Excellence Awards



Toronto CPIC - Treasurer's Financial Report - Monday December 14th, 2020

CPIC Grant & Expenditure Summary	
As at November 30, 2020	
	CPIC 2020-21
APPROVED FUNDING	19,771.00
CARRYOVER FROM PREVIOUS YEAR	52,001.36
TOTAL FUNDING	71,772.36
EXPENSES:	
Childcare & Supplies	-
Election-Parent Recruitment Expenses	-
Media Advertising	-
Transcriptions	-
Mileage	-
Parent Resources	-
Printing & Supplies	-
Promotional Materials	-
Refreshments - Events	-
Refreshments - Meeting	-
Speaker & Recognition Expenses	-
Telecommunication	1,065.75
Translation Services	-
TTC Tokens - Buses	-
TOTAL EXPENDITURES	1,065.75
CARRYOVER TO NEW YEAR	70,706.61

Date	Description	Payee	Amount
2020-11-09	*INV35540469-R-ZOOM ACCOUNT PRORATED*	JOHN DEL GRANDE	141.07
	TOTAL		141.07



CPIC Sub-Committees for 2020/2021

Budget & Priority Setting Sub-committee
Joe Fiorante
Jennifer Di Francesco (Chair)
Gus Gikas (Vice Chair)
Isabel Starck
Annalisa Crudo-Perri
Daniel Oliveira

Conference & Events Sub-Committee
Joe Fiorante
Isabel Starck (Chair)
Alison Canning
Charmaine von Vulte
Milva Romano
John Yan
Anthony Antonucci
A.J. Hepburn
<i>*Vice Chair TBD</i>

Communication & Parent Resource Sub-Committee
Joe Fiorante
Dan Kajioka (Chair)
Daniel Oliveira (Vice Chair)
Jennifer Di Francesco
Annalisa Crudo-Perri
Katie Piccininni

By-Laws Sub-Committee
Joe Fiorante
Jennifer Di Francesco
Annalisa Crudo-Perri
Rose-Marie Fraser
Katie Piccininni
<i>*Chair and Vice Chair TBD</i>

OPERATING PROCEDURES for FUNDRAISING at TCDSB

The Ministry of Education provided Fundraising guidelines to identify guiding principles and best practices, and lastly provide a foundation for school boards to develop or update existing guidelines, policies and procedures. In addition, the ***TCDSB Fundraising in Schools Policy S.M.04*** identifies best practices reflective of its geographic, demographic and community circumstances consistent with the provincially established guiding principles.

VOLUNTARY, ACCOUNTABILITY & TRANSPARENCY, SAFETY, COMPLEMENTARY

The Guiding Principles in essence seeks to ensure that ***voluntary*** fundraising activities provide resources ***complementary*** to the publicly funded education resources in an ***accountable & transparent*** manner while maintaining the ***safety*** of students involved in those activities.

The guidelines suggest all activities that support education; fundraising should reflect the values and expectations of the school community, including those of parents, students, staff, and school board trustees. In addition, communities deserve to know how schools and school boards will use the proceeds of their fundraising activities. ***Integral to the values associated with the TCDSB Community; the guidelines recognize that consideration must be given to “supporting donations to board-level funds, or matching programs among schools and/or school councils, e.g. a percentage of every dollar raised is allocated to a central board equity fund or put towards board-wide programs that benefit all students.***

Acceptable examples of fundraising activities for social/equity purposes include the following:

1. Support for the TCDSB official charities The Angel Foundation for Learning and ShareLife;
2. Social Fund for Local School Community Needs;
3. TCDSB Equity Redistribution Fund

When a School and/or CSPC choose to engage in fundraising activities, it is important to consider the purposes and principles of public education, including diversity, accessibility, and inclusivity. These activities are conducted under the

guidance of the school principal, in accordance with school board policies (e.g. TCDSB Purchasing Policy F.P.01) and with advice and input from the school community. Finally, it is important that the fundraising activity has a designated purpose and the proceeds be used for its intended purpose.

The proceeds of School and/or CSPC fund raising activities:

- Should not be used to **replace** public funding for education; and
- Should not be used to support items normally funded through provincial grants, such as classroom learning materials, textbooks, facility repairs or capital projects that **significantly** increase operating costs.

Consistent with the guiding principles listed above, recent and unique developments in the education sector due to the Covid-19 Pandemic created the need for additional complementary educational resources to ensure the safety and well-being of all students and school/support staff.

The one-time nature for the additional required resources listed below not normally funded by public education funding grants and its low-cost operational/capital impact provides flexibility for Schools and CSPCs planning their respective fundraising activities in the 2020-21 school year.

The following items are acceptable examples to direct the future proceeds of School/CSPC fundraising activities:

- Portable Hand-Washing Stations;
- No-touch Sanitizers;
- Reusable Cloth masks for students;
- Water Bottles for Students;

The following items are acceptable examples to direct the future proceeds of School/CSPC fundraising activities in consultation with your local School Superintendent and Environmental Support Services staff:

- Mobile HEPA Air Purifiers for Classrooms;
- Water-bottle refilling stations
- Bicycle stands
- Plexiglas desk shields in classes for students

Reporting and Monitoring of COVID-19 Related Fundraising Activities

The TCDSB recognizes that fundraising related to COVID-19 safety items may occur to different degrees and in different timing across the system. As such, and in an attempt to address potential equity issues across the system, it will be necessary to collect data on the details of fundraising at the school level. This will help to inform system decisions going forward on how Board funds may be best used to alleviate equity issues where fundraising activities may be either less effective or do not materialize, but where there may be a real need for enhancements.

Central staff will collaborate with the Catholic Parent Involvement Committee (CPIC) and the Ontario Association of Parents in Catholic Education (OAPCE) to develop a process to engage Catholic School Parent Councils (CSPC) in collecting this data across the system. The reporting mechanism will be released early this fall.



Toronto Catholic District School Board (TCDSB) Catholic School Parent Council (CSPC) By-Laws

Article I - Name of the organization

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

Article II - Purpose of the Organization

In the spirit of the mission and vision statements of the Toronto Catholic District School Board (TCDSB), the Catholic School Parent Council (CSPC) shall function in an advisory role to enrich, enhance and improve student education, achievement and well-being. As well, The Council will enhance the accountability of the education system to parents by making recommendations to the principal and, where appropriate, the Board on any matter in accordance with the Education Act and the policies, guidelines and operating procedures of the Board.

Article III - Definitions

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

"AGM" shall refer to the Annual General Meeting.

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

"CSPC" shall refer to Catholic School Parent Council.

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

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

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

"The Catholic School Community" shall include the following:

The parents/guardians of students enrolled in the school;

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

The pastor and the parish designate;

The school trustee;

The students;

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

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

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

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

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

Article IV - Membership

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

Article V- Composition of the Council

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

5.1 Elected Voting Members

Such members shall be:

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

5.2 Appointed Voting Members

Such members shall be:

- The Pastor or parish designate.
- **Insert the number** community representatives to represent segments of the Catholic school community not represented. (Community representatives should be selected from examples: representative from a local business association/community group, City Councillor's office etc.)
- One person appointed by The Council to act as liaison with the Ontario Association of Parents in Catholic Education-Toronto (OAPCE-T.O.).
- One person, where possible, appointed by The Council who has a special interest in special education.
- In a secondary school with a student council, a student represented will be appointed by the student council.
- In an elementary school, a student appointed by the principal of the school, if the principal determines, after consulting with other members of the school council, that the council should include a pupil.

5.3 Non-Voting Ex Officio Members

Such members shall be:

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

5.4 The Role and Responsibility of The Council

The Catholic School Parent Council shall:

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

- Actively and accurately represent the views of the school community.
- Encourage and promote parental engagement and support.

5.5 The Role and Responsibility of the Principal

Subject to applicable legislation and Board approval, the school principal shall:

- Act as a resource person to The Council and assist The Council in obtaining information relevant to its function, including information relating to relevant legislation, regulations and policies.
- Provide information and seek input from The Council, parents and community on major decisions that affect the school.
- Provide an opportunity for inclusion of parent council communications in the school newsletter and/or email updates from the school.
- Provide contextual information, as requested by The Council, on matters relating to the school, where applicable:
 - i) school statistics, demographics and significant yearly changes;
 - ii) school policies and procedures, including local code of conduct;
 - iii) School Learning Improvement Plan (SLIP) and achievement results;
 - iv) technology plans and rollouts;
 - v) key facilities and maintenance projects;
 - viii) establishment or operation of any student nutrition program; and
 - ix) overall school successes and needs.
- Facilitate the establishment of The Council and assist in its operation by:
 - i) making, maintaining and/or updating local TCDSB CSPC By-Laws, as required;
 - ii) facilitating the annual CSPC elections within the timeline set out by Ontario Regulation 612;
 - iii) updating the CSPC chair/co-chair information on the school portal;
 - iv) giving written notice of the dates, times and locations of council meetings to all parents;
 - v) working in collaboration with the chair to prepare The Council's meeting agendas;
 - vi) supporting the chair in running efficient council meetings;
 - vii) assisting The Council in posting CSPC meeting agendas and minutes on the school portal;
 - viii) considering each recommendation made by The Council and advising the council of the action taken in response to the recommendation
 - ix) presenting, at each council meeting, the current balance of all school and CSPC bank accounts, including the Student Nutrition Program (SNP), where applicable, using TCDSB accounting templates;
 - x) supporting the fundraising activities of The Council;

- xi) supporting the use of CSPC fundraised funds as voted by The Council;
- xii) supporting the use of local CSPC school surveys; and
- xiii) supporting CSPC advocacy on behalf of the school community.
- School principals shall consult with the CSPCs in the selection of any photographer for student photographs and school ceremonies.
- Encourage and support the formation and continuous improvement of The Council.
- Interpret and share results of provincial achievement tests.
- Enable The Council to provide input into the school's learning plan, safe school plan, policies and budget.

Article VI - Election and Appointment Procedures

6.1 General Procedures

- All elections shall occur within the first thirty (30) days of each school year.
- Voting shall be by secret ballot. There shall be no proxies.
- Each participant eligible to vote may vote for a number of candidates equal to the total number of eligible positions (vacancies) on The Council. A ballot with more than this number shall be a spoiled ballot and shall not be counted.
- Names of the candidates shall appear on the ballot as they were submitted on the standard TCDSB nomination form.
- The order in which candidates' names appear on the ballot shall be determined by a random draw.
- All ties on the ballot shall be determined by a random draw.
- If there are fewer candidates than the total number of eligible positions, all qualified candidates who have submitted their standard TCDSB nomination forms shall be acclaimed.
- In consultation with the principal. The Council shall strike a School Election Committee, in May, to plan the election process, to gather nominations, and to run the election. No candidate standing for election, or the spouse of anyone standing for election, shall be a member of this election committee. The committee should have representation from parent, teaching staff, non-teaching staff and student members.
- The Election Planning Committee shall:
 - i) notify the school community of election procedures, election date(s), location, and time, at least fourteen days (14) in advance of the election;
 - ii) work with the principal to ensure the standard TCDSB nomination forms are sent home with the students. Ensure the election date, location and time are posted on the CSPC bulletin board;
 - iii) ensure that candidate profiles submitted with the nomination forms for all candidates are available to the electorate at least one week before the election;

- iv) conduct the election;
- v) count the ballots;
- vi) ensure to every extent possible any barriers to participation in the election are removed; and
- vii) help the principal notify all candidates of the results. Announce only:
 - the names of those elected;
 - the total number of ballots cast; and
 - the total number of spoiled ballots.
- The election committee will resolve appeals related to The Council's election process or results. If the committee is unable to resolve an appeal, the principal and the chair of the out-going council shall jointly make a ruling.

6.2 Election of Parent Members

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

6.3 Election of the Staff and Student Representatives

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

6.4 Selection of Community Representatives:

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

Article VII - Term of Office

- The term of all elected or appointed members of The Council is one year, subject to section 6 of Ontario Regulation 612/00
- If reelected by parents in the general election into The Council, a CSCP chair may only serve **insert number of consecutive terms**.

7.1 Vacancies

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

7.2 Discipline of Members

- The Council shall have the authority to suspend or expel any member from The Council for any one or more of the following grounds:
 - i) Missing more than **Insert number** consecutive meetings.
 - ii) Willfully violating any provision of the articles, by-laws, or written policies of The Council or of the TCDSB.
 - iii) Carrying out any conduct that may be detrimental to The Council as determined by The Council in its sole discretion.

- iv) Persistent improper conduct at a meeting, seriously disrupting a meeting of The Council, refusing to comply with the policies of The Council or the TCDSB, using offensive language, failing to come to order when instructed by the chair or co-chairs of the Council, or for making any persistent disorderly noise or disturbance.
- v) Serious misconduct or dishonesty.
- vi) For any other reason that The Council in its sole and absolute discretion considers to be reasonable, having regard to the purpose of The Council.
- A member may be suspended or expelled only on the affirmative vote of 2/3 of all Council members. The member whose conduct is under consideration may vote on such a question.
- In the event that, The Council votes that a member should be expelled or suspended from membership in The Council:
 - i) The chair, or such other officer as may be designated by the Council, shall provide notice of consideration of the suspension or expulsion to the member and shall provide reasons for the proposed suspension or expulsion within ten (10) days of the vote of The Council.
 - ii) The member may make written submissions to the chair, or such other officer as may be designated by The Council, in response to the notice received within such ten (10) day period.
 - iii) In the event that no written submissions are received by the chair, the chair, or such other officer as may be designated by The Council, may proceed to notify the member that the member is suspended or expelled from membership in The Council.
 - iv) If written submissions are received in accordance with this section, The Council will consider such submissions in arriving at a final decision and shall notify the member concerning such final decision within a further ten (10) days from the date of receipt of the submissions.
- On appeal by a suspended or expelled member, the suspension or expulsion may be altered or rescinded only on a 2/3 vote of all council members, not including the suspended or expelled member.
- The Council's decision shall be final and binding on the elected member, without any further right of appeal and his or her position will be declared vacant.

7.3 Consultation

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

Article VIII - Executive Officers

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

8.1 Election of Executive Officers

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

8.2 Chair/Co-Chairs

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

- xiii) consult with senior board staff, as required;
- xiv) upon request, provide the local trustee with copies of the minutes of the meetings;
- xv) comply with Ontario Regulation 612, by preparing an annual CSPC report that summarizes the school council's activities, including a financial statement, as of May 31st of each year, and providing the principal, the school board and the school's trustee with a copy of the report;
- xvi) ensure that a yearly budget is presented and voted upon;
- xvii) ensure that at least 3 times per year (November, April, June) a budget report is reported to the school community;
- xviii) Ensure that the annual report from June 1st to May 31st, is submitted to the Board, the principal and to the local trustee, and presented at the AGM; and
- xix) carry out other duties as shall be required from time to time.

8.3 Secretary

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

8.4 Treasurer

- The treasurer shall keep full and accurate accounts for all receipts and disbursements of The Council in accordance with generally accepted accounting principles, and shall be guided by Policy S. 10 and its Appendix B, *TCDSB Guidelines for School Accounts and Catholic School Parent Council Financial Operational Procedures*, concerning banking and fund disbursements, in accordance with such requirements as may be imposed by the Board or other relevant authority.
- The treasurer shall provide, at scheduled council meetings, an account of all transactions of The Council, including the current financial position.
- The treasurer shall prepare a full financial statement at least two weeks prior to submission to the principal and to the trustee, and, eventually, the Board as of May 31st.

- The treasurer shall continue to prepare full financial records from June 1st to the AGM in September, in order to prepare and provide full financial records for the newly elected CSPC.
- The treasurer shall perform such other duties as may be required by The Council or the executive officers of The Council.
- In the absence of the chair/co-chairs in the event of their inability to serve, the treasurer shall assume the duties of the chair/co-chairs.

Article IX - Conflict of Interest

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

Article X- Conflict Resolution

The Board's, *Harassment and Discrimination Policy and the Respectful Workplace*, H.M. 14 and the *Conflict Resolution Policy*, H. M 19 shall govern conflict resolution between staff and the community, and among members of the community-at-large.

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

Article XI - Meetings

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

11.1 Annual General Meeting (AGM)

The AGM of The Council shall be held within the first thirty days (30) of the school year. The following business shall be conducted:

- i) annual report of chair/co-chairs to the community-at-large;
- ii) financial reports;
- iii) resolutions;
- iv) amendments to the by-laws, if applicable; and
- v) election of parents/guardians to The Council (See Article VI of this document).

11.2 The Calendar of Meetings

The elected members of The Council, subject to future change, shall meet not less than **add number of meetings** times annually, including the AGM. However, in all cases, The Council shall meet no less than 4 times during the school year.

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

11.3 Rules of Order

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

11.4 Quorum

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

11.5 Attendance

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

11.6 Notice of Meetings

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

Article XII - Committees

12.1 Standing Committees

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

12.2 Special Committees

The Council may strike special committees from time to time to meet specific objectives and to make recommendation to The Council.

- i) The Council shall appoint the chair/co-chairs of each special committee.
- ii) Members of the committee may be recruited and appointed by the committee chair subject to the approval of The Council.
- iii) At least one member of the special committee must be a parent member of the Council.
- iv) A person not a member of The Council may be a member of the special committee.
- v) Special committees shall cease to exist when they have achieved their mandate or on a decision from The Council.

Article XIII - Financial Matters

13.1 Remuneration

Members of The Council and members of Standing or Special Committees of The Council shall receive no remuneration for execution of their duties to The Council.

CSPC members are entitled to have legitimate expenses reimbursed that have been authorized by the CSPC through an approved motion.

13.2 Signing Authority

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

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

Regardless, the principal must be one of the two people signing all cheques.

Article XIV - Recommendations to the Principal and the Board

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

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

Article XV- Consultation with the Council

Where the Board or the principal are required to seek the views of The Council in developing and revising policies, The Council shall refer the matter to the appropriate standing committee for study and recommendations.

In situations where there is no appropriate standing committee of The Council, a special committee will be established for the purpose of study and recommendations.

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

Article XVI - Amendments to the Constitution and By-laws

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

- i) Amendments to The Council's by-laws may only be done at the AGM in September of each year.
- ii) The proposed amendments may be placed on the agenda of the AGM provided notice in writing of the proposed amendment(s) shall have reached the Secretary or the chair/co-chairs of The Council twenty (20) school days before the A.G.M.
- iii) The majority of the members constituting quorum must approve amendments, and the majority of the members constituting the quorum must be parent members.
- iv) Copies of amendments shall be distributed to the school community at least ten (10) days before the A.G.M. Defeated amendments may not be re-proposed for one year from the date of the meeting.

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

Article XVII - Incorporation

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

Article XVIII - Repeal and Dissolution

18.1 Repeal

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

18.2 Dissolution

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

In the event of dissolution of The Council, the disposal of funds and assets will be in accordance with the direction of members in attendance at a special general meeting of The Council called for the purpose of dissolution. Written notice of the purpose of such meeting shall include disclosure of the amounts and assets to be dispersed at such meeting.

The notice shall have been sent to all members of the **Insert School's Name** Catholic school community at least fourteen (14) days prior to the date of the special general meeting.

School Name

Address

Dated



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

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

Purpose:

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

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



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

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

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

Scope and Responsibility:

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

Alignment with MYSP:

Living Our Catholic values

Enhancing Public Confidence

Fostering Student Achievement and Well-Being

Policy:

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

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



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

Regulations:

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

Definitions:

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

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



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

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

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

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

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

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



POLICY SECTION: Students

SUB-SECTION: Programs

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

POLICY NO: S.P. 03

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

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

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

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

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

Evaluation and Metrics:

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

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



POLICY SECTION: Students

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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/>



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: International Languages Elementary (ILE) Program

POLICY NO: S.P.05 ~ DRAFT February 11, 2020 ~

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

Purpose:

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

Scope and Responsibility:

The policy extends to all elementary schools of the board. The director of education is responsible for this policy.

Alignment with Multi Year Strategic Plan (MYSP):

Living Our Catholic Values

Enhancing Public Confidence

Fostering Student Achievement and Well-Being



POLICY SECTION: Students
SUB-SECTION: Programs
POLICY NAME: International Languages Elementary (ILE) Program
POLICY NO: S.P.05 ~ DRAFT February 11, 2020 ~

Policy:

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

Regulations:

A. International Languages Elementary Integrated Day Program

1. International Languages Elementary (ILE) classes may be established upon the written request of a Catholic School Parent Council to the principal. The request will then be forwarded by the principal to the school's superintendent, who will oversee the process, as outlined in the operating procedures of this policy.
2. Classes may be offered in an integrated day delivery model, where:
 - i. the conditions in the operating procedures have been met;
 - ii. the results of the survey of the parents of students in kindergarten to grade 7, indicate that 67% of the families in the school community with children in kindergarten to grade 7, are in favour of the ILE program to be delivered in an integrated day model beginning in the following school year; and
 - iii. approval of the Board of Trustees.
3. The viability of an existing International Languages Elementary (ILE) integrated day program shall be reviewed when a request for a survey has been received



POLICY SECTION: Students

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POLICY NAME: International Languages Elementary (ILE) Program

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through the school principal from the Catholic School Parent Council (CSPC). Further, to establish the viability of the program, in addition to the steps outlined in the operating procedures, the following shall be considered:

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

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

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

5. The participation of a student in an International Languages Elementary (ILE) integrated day program will be mandatory at a school that is offering ILE integrated day programs. Students with an Individual Education Plan (IEP) or English as a Second Language (ESL) students will be accommodated however upon parental request may be considered for exemption. Parents must complete and sign the initial student registration form. Provisions will be made for the learning activities for those exempted.



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: International Languages Elementary (ILE) Program

POLICY NO: S.P.05 ~ DRAFT February 11, 2020 ~

B. ILE After-Hours Program

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

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

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

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

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

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



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: International Languages Elementary (ILE) Program

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iii. availability of staff to deliver the program.

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

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

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

Definitions

International Languages (Elementary) ILE Program:

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

Integrated ILE Delivery Model:

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

ILE After-Hour Programs:

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



POLICY SECTION: Students

SUB-SECTION: Programs

POLICY NAME: International Languages Elementary (ILE) Program

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Evaluation and Metrics:

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

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

DRAFT

INFORMATION PACKAGE

What is the International Languages Elementary (ILE) Program?

As early as 1973, the TCDSB, in cooperation with several community organizations, piloted "Heritage Languages" classes in 14 schools. Today, the TCDSB offers International Languages (IL) in two delivery models:

1. The integrated day delivery model is delivered for 30 minutes, 4 times per week, within the 5-hour (300-minute) instructional day, when at least 67 percent of the parents of a school request a language program to be established.
 - In this delivery model, all children attending a school that offers the program, participate in the learning of the third language offered.
 - Currently, there are 44 schools offering Filipino, Italian, Mandarin, Spanish, Portuguese, and Ukrainian.
2. The after-hours delivery model, is offered outside of regular school hours for 30 sessions of 2.5 hours per session.
 - This delivery model is offered in 21 languages across 30 centres, providing students the choice of maintaining heritage/first language or learning an additional language.
 - This delivery model is closely tied to community organizations and to the local parish, providing students and their families increased opportunities to develop community ties.

The International Languages Elementary (ILE) Program is governed by Policy S.P.05. All policies are reviewed on a cyclical basis. As part of the ongoing policy review process, S.P.05 is currently being updated; the next review is scheduled for January 2025.

The revised Policy S.P.05 describes the following elements of the ILE program:

- Purpose
- Policy
- Regulations
- Definitions
- Evaluation and Metrics
- Operating Procedures (Reviewing or Establishing Programs)

In 2019-20, Policy S.P.05 was revised and presented at the Governance and Policy Committee of the Board (GAP). As per the report's recommendation further consultation was to take place in 2020-21. The following are policy highlights:

A. Integrated Delivery Model:

- Updated to adhere to TCDSB Meta Policy M.01 guideline requirements to policy updates (Last update to the policy was in 2003);
- Updated to reflect the new ILE integrated delivery model (i.e., 4, ½ hour periods per week, within the 300 minute school day);
- Updated to include timelines and procedures for:
 - Reviewing an existing program;
 - Adding a new program;
 - Modifying and/or removing an existing language/program; and
 - Steps for consultation.

B. After-Hours Delivery Model:

- Updated to adhere to TCDSB Meta Policy M.01 guidelines requirements to policy updates (Last update to the policy was in 2003);
- Updated to include timelines and procedures for:
 - Adding, modifying and/or removing an existing language/centre;
 - Reviewing the viability of maintaining an existing centre; and
 - Steps for consultation.

C. A separate appendix to Policy S.P.05 to address operational procedures.

CSPC CONSULTATION: FEEDBACK FORM

Dear Elementary Catholic School Parent Council (CSPC) Chairs,

Action Required: At a CSPC meeting, please provide a forum for consultation with the parent community in order to submit **one** response that is reflective of the collective voice of the parent community for your school, no later than **January 29, 2021**.

CSPC Consultation: 2020-2021

Policy S.P.05, International Languages Elementary (ILE) Program

The Toronto Catholic District School Board (TCDSB) is in the process of updating the International Languages (ILE) Program, Policy S.P.05. At this time, we are conducting further consultation on the draft policy document, which you will find attached for your review and input. The intent of this consultation is to gather feedback on the clarity of the updated policy. This consultation is not related to any current ILE program, nor is it intended to change or cancel a current existing program or to add a program to a non-ILE school.

Please review the Draft Policy (and associated Operating Procedures) to conduct your consultation with families from your school community that are attending in-person or virtually at St. Anne Catholic School Academy. Once completed, please access the following link <https://www.surveymonkey.com/r/CSPC-ILE> to provide your collective response by January 29, 2021.

*Only **one** response will be accepted per school. Should multiple responses be received from a school, follow up communication will be directed to the CSPC Chair for you to validate the voice of the parent community in your school.*

No names (schools or individuals) will be used in any reporting. Results will be summarized into a group level report to inform this policy revision.

1. a) Full Name _____

b) I am responding as the Chair of CSPC for our school representing our school's collective voice. School name: _____

c) Number of parents involved in the consultation: ____

2. For each of the sections of the Policy listed below, kindly provide feedback regarding:
- *Clarity - is the section clear? (yes/no). If you have answered no, you are welcome to provide comments.*
 - *Missing items – is there anything missing in the section? (yes/no). If you have answered yes, you are welcome to provide comments.*

Policy:

a. Purpose

Clarity: Yes___ No___

Comments related to the lack of clarity of this section of the Policy: _____
(Please try to limit your comments to 2-3 sentences)

Missing items: Yes___ No ___

Comments related to the missing items in this section of the Policy: _____
(Please try to limit your comments to 2-3 sentences)

b. Regulations

i. International Languages Elementary (ILE) Integrated Day Program

Clarity: Yes___ No___

Comments related to the lack of clarity of this section of the Policy: _____
(Please try to limit your comments to 2-3 sentences)

Missing items: Yes___ No ___

Comments related to the missing items in this section of the Policy: _____
(Please try to limit your comments to 2-3 sentences)

ii. ILE After-Hours Program

Clarity: Yes___ No___

Comments related to the lack of clarity of this section of the Policy: _____
(Please try to limit your comments to 2-3 sentences)

Missing items: Yes___ No ___

Comments related to the missing items in this section of the Policy: _____
(Please try to limit your comments to 2-3 sentences)

c. Definitions

Clarity: Yes___ No___

Comments related to the lack of clarity of this section of the Policy: _____
(Please try to limit your comments to 2-3 sentences)

Missing items: Yes___ No ___

Comments related to the missing items in this section of the Policy: _____
(Please try to limit your comments to 2-3 sentences)

d. Evaluations and Metrics

Clarity: Yes___ No___

Comments related to the lack of clarity of this section of the Policy: _____
(Please try to limit your comments to 2-3 sentences)

Missing items: Yes___ No ___

Comments related to the missing items in this section of the Policy: _____
(Please try to limit your comments to 2-3 sentences)

3. For each of the sections in the Operating Procedures for the Policy listed below, kindly provide feedback regarding whether they are fair and equitable. (yes/no). If you have answered no, you are welcome to provide comments.

Operating Procedures that support Policy S.P.05 (International Languages)

A. Reviewing an Existing International Languages Elementary (ILE) Integrated Day Program (23 steps)

Fair and Equitable: Yes___ No___

Comments related to the lack of fairness and equity in this section of the Operating Procedures: _____
(Please try to limit your comments to 2-3 sentences)

B. Reviewing an Existing ILE After-Hours Program (5 steps)

Fair and Equitable: Yes___ No___

Comments related to the lack of fairness and equity in this section of the Operating Procedures: _____
(Please try to limit your comments to 2-3 sentences)

C. Establishing a New ILE Integrated Day Program (21 steps)

Fair and Equitable: Yes____ No____

Comments related to the lack of fairness and equity in this section of the Operating Procedures: _____

(Please try to limit your comments to 2-3 sentences)

D. Establishing a New ILE After-Hours Class (3 steps)

Fair and Equitable: Yes____ No____

Comments related to the lack of fairness and equity in this section of the Operating Procedures: _____

(Please try to limit your comments to 2-3 sentences)

4. Any additional comments _____

Thank you for your feedback!

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

Preamble:

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

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

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

Existing Programs

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

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

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

2. At least two weeks in advance of a Catholic School Parent Council (CSPC) meeting any parent may submit a request, to the chair and to the principal, to add

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

an agenda item to the next CSPC meeting to discuss the viability of an existing ILE program.

3. Upon the determination of the time and date of such meeting, where the request will be discussed, the principal will inform the school superintendent and the Trustee.
4. The principal must ensure that the school community receives advanced notification that the upcoming CSPC meeting will include an open discussion about the viability of the existing ILE program.
5. At the CSPC meeting, all parents will have the opportunity to bring forward their views regarding any of the three possibilities:
 - a) adding a language;
 - b) changing the current language to a different language; AND/OR
 - c) discontinuing the ILE program.
6. After hearing input from the community, the CSPC voting members (i.e., The Council members elected at the first CSPC meeting of the year) will determine one of the following actions, using the standard CSPC voting process:
 - a) to request a survey of the school community to add a language (the new language must be specified);
 - b) to request a survey of the school community to change the current language to a different language (the proposed language must be specified);
 - c) to request a survey of the school community to discontinue the ILE program;
OR
 - d) to NOT proceed with requesting a survey of the school community regarding the ILE program viability.
7. The principal must provide the school community with advance notice, as outlined above, of the public discussion that will occur at the CSPC meeting regarding the viability of the ILE program. The advance notice of the meeting must be communicated using a variety of methods, such as, but not limited to, school messenger and social media.

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

8. At this CSPC meeting, the implications (pro and con) for all students must be reviewed. In addition, all parents must be given the opportunity to ask questions and/or delegate on the matter.
9. Once the matter has been fully discussed, the CSPC voting members will determine one, of the four options, as outlined in 6, to pursue. Similar to any other vote at a CSPC meeting, only the elected CSPC voting members may participate in the vote.
10. The result of the vote as to whether or not to proceed with the request for a survey, will be recorded in the CSPC meeting minutes.
11. If the vote result is in favor of requesting a survey, the CSPC chair will then write a letter to the principal outlining the details of the request to conduct a survey and the results of the vote. Meeting minutes must accompany the letter.
12. The principal will then forward the request to the school superintendent no later than November 1st of the year preceding the September for which potential implementation could occur.
13. The superintendent will then discuss the request to conduct a survey, with the Director of Education.
14. If the request to conduct the survey is approved by the Director of Education, the local superintendent will work with the TCDSB Research and International Languages Departments to administer the survey.
15. The purpose of the viability survey could only be one of the following:
 - a) to add a language;
 - b) to change the current language to a different language; OR
 - c) to discontinue the ILE program.

**TCDSB International Languages Elementary (ILE) Program
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16. The International Languages and Research Departments will oversee the distribution of the surveys and the compilation of the results.
17. The survey will be sent to parents (one per family) of students in grades JK -7 in the school community. A positive response of at least 67% of all families of students in grades JK-7 in the school community, is required for a change to be made to an existing ILE program.
18. Once the results of the survey are compiled and shared with CSPC, the superintendent of curriculum, the coordinator of International Languages, the superintendent of special services, and the superintendent of education for the school, will prepare a recommendation report for the Board of Trustees based on the survey results.
19. The superintendent of education for the school will inform the principal when the report will be presented to the Board of Trustees. The principal will ensure that the school community is made aware of the meeting date.
20. The report with the recommendations will be presented at Board no later than March 31st.
21. Where the Board of Trustees approve that the ILE integrated day program should continue for the following year, the existing ILE program may continue.
22. Where the Board of Trustees approve that the existing ILE integrated day program should not continue in the subsequent school year, the area superintendent of education and the principal will inform the local school community. As well, an effort will be made to offer classes in an ILE after-hours delivery model, no later than April of the year preceding the September for which potential implementation could occur.
23. Approved changes to the existing program would take effect in the subsequent September.

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

B. Reviewing Existing ILE After-Hours Programs

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

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

**TCDSB International Languages Elementary (ILE) Program
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C. Establishing a New ILE Integrated Day Program

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

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

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

regarding the viability of establishing a new ILE integrated day program. The advanced notice of the meeting must be communicated using a variety of methods, such as, but not limited to, school messenger and social media.

7. At this CSPC meeting, the implications (pro and con) for all students must be reviewed. In addition, all parents must be given the opportunity to ask questions and/or delegate on the matter.
8. Once the matter has been fully discussed, the CSPC voting members will determine one, of the two options, as outlined in 5B, to pursue. Similar to any other vote at a CSPC meeting, only the elected CSPC voting members may participate in the vote.
9. The result of the vote as to whether or not to proceed with the request for a survey, will be recorded in the CSPC meeting minutes.
10. If the vote result is in favor of requesting a survey, the CSPC chair will then write a letter to the principal outlining the details of the request to conduct a survey and the results of the vote. Meeting minutes must accompany the letter.
11. The principal will then forward the request to the school superintendent no later than November 1st of the year preceding the September for which potential implementation could occur.
12. The superintendent will then discuss the request to conduct a survey, with the Director of Education.
13. If the request to conduct the survey is approved by the Director of Education, the superintendent will work with the TCDSB Research and International Languages Departments to administer the survey.
14. The purpose of the viability survey could only be one of the following:
 - a) to add a new ILE integrated day program (the proposed language(s) must be specified; OR

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

- b) not to add a new ILE integrated day program.
15. The International Languages and Research Departments will oversee the distribution of the surveys and the compilation of the results.
16. The survey will be sent to parents (one per family) of students in grades JK - 7 in the school community. A positive response of at least 67% of all families of students in grades JK-7 is required to establish a new ILE program.
17. Once the results of the survey are compiled and shared with the CSPC, the superintendent of curriculum, the coordinator of International Languages, the superintendent of special services, and the superintendent of education for the school, will prepare a recommendation report for the Board of Trustees based on the survey results.
18. The superintendent of education for the school will inform the principal when the report will be presented to the Board of Trustees. The principal will ensure that the school community is made of the meeting date.
19. The report with the recommendations will be presented at Board no later than March 31st. The Board of Trustees will consider the recommendations provided in the report and follow the voting process for reports.
20. Where the Board of Trustees approve that a new ILE integrated day program can be established, the new ILE integrated day program would take effect for the subsequent September.
21. Where the Board of Trustees approve that a new ILE integrated day program should not be established in the subsequent school year, the area superintendent of education and the principal will inform the local school community. As well, an effort will be made to offer classes in an ILE after-hours delivery model, no later than April of the year preceding the September for which potential implementation could occur.

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

D. Establishing a New ILE After-Hours Class

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

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

Catholic Parent Involvement Committee (CPIC)
Elections Results for 2020-2021

Ward	SO Running the Elections	Number of Candidates	Elections Oct. 28 th and 29 th	Results/Action After
CPIC Even Ward Elections				
2	F. Cifelli	0	No nominations from the floor	Candidate was acclaimed at the November 9 th Inaugural CPIC Meeting on but later resigned OPEN
4	J. Bria	3	Election was held	A.J. Hepburn (St. Mark C.S.)
6	D. Chen	4	Election was held	Gus Gikas (St. Mary of the Angels)
8 West	M. Meehan	0	No nominations from the floor	Charmaine Von Vulte (St. Bartholomew) <i>Nomination from the floor and acclaimed at the November 9th CPIC Inaugural Meeting</i>
8 East	P. Aguiar	4	Election was held	Rose-Marie Fraser (St. Brendan)
10	S. Campbell	1	Acclaimed, no election	Ivana Calabria-Pantaleo (St. Fidelis)
12	K. Dixon	1	Acclaimed, no election	Anthony Antinucci (St. Ursula C.S.)
CPIC Secondary Cluster Ward Elections				
SS West	D. Chen	2	Election was held	Milva Romano (Monsignor Percy Johnson)
SS Central	C. Fernandes	5	Election was held	Annalisa Crudo-Perri (Chaminade)
SS East	P. Aguiar	0	No nominations from the floor	OPEN
CPIC Ward 5 East By-Law				
5 East	C. Fernandes	2	Election was held	Santhosh Peter Valavi (St. Gabriel)



REPORT TO

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

**METRICS REPORT ON THE CATHOLIC SCHOOL
PARENT COUNCIL, POLICY S.10, 2019-2020**

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

Created, Draft	First Tabling	Review
November 16, 2020	December 3, 2020	Click here to enter a date.

J. Wujek, Superintendent of Schools (Area 5) & Parent Engagement
M. Sequeira, Coordinator-International Languages, Parent Engagement and
Community Relations

INFORMATION REPORT

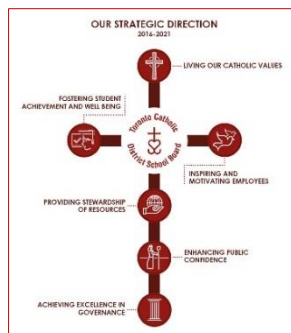
Vision:

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

Mission:

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

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



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 provides metrics on the activities and valued contributions of the Toronto Catholic District School Board (TCDSB) Catholic School Parent Councils (CSPCs) for the academic year of 2019-2020 at the local level.

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

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

B. PURPOSE

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

C. BACKGROUND

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

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

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

D. EVIDENCE

Catholic School Parent Council Activities and Parent Engagement Initiatives

1. Consistent with Ontario Regulation 612, s.24 (1) and (2) that every school council submit an annual report on its activities, including a financial report, for 2019-2020 academic year, 102 school councils complied with the regulatory and Policy S. 10 requirement by electronically submitting a CSPC annual report.

The chart below provides some highlights from the reports submitted:

2018-2019 Metrics	2019-2020 Metrics
60% of councils submitted a report	52% of councils submitted a report
100% of councils had 6+ meetings	100% of councils had 6+ meetings
74% of the councils had a designated OAPCE-Toronto representative	98% of the councils had a designated OAPCE-Toronto representative
73% of CSPCs raised funds to support the purchase of learning materials	78% of CSPCs raised funds to support the purchase of learning materials
72% of CSPCs raised funds to support the Arts	75% of CSPCs raised funds to support the Arts
69% of CSPCs raised funds to support the sports	56% of CSPCs raised funds to support the sports
68% of CSPCs raised funds to support the transportation for events/excursions	63% of CSPCs raised funds to support the transportation for events/excursions
83% of CSPCs raised funds to support celebrations (graduation/sacraments)	74% of CSPCs raised funds to support celebrations (graduation/sacraments)
53% of CSPCs raised funds to support humanitarian /charity organizations	48% of CSPCs raised funds to support humanitarian /charity organizations

2. In addition to the support that CSPC fundraised moneys contributed to the enhancement of curriculum and extra-curricular activities for students, the following are some examples of CSPC initiatives and activities that contributed to parent engagement at the local level, as for example family evenings events on topics, such as: healthy living; mental health; wellness; math; science; STEAM; technology; robotics; fitness; anti-bullying; and inclusivity; and online safety.

Parent Reaching Out (PRO) Grants

1. In 2019-2020 the Ministry changed its parameters regarding PRO Grants:
 - schools could not apply directly to the Ministry for funding;
 - the Board received a Regional PRO grant for total of \$51,009.48.
 - the funding was divided evenly by Trustee Ward and distributed to the schools that that had made use of most or all the PIC funds from previous years; and
 - in spite of the sudden closure of schools in March 2020 derailing the majority of local school plans for in-person event, 27% of the schools benefited from in-person or virtual events.
2. As per the Ministry's request, the TCDSB returned the remaining unused school council 2019-2020 grant funds of \$ 44,666.10 to the Ministry.

Parent Involvement Committee (PIC) Grant

1. The Ministry of Education provides each school board with funds to be allocated to local CSPCs to support school-based parent engagement initiatives.
2. These funds are earmarked to find local solutions that lessen barriers to parent engagement and enhance the participation of parents, with the goal of equity of outcomes for all students.
3. In September, each school was allocated an annual PIC grant of \$500.
4. In 2019-2020, due to the sudden school closure, only 14% of schools accessed their Ministry provided parent involvement funds in the School Block Budget (\$500.00).

5. Currently there is a CSPC PIC balance of \$348,469 of unused funds (Appendix A).

System Activities and Resources Supporting and Promoting Parent Leadership

1. Outreach and collaboration between the Parent Engagement Department, CSPC, CPIC and OAPCE has resulted in increased two-way communication with parents.
2. CSPC Share Point was created and regularly updated to provide CSPC chairs with resources.
3. In 2019-2020 of the 195 schools, only three schools did not have a formal Catholic School Parent Council. Attempts were made by administration to empower parent participation in school events and recruit prospective parents through one-on-one invitations, school newsletters and School Messenger.
4. Of the 192 schools with elected councils, 100% of the newly elected CSPC chairs were provided with a TCDSB, CSPC designed email and credentials, allowing for greater access to Board communication and support, as well as, access to internal CSPC sites (e.g., CSPC Share Point; Grants 4 You).
5. After two years of consultation with parents, CSPCs, CPIC, OAPCE and staff, followed by detailed revision after each consultation and draft, the CSPC Policy S.10, and accompanying TCDSB CSPC By-Laws, was completed and ready for Board approval.
6. Several CPIC Motions associated with improving parent access and communication were approved at Board for further implementation with the goal to improve parent engagement (Appendix B).
7. The coordinator of the Parent Engagement Department provided resources/reminders via email with regards to the operation requirements and timelines of CSPCs, as well as, responding daily, via phone and/or email, to council executives' and staffs' inquiries.
8. The topic of parent engagement remained as a standing item on the K-12 principal meetings.

E. METRICS AND ACCOUNTABILITY

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

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

TORONTO CATHOLIC DISTRICT SCHOOL BOARD
CSPC Account Budget Status
for the period of September 01, 2020 to October 31, 2020

Cost Centres by Trustee	LOC	Ward	Balance C/fwd from Prev.Yr	Current Year Receipts	Total Funds Available	YTD Actual Expense	Commitments	Funds Reserved for PIC	Available Funds
* Father Henry Carr C.H.S.-CSPC	521	Ward 1	3,833	0	3,833	(500)	0	2,118	2,214
* Holy Child - CSPC	433	Ward 1	868	0	868	(212)	0	1,080	0
* Msgr John Corrigan Catholic Schl-CSPC	399	Ward 1	2,245	0	2,245	(500)	0	2,096	649
* Msgr Percy Johnson Catholic Schl-CSPC	535	Ward 1	2,783	0	2,783	(500)	0	2,144	1,139
* St Andrew Catholic School-CSPC	295	Ward 1	1,559	0	1,559	(500)	0	2,048	11
* St Angela Catholic School-CSPC	361	Ward 1	6,015	0	6,015	(500)	0	3,500	3,015
* St Benedict Catholic School - CSPC	267	Ward 1	2,596	0	2,596	(500)	0	2,690	406
* St Dorothy Catholic School-CSPC	341	Ward 1	1,996	0	1,996	(500)	0	2,022	474
* St John Vianney Catholic School-CSPC	392	Ward 1	2,059	0	2,059	(500)	0	2,548	11
* St Maurice Catholic School-CSPC	379	Ward 1	1,129	0	1,129	(500)	0	1,629	0
* St Stephen Catholic School -CSPC	284	Ward 1	932	0	932	(500)	0	1,315	117
		Ward 1							
* All Saints Catholic School-CSPC	290	Ward 2	9,215	0	9,215	(500)	0	2,453	7,262
* Father Serra Catholic School - CSPC	391	Ward 2	598	3,156	3,754	(500)	0	1,098	3,156
* Josyf Card Slipyj Catholic Schl-CSPC	413	Ward 2	31,038	0	31,038	1,899	26,111	2,897	132
* Michael Power/St Joseph-CSPC	529	Ward 2	2,426	0	2,426	(500)	0	2,176	750
* Mother Cabrini Catholic School-CSPC	340	Ward 2	2,139	0	2,139	(500)	0	1,886	753
* Nativity Of Our Lord Catholic Schl-CSPC	288	Ward 2	2,665	0	2,665	(500)	0	2,869	296
* Our Lady Of Peace Catholic School-CSPC	253	Ward 2	1,963	0	1,963	(500)	0	2,048	415
* St Clement Catholic School-CSPC	307	Ward 2	5,516	0	5,516	(500)	0	2,122	3,894
* St Demetrius Catholic School-CSPC	384	Ward 2	1,625	0	1,625	(500)	0	2,117	9
* St Eugene Catholic School - CSPC	337	Ward 2	1,267	4,278	5,545	3,778	0	1,644	123
* St Gregory Catholic School - CSPC	262	Ward 2	2,066	0	2,066	1,555	0	500	11
* St Marcellus Catholic School-CSPC	311	Ward 2	2,500	0	2,500	(500)	0	3,000	0
* Transfiguration Of Our Lord C.S.-CSPC	276	Ward 2	9,132	0	9,132	(500)	0	2,096	7,536
		Ward 2							

TORONTO CATHOLIC DISTRICT SCHOOL BOARD
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Cost Centres by Trustee	LOC	Ward	Balance C/fwd from Prev.Yr	Current Year Receipts	Total Funds Available	YTD Actual Expense	Commitments	Funds Reserved for PIC	Available Funds
* BI Margherita Citta Catholic Schl-CSPC	409	Ward 3	601	0	601	(500)	0	1,065	36
* James Cardinal McGuigan-CSPC	527	Ward 3	1,203	0	1,203	(500)	0	1,449	255
* St Andre - CSPC	410	Ward 3	3,804	0	3,804	(500)	0	2,054	2,249
* St Augustine Catholic School-CSPC	328	Ward 3	659	0	659	(500)	0	1,159	0
* St Basil The Great-CSPC	513	Ward 3	1,381	0	1,381	(500)	0	1,881	0
* St Charles Garnier Catholic School-CSPC	363	Ward 3	2,448	0	2,448	(500)	0	2,691	257
* St Francis De Sales Cath. Sch - CSPC	366	Ward 3	1,271	0	1,271	(500)	0	1,133	638
* St Jane Frances Catholic School - CSPC	296	Ward 3	918	0	918	(500)	0	1,418	0
* St Jude Catholic School-CSPC	279	Ward 3	1,554	0	1,554	(500)	0	1,956	97
* St Roch Catholic School-CSPC	320	Ward 3	1,441	0	1,441	(500)	0	1,808	133
* St Simon Catholic School-CSPC	383	Ward 3	1,934	0	1,934	(500)	0	2,048	386
* St Wilfrid Catholic School - CSPC	313	Ward 3	3,225	0	3,225	(500)	0	1,624	2,101
* Venerable J.Merlini Catholic Schl-CSPC	397	Ward 3	2,903	0	2,903	(500)	0	2,000	1,403
		Ward 3							
* Bishop Allen Academy CSPC	549	Ward 4	6,967	0	6,967	(500)	0	1,584	5,883
* Bishop Marrocco Merton-CSPC	545	Ward 4	2,976	0	2,976	(500)	0	1,718	1,758
* Father John Redmond C.H.S.-CSPC	540	Ward 4	2,350	0	2,350	(500)	0	2,500	350
* Holy Angels Catholic School-CSPC	329	Ward 4	5,632	0	5,632	(500)	0	500	5,632
* Holy Family Catholic School-CSPC	212	Ward 4	6,230	0	6,230	(500)	0	3,500	3,230
* James Culnan Catholic School - CSPC	325	Ward 4	2,009	0	2,009	(500)	0	2,509	0
* Our Lady Of Sorrows Catholic Sch - CSPC	246	Ward 4	1,662	0	1,662	(500)	0	2,162	0
* St Ambrose Catholic School-CSPC	259	Ward 4	5,107	0	5,107	(500)	0	2,935	2,672
* St Cecilia Catholic School-CSPC	218	Ward 4	5,957	0	5,957	(500)	0	2,548	3,909
* St Elizabeth Catholic School-CSPC	278	Ward 4	435	0	435	(500)	0	574	360
* St James Catholic School-CSPC	275	Ward 4	1,324	0	1,324	(500)	0	1,824	0
* St Josaphat Catholic School-CSPC	291	Ward 4	4,061	0	4,061	(500)	0	3,500	1,061
* St Leo Catholic School - CSPC	333	Ward 4	2,938	0	2,938	(83)	1,245	727	1,048
* St Louis Catholic School-CSPC	331	Ward 4	2,846	0	2,846	(500)	0	2,648	698
* St Mark Catholic School-CSPC	332	Ward 4	500	0	500	(500)	0	1,000	0
* St Pius X Catholic School-CSPC	237	Ward 4	1,168	0	1,168	(500)	0	1,668	0
* St Vincent De Paul Catholic Schl-CSPC	227	Ward 4	14,142	0	14,142	(500)	8,996	1,162	4,484
* The Holy Trinity	417	Ward 4	6,322	0	6,322	(500)	0	1,500	5,322
		Ward 4							

TORONTO CATHOLIC DISTRICT SCHOOL BOARD
CSPC Account Budget Status
for the period of September 01, 2020 to October 31, 2020

Cost Centres by Trustee	LOC	Ward	Balance C/fwd from Prev.Yr	Current Year Receipts	Total Funds Available	YTD Actual Expense	Commitments	Funds Reserved for PIC	Available Funds
* Blessed Sacrament Catholic School-CSPC	226	Ward 5	13,585	0	13,585	(500)	3,708	1,688	8,689
* Brebeuf College-CSPC	508	Ward 5	4,006	0	4,006	(500)	0	789	3,716
* Cardinal Carter Academy-CSPC	556	Ward 5	585	0	585	(500)	0	764	321
* Dante Alighieri Catholic School-CSPC	522	Ward 5	4,666	0	4,666	(500)	0	3,500	1,666
* Loretto Abbey Catholic School-CSPC	510	Ward 5	1,146	0	1,146	(500)	0	1,646	0
* Madonna Catholic School-CSPC	506	Ward 5	0	0	0	(500)	0	500	0
* Marshall McLuhan Catholic School - CSPC	561	Ward 5	5,806	0	5,806	(500)	0	1,000	5,306
* Our Lady Of Assumption Cath. Sch -CSPC	265	Ward 5	2,190	0	2,190	(500)	0	2,539	152
* Regina Mundi Catholic School - CSPC	362	Ward 5	4,143	0	4,143	(500)	0	3,363	1,280
* St Agnes Catholic School-CSPC	345	Ward 5	2,275	0	2,275	(500)	0	1,613	1,163
* St Antoine Daniel Catholic Schl-CSPC	339	Ward 5	1,526	2,195	3,721	1,484	0	1,598	638
* St Charles Catholic School-CSPC	250	Ward 5	1,772	0	1,772	(500)	0	2,272	0
* St Conrad Catholic School-CSPC	396	Ward 5	2,667	0	2,667	(500)	0	2,035	1,133
* St Cyril Catholic School - CSPC	270	Ward 5	4	0	4	(500)	0	500	4
* St Edward Catholic School - CSPC	255	Ward 5	23,908	0	23,908	(500)	0	1,736	22,672
* St Gabriel Catholic School-CSPC	256	Ward 5	4,880	0	4,880	(500)	0	2,048	3,332
* St Jerome Catholic School - CSPC	294	Ward 5	2,123	0	2,123	(500)	0	1,096	1,527
* St Margaret Catholic School-CSPC	249	Ward 5	2,799	0	2,799	(500)	0	3,017	282
* St Martha Catholic School - CSPC	344	Ward 5	125	0	125	(500)	0	625	0
* St Norbert Catholic School-CSPC	309	Ward 5	607	0	607	(500)	0	1,107	0
* St Paschal Baylon School-CSPC	283	Ward 5	4,063	0	4,063	(500)	0	2,201	2,362
* St Raphael Catholic School - CSPC	285	Ward 5	1,503	0	1,503	(500)	0	1,838	165
* St Robert Catholic School - CSPC	297	Ward 5	3,082	0	3,082	(500)	0	2,365	1,216
* Sts Cosmas & Damien C.S.-CSPC	398	Ward 5	10,133	0	10,133	(500)	0	1,000	9,633
		Ward 5							

TORONTO CATHOLIC DISTRICT SCHOOL BOARD
CSPC Account Budget Status
for the period of September 01, 2020 to October 31, 2020

Cost Centres by Trustee	LOC	Ward	Balance C/fwd from Prev.Yr	Current Year Receipts	Total Funds Available	YTD Actual Expense	Commitments	Funds Reserved for PIC	Available Funds
* Loretto College Catholic School-CSPC	511	Ward 6	0	0	0	(500)	0	500	0
* St Anthony Catholic School-CSPC	210	Ward 6	2,877	0	2,877	(500)	0	3,048	329
* St Clare Catholic School-CSPC	214	Ward 6	5,215	0	5,215	(500)	0	2,839	2,876
* St Helen Catholic School - CSPC	208	Ward 6	1,787	0	1,787	(500)	0	2,287	0
* St John Bosco Catholic School - CSPC	305	Ward 6	4,476	0	4,476	1,058	0	958	2,459
* St Luigi Catholic School-CSPC	370	Ward 6	500	0	500	(500)	0	1,000	0
* St Mary C.H.S.-CSPC	528	Ward 6	1,885	0	1,885	(500)	0	2,385	0
* St Mary Of The Angels Catholic Sch-CSPC	228	Ward 6	0	0	0	(500)	0	500	0
* St Nicholas of Bari Catholic Schl-CSPC	355	Ward 6	0	0	0	(500)	0	500	0
* St Paul VI Catholic School-CSPC	374	Ward 6	1,823	0	1,823	(500)	0	500	1,823
* St Rita Catholic School-CSQC	216	Ward 6	88	0	88	(500)	0	588	0
* St Sebastian Catholic School - CSPC	354	Ward 6	626	0	626	(500)	0	1,126	0
* Stella Maris-CSPC	371	Ward 6	7,543	4,213	11,757	3,406	7,795	500	56
		Ward 6							
* Epiphany Of Our Lord C.S.-CSPC	378	Ward 7	3,112	0	3,112	(500)	0	3,500	112
* Holy Spirit Catholic School-CSPC	282	Ward 7	797	0	797	(500)	0	1,297	0
* Mary Ward Catholic Sec School-CSPC	544	Ward 7	0	0	0	(500)	0	500	0
* Our Lady Of Wisdom Catholic Sch - CSPC	273	Ward 7	2,280	0	2,280	(500)	0	1,596	1,184
* Precious Blood Catholic School-CSPC	258	Ward 7	2,435	0	2,435	(500)	0	1,500	1,435
* St Aidan Catholic School-CSPC	350	Ward 7	500	0	500	(500)	0	1,000	0
* St Albert Catholic School-CSPC	335	Ward 7	4,630	0	4,630	(500)	0	2,175	2,955
* St Henry Catholic School-CSPC	395	Ward 7	7,632	0	7,632	(500)	0	1,096	7,036
* St Joan of Arc Catholic Academy-CSPC	554	Ward 7	3,507	0	3,507	(500)	0	3,500	507
* St Kevin Catholic School-CSPC	300	Ward 7	1,852	0	1,852	(48)	0	788	1,112
* St Lawrence Catholic School-CSPC	264	Ward 7	2,042	0	2,042	(500)	0	2,120	422
* St Nicholas Catholic School-CSPC	308	Ward 7	3,059	0	3,059	(500)	0	3,500	59
* St Sylvester Catholic School-CSPC	373	Ward 7	77	0	77	(500)	0	577	0
* St Victor Catholic School-CSPC	338	Ward 7	613	0	613	(500)	0	1,113	0
		Ward 7							

TORONTO CATHOLIC DISTRICT SCHOOL BOARD
CSPC Account Budget Status
for the period of September 01, 2020 to October 31, 2020

Cost Centres by Trustee	LOC	Ward	Balance C/fwd from Prev.Yr	Current Year Receipts	Total Funds Available	YTD Actual Expense	Commitments	Funds Reserved for PIC	Available Funds
* Blessed Pier Giorgio Frassati - CSPC	456	Ward 8	2,596	0	2,596	(500)	0	2,558	538
* Cardinal Leger Catholic School - CSPC	419	Ward 8	1,660	0	1,660	(500)	0	2,160	0
* Divine Infant Catholic School-CSPC	414	Ward 8	805	0	805	(500)	0	1,305	0
* Francis Libermann C.H.S.-CSPC	524	Ward 8	703	0	703	(500)	0	1,203	0
* Our Lady Of Grace Catholic Schl-CSPC	372	Ward 8	1,533	0	1,533	(500)	0	1,710	323
* Prince Of Peace Catholic Schl-CSPC	416	Ward 8	2,010	0	2,010	(500)	0	2,103	407
* Sacred Heart Catholic School-CSPC	415	Ward 8	3,374	0	3,374	(500)	0	1,696	2,178
* St Barnabas Catholic School - CSPC	351	Ward 8	1,026	0	1,026	(500)	0	1,000	526
* St Bartholomew Catholic School - CSPC	334	Ward 8	1,675	0	1,675	(500)	0	2,175	0
* St Bede Catholic School - CSPC	425	Ward 8	2,943	0	2,943	(500)	0	1,113	2,330
* St Brendan Catholic School - CSPC	359	Ward 8	5,426	0	5,426	(500)	0	2,050	3,876
* St Columba Catholic School-CSPC	380	Ward 8	615	0	615	(500)	0	1,090	25
* St Dominic Savio Catholic School - CSPC	467	Ward 8	3,519	0	3,519	(500)	0	2,548	1,471
* St Elizabeth Seton Catholic Schl-CSPC	386	Ward 8	3,189	0	3,189	(500)	0	3,500	189
* St Florence Catholic School-CSPC	385	Ward 8	4,165	0	4,165	(500)	0	2,654	2,011
* St Gabriel Lalemant Catholic Schl-CSPC	377	Ward 8	3,003	0	3,003	(500)	0	3,000	503
* St Ignatnatus of Loyola Catholic Schl-CSPC	365	Ward 8	800	0	800	(500)	0	1,300	0
* St Jean de Brebeuf School - CSPC	394	Ward 8	644	0	644	(500)	0	1,144	0
* St Malachy Catholic School-CSPC	336	Ward 8	1,960	0	1,960	(500)	0	2,144	316
* St Marg Bourgeoey Catholic Schl-CSPC	381	Ward 8	4,442	0	4,442	(500)	0	2,154	2,788
* St Mother Teresa C.H.S.-CSPC	538	Ward 8	5,172	0	5,172	(500)	0	1,644	4,027
* St Rene Goupil Catholic School - CSPC	408	Ward 8	766	0	766	(500)	0	1,266	0
		Ward 8							

TORONTO CATHOLIC DISTRICT SCHOOL BOARD
CSPC Account Budget Status
for the period of September 01, 2020 to October 31, 2020

Cost Centres by Trustee	LOC	Ward	Balance C/fwd from Prev.Yr	Current Year Receipts	Total Funds Available	YTD Actual Expense	Commitments	Funds Reserved for PIC	Available Funds
* Bishop Macdonell - CSPC	462	Ward 9	500	0	500	(500)	0	1,000	0
* D'Arcy McGee Catholic School - CSPC	318	Ward 9	3,219	0	3,219	(500)	0	1,848	1,871
* Holy Rosary Catholic School-CSPC	225	Ward 9	1,735	0	1,735	(500)	0	1,692	543
* Msgr Fraser College-CSPC	533	Ward 9	7,513	0	7,513	(500)	0	3,007	5,006
* Our Lady Of Lourdes Catholic Schl-CSPC	221	Ward 9	4,877	0	4,877	(500)	0	2,064	3,313
* Our Lady Of Perpetual Help School-CSPC	239	Ward 9	4,568	0	4,568	144	0	2,425	1,999
* Pope Francis Catholic School-CSPC	347	Ward 9	2,148	0	2,148	(500)	0	1,618	1,030
* St Alphonsus Catholic School-CSPC	326	Ward 9	500	0	500	(500)	0	1,000	0
* St Bruno/St Raymond Catholic School-CSPC	376	Ward 9	6,051	0	6,051	(500)	0	2,783	3,768
* St Francis Of Assisi Catholic Schl-CSPC	206	Ward 9	5,541	0	5,541	(500)	0	3,482	2,559
* St Joseph College-CSPC	514	Ward 9	2,504	0	2,504	(500)	0	1,171	1,832
* St Mary Catholic School CSPC	205	Ward 9	1,455	0	1,455	(500)	0	1,955	0
* St Michael Catholic School-CSPC	387	Ward 9	1,552	0	1,552	(500)	0	2,052	0
* St Michael Choir School-CSPC	217	Ward 9	18	0	18	(500)	0	518	0
* St Michael Choir Sec School-CSPC	518	Ward 9	850	0	850	(500)	0	500	850
* St Paul Catholic School-CSPC	204	Ward 9	692	0	692	(500)	0	1,192	0
* St Thomas Aquinas Catholic School-CSPC	236	Ward 9	1,000	0	1,000	(500)	0	1,500	0
		Ward 9							
* Chaminade College-CSPC	509	Ward 10	500	0	500	(500)	0	1,000	0
* Imm Conception Catholic School - CSPC	281	Ward 10	2,152	0	2,152	(500)	0	2,054	598
* Our Lady Of Victory Catholic School-CSPC	247	Ward 10	1,451	0	1,451	(500)	0	1,420	530
* Santa Maria Catholic School - CSPC	368	Ward 10	578	0	578	(500)	0	500	578
* St Bernard Catholic School-CSPC	261	Ward 10	1,883	0	1,883	(500)	0	2,252	132
* St Fidelis Catholic School-CSPC	358	Ward 10	1,550	0	1,550	(500)	0	2,050	0
* St Francis Xavier Catholic School CSPC	271	Ward 10	1,147	0	1,147	(500)	0	1,533	114
* St John the Evang C.S.-CSPC	244	Ward 10	677	0	677	(500)	0	1,129	48
* St Matthew Catholic School - CSPC	240	Ward 10	9,968	0	9,968	(500)	0	2,596	7,872
* St Oscar Romero Catholic School-CSPC	555	Ward 10	1,110	0	1,110	(500)	0	1,610	0
		Ward 10							

TORONTO CATHOLIC DISTRICT SCHOOL BOARD
CSPC Account Budget Status
for the period of September 01, 2020 to October 31, 2020

Cost Centres by Trustee	LOC	Ward	Balance C/fwd from Prev.Yr	Current Year Receipts	Total Funds Available	YTD Actual Expense	Commitments	Funds Reserved for PIC	Available Funds
* Annunciation Catholic School-CSPC	299	Ward 11	3,226	0	3,226	(500)	0	2,027	1,699
* Blessed Trinity Catholic School-CSPC	289	Ward 11	1,953	0	1,953	(500)	0	2,453	0
* Canadian Martyrs Catholic School - CSPC	251	Ward 11	10,435	8,269	18,704	(500)	2,523	3,500	13,181
* Holy Cross Catholic School-CSPC	242	Ward 11	7,294	0	7,294	(500)	0	1,000	6,794
* Holy Name Catholic School-CSPC	215	Ward 11	500	0	500	(500)	0	1,000	0
* Notre Dame - CSPC	501	Ward 11	3,662	0	3,662	(500)	0	2,179	1,984
* Our Lady Of Gaudalupe C.Schl-CSPC	342	Ward 11	1,927	0	1,927	(500)	0	2,427	0
* Senator O'Connor Catholic School - CSPC	505	Ward 11	1,424	0	1,424	(500)	0	1,076	848
* St Anselm Catholic School - CSPC	243	Ward 11	20,945	0	20,945	(500)	0	1,374	20,071
* St Bonaventure Catholic School-CSPC	263	Ward 11	3,961	0	3,961	(500)	0	500	3,961
* St Brigid Catholic School - CSPC	235	Ward 11	3,598	0	3,598	(500)	0	2,170	1,927
* St Catherine Catholic School-CSPC	316	Ward 11	1,453	0	1,453	(500)	0	767	1,187
* St Denis Catholic School-CSPC	310	Ward 11	2,682	0	2,682	(500)	0	1,596	1,586
* St Gerald Catholic School-CSPC	319	Ward 11	554	0	554	(500)	0	1,054	0
* St Isaac Joques Catholic School-CSPC	315	Ward 11	116	0	116	(500)	0	616	0
* St John Catholic School (Toronto)- CSPC	220	Ward 11	3,251	0	3,251	(500)	0	1,125	2,626
* St John XXIII C.S-CSPC	348	Ward 11	2,982	0	2,982	(500)	0	2,528	955
* St Joseph Catholic School-CSPC	209	Ward 11	3,250	0	3,250	(500)	0	2,460	1,290
* St Joseph Morrow Park-CSPC	516	Ward 11	0	0	0	(500)	0	500	0
* St Kateri Tekakwitha C.S.-CSPC	393	Ward 11	17,856	0	17,856	(500)	0	500	17,856
* St Matthias Catholic School-CSPC	357	Ward 11	882	0	882	(500)	0	692	691
* St Monica Catholic School - CSPC	224	Ward 11	4,064	0	4,064	(500)	0	1,932	2,632
* St Patrick C.H.S-CSPC	546	Ward 11	584	0	584	(500)	0	1,084	0
* St Timothy Catholic School - CSPC	298	Ward 11	500	0	500	(500)	0	1,000	0
		Ward 11							

TORONTO CATHOLIC DISTRICT SCHOOL BOARD
CSPC Account Budget Status
for the period of September 01, 2020 to October 31, 2020

Cost Centres by Trustee	LOC	Ward	Balance C/fwd from Prev.Yr	Current Year Receipts	Total Funds Available	YTD Actual Expense	Commitments	Funds Reserved for PIC	Available Funds
* Cardinal Newman C.H.S.-CSPC	519	Ward 12	1,618	0	1,618	(500)	0	1,525	593
* Immaculate Heart Of Mary School - CSPC	272	Ward 12	644	0	644	(500)	0	1,144	0
* Neil McNeil Catholic H.S.-CSPC	502	Ward 12	1,581	0	1,581	(500)	0	2,081	0
* Our Lady Of Fatima Catholic Schl-CSPC	252	Ward 12	2,106	0	2,106	(500)	0	2,606	0
* St Agatha Catholic School - CSPC	302	Ward 12	15,826	0	15,826	(500)	0	2,140	14,187
* St Barbara Catholic School - CSPC	274	Ward 12	3,509	0	3,509	(500)	0	2,780	1,230
* St Boniface Catholic School-CSPC	277	Ward 12	2,144	0	2,144	(500)	0	2,596	48
* St Dunstan Catholic School-CSPC	241	Ward 12	1,398	0	1,398	(500)	0	1,898	0
* St Edmund Campion Catholic Schl-CSPC	356	Ward 12	1,706	0	1,706	(500)	0	1,544	663
* St Joachim Catholic School-CSPC	292	Ward 12	0	0	0	(500)	0	500	0
* St John Paul II-C.H.S.-CSPC	531	Ward 12	5,096	0	5,096	2,165	0	2,168	763
* St Maria Goretti Catholic School-CSPC	260	Ward 12	2,911	0	2,911	(500)	0	3,411	0
* St Martin De Porres Catholic Schl-CSPC	286	Ward 12	846	0	846	(500)	0	1,000	346
* St Richard Catholic School - CSPC	301	Ward 12	5,327	0	5,327	(500)	0	3,500	2,327
* St Rose Of Lima Catholic School - CSPC	269	Ward 12	533	0	533	(500)	0	1,033	0
* St Theresa Shrine Catholic School- CSPC	248	Ward 12	2,249	0	2,249	(500)	0	2,132	617
* St Thomas More Catholic School - CSPC	322	Ward 12	3,370	0	3,370	(500)	0	1,720	2,150
* St Ursula Catholic School-CSPC	306	Ward 12	2,894	0	2,894	(500)	0	2,892	502
		Ward 12							
		Grand Total	619,703	22,112	641,814	(77,853)	50,379	348,469	320,820



CPIC

CATHOLIC
PARENT
INVOLVEMENT
COMMITTEE



Appendix B -
CSPC Policy
Metric Report
2019-20



CPIC ANNUAL REPORT 2019-2020

Toronto Catholic Parent Involvement Committee

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YouTube Live Channel:

youtu.be/sFp9qYCRPOM

Catholic Education Centre
80 Sheppard Avenue East
North York, ON M2N 6E8

TO OUR STAKEHOLDERS

HOW A PARENT INVOLVEMENT COUNCIL FULFILLS ITS PURPOSE:

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

Strategic Highlights

Toronto Catholic Parent Involvement Committee (CPIC) has been focusing supporting our School Parent Councils (CSPCs) and parents-at-large by increasing lines of communications and conducting advocacy work through making thoughtful recommendations. CPIC has been communicating frequently with CSPCs, engaging with Trustees and taking a leadership role in the province on behalf of Parent Involvement Committees.

Financial Highlights

Expenses were in line with budget targets and plans are in place for a surplus reduction effort over the next 24-months to substantially increase the visibility of CPIC and host more parent events. A large event which planned to draw up to 500 attendees and use up a sizable portion of our surplus was put on hold due to the pandemic. CPIC Policies were also updated to ensure consistency in funding requests/activities.

Operating Highlights

Along with adoption of our new bylaws, we have remodeled the makeup of the Committee aligned to Trustee Wards (ensuring elementary & high school perspectives) and creating a greater link back to CSPC as their Board representatives. Like everyone else, we were forced into a full virtual meeting format - which we have found to still be effective in ensuring our continuity of meetings. We started broadcasting meetings live on YouTube in August.

Looking Ahead

CPIC will continue to shape its parent resource catalogue, building up a portfolio of both in-house and partner materials & webinars. We will continue to work with OAPCE-Toronto in joint ventures & reduce overlap of mandates. We look forward to eventually hosting an in-person parent conference with famous speakers & a wide-variety of timely workshops.



John Del Grande, Chair

CPIC STRUCTURE & MEMBERSHIP

Voting Members:

- 15 Elementary Parent Members: elected by Ward CSPC Chairs (two-year term)
- 3 Secondary Parent Members: elected by Ward Cluster CSPC Chairs (one-year term)
- 3 Community Representatives: appointed by the Committee (one-year term)

Non-Voting Members:

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



ELEMENTARY PARENT MEMBERS		
WARD	NAME & SCHOOL	ATTENDANCE
1	Jennifer Di Francesco (St. Eugene)	9 / 9
2	Natalia Marriott (St. Maurice)	9 / 9
3	Joe Fiorante (St. Jane Frances)	9 / 9
4	A.J. Hepburn (St. Mark)	4 / 9
5 East	-Vacant-	-
5 West	Daniel Oliveira (St. Conrad)	8 / 9
6	Gus Gikas (St. Mary of the Angels)	9 / 9
7	Dan Kajioka (St. Victor)	4 / 9
8 East	Ruth Oliveros (Cardinal Leger)	3 / 9
8 West	Wendell Labrador (St. Barnabas) ¹	0 / 6
9	Jennifer Traer (St. Mary)	4 / 9
10	Annalisa Crudo-Perri (Chaminade)	8 / 9
11 North	Ben Xavier (St. Gerald)	4 / 9
11 South	Isabel Starck (St. Bonaventure)	9 / 9
12	John Del Grande (St. Agatha) ²	9 / 9
	Anthony Antonucci (St. Ursula)	7 / 9

(1) Resigned June 2020 (2) Transitional Ward Member

SECONDARY SCHOOL PARENT MEMBERS		
WARD CLUSTER	NAME & SCHOOL	ATTENDANCE
West (Wards 1,2,3 & 4)	Geoffrey Feldman (Father John Redmond)	7 / 9
Central (5,6, 9 & 10)	Kathleen McGinnis (St. Joseph's College School)	5 / 9
East (7,8,11 & 12)	Melanie Stoll (Mary Ward CSS)	2 / 9

COMMUNITY MEMBERS		
POSITION & ASSOCIATION	NAME & SCHOOL/LOCATION	ATTENDANCE
1 – OAPCE Toronto	Katie Piccininni (St. Clement)	7 / 9
2	-Vacant-	-
3	-Vacant-	-

TRUSTEE REPRESENTATIVES AND TCDSB STAFF		
POSITION	NAME & ROLE	ATTENDANCE
Trustee Rep	Garry Tanuan, Trustee, Ward 8	7 / 9
Trustee Alternative Rep	Norm Di Pasquale, Trustee, Ward 9	8 / 9
Communications Department	Emmy Szekeres Milne, Manager	6 / 9
Parent Engagement Office	Manuela Sequeira, Coordinator	8 / 9
Director of Education Designate	John Wujek, Superintendent	9 / 9

OFFICERS & MEETINGS

CPIC OFFICERS

POSITION	MEMBER	TERM ENDING
Chair	John Del Grande (Ward 12)	October 2020
Vice-Chair	Joe Fiorante (Ward 3)	October 2020
Secretary & Past Chair	Geoff Feldman (Secondary West)	October 2020
Treasurer	Gus Gikas (Ward 6)	October 2020
Events Coordinator	Isabel Starck (Ward 11 South)	October 2020
Digital Coordinator	Jennifer Di Francesco (Ward 1)	October 2020

MEETINGS

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

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

During the 2019-2020 CPIC Year the Committee met:

Meeting #	Date
1/Inaugural	Monday, November 11 th , 2019
2	Monday, December 16 th , 2019
3	Monday January 20 th , 2020
4	Monday, March 2 nd , 2020
5	Monday, April 20 th , 2020 (via E-Meeting)
6	Monday, May 11 th , 2020 (via E-Meeting)
7	Monday, June 8 th , 2020 (via E-Meeting)
Special	Monday, August 17 th , 2020 (via E-Meeting)
8	Monday, September 14 th , 2020 (via E-Meeting)



2019/20 CPIC Chair, John Del Grande & Vice-Chair, Joe Fiorante

SUBCOMMITTEES

A [PIC] may establish subcommittees to make recommendations to the parent involvement committee.

Much of the work of CPIC takes place with Members between scheduled meetings. Every CPIC Member is expected to serve on at least one subcommittee. The following subcommittees met and were formed during the year:

Executive Standing Subcommittee

Consists of all Executive Officers and meets to consider any strategic direction and urgent action required on behalf of the Committee between meetings.

Budget & Priority Standing Subcommittee

The committee recommends strategic priorities for the year & updates budget projections including surplus disbursement ideas.

Conference & Events Standing Subcommittee

Recommends & plans ward/central conference ideas and options to the committee. Countless hours went into planning the May conference, coordinating speakers, activities and hospitality - but unfortunately had to be postponed due to COVID-19.

Communications & Parent Resource Standing Subcommittee

The Committees mandate included reviewing the TCDSB-CPIC website for updates and working on collecting and creating parent & CSPC materials.

Making Your Voices Heard Special Subcommittee

The Committee continued work on creating summary materials and links for the Parent Involvement & Parent Advocacy triangles.

*First YouTube
Broadcasted
Zoom E-Meeting
(Aug 17, 2020)*



RECOMMENDATIONS PROVIDED

A board may solicit and take into consideration the advice of its parent involvement committee with regard to matters that relate to improving student achievement and well-being. [Ontario Regulation 612/00 s.47(1)]

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

RECOMMENDATIONS MADE TO THE DIRECTOR OF EDUCATION

After hearing ongoing challenges from local Parent Councils, Members wanted to ensure that the new Cash Online system is maximized to support Council fundraising activities and simplify cash management.

The Director of Education review options in the TCDSB school cash online system configuration to allow:

- a. Options to specify a fundraiser/event when donating to a School CSPC.*
- b. Mandatory entry of a student name when external donations are being made to a school CSPC fundraiser or event.*
- c. Proper access for CSPC Chairs to pull reports for activities related to CSPC co-sponsored activities.*

■ Updated resource materials were made available to CSPCs.
The Board also committed to reviewing features & functionality with the system vendor.

RECOMMENDATIONS MADE TO THE BOARD OF TRUSTEES

Added to the challenges of this past school year was labour unrest between various unions and the Provincial Government:

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

■ Only (a) was adopted as Board staff expressed operational and timing concerns to implement (b) & (c).

To support the Parent Involvement Committee function, Members wanted to ensure that parent volunteer time is used to support parent advocacy over administrative activities.

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

■ All were approved & in process of being implemented

For years, CSPCs have raised the concern of being able to communicate to parents within their school effectively, CPIC continues to advocate for better ways to conduct this activity ensuring consistency in practice.

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

■ A modified motion was approved for Board staff to work with CPIC on timely school communications for CSPCs and to evaluate tools being used at the TCDSB

In order to provide transparency & accessibility to parents, we lobbied for an ability to web broadcast meetings - especially in light of e-meetings and guests unable to attend in person.

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

■ Approved & in process of being implemented

The Director of Education sets the operational tone within the school Board and sets expectations of staff and creating effective processes.

The Board of Trustees engage parents in the recruitment & selection of the next Director of Education for the TCDSB by seeking input into the Director of Education profile.

■ Approved. CPIC & OAPCE was consulted for feedback by the recruiting firm.

It was brought to CPICs attention of material made available to parents & students during pandemic lockdown, promoting screen time and activities for children that could morph into cyberbullying.

- a. As to how this inappropriate content made it to our website especially during the focus of mental health awareness wellness week.*
- b. That memes be incorporated into cyber bully teaching of the health curriculum and students are made aware how bad things start with a simple picture and comment*
- c. That the Mental Wellness Department re-evaluate the suggestion of using electronic devices as a mental break especially in a time in our society where the mental break required is from the electronic device.*

■ Approved, Staff reviewing external links more closely moving forward

CPIC heard from CSPCs and parents about the successes & challenges in the Distance Learn-At-Home that occurred between March-June. Many concerns were raised about inconsistency by schools, teachers and technology used.

A report be requested, documenting all metrics captured during distance learning:

- a. the tools, programs, techniques, synchronous, asynchronous teaching, etc used,*
- b. the percentage of educators using these techniques,*
- c. how all educators have been kept accountable during distance learning,*
- d. how equitable and consistent delivery of learning opportunities was provided by all our schools across the TCDSB.*

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

■ Approved, Board Staff provided metrics & go forward plan

CPIC had been advocating to ensure the new Parent Council policy was passed in time for the start of the 2020/2021 school year and to ensure fair elections.

That the Board of Trustees approve in conjunction with Policy S. 10:

- a. That the new mandated TCDSB Standard CSPC Bylaw Template (Appendix A) with local adaptations as defined in Regulation 10 (of Policy S. 10) be implemented no later than October 2021.*
- b. That the [Virtual] Election Process as defined by the Board's Parent & Community Relations Department be required to be followed for this upcoming CSPC election .*

That CPIC recommend to the Director of Education that the instructions & templates for CSPC elections be modified such that: Parents be informed of the public meeting dates & times of the AGM with Council Elections and a separate date or time for the CSPC Inaugural Meeting which would include the election of executive members

■ Approved & Implemented

CPIC SPONSORED EVENTS

Ward 8 Event: Faith in Our Child Speaker Series - 'The Catholic Understanding of the Human Person, Love and Sexuality'

Held on 2019 Nov. 22 at St. Barnabas Parish in Scarborough with over 275 in attendance. After the informative presentation and talk by Father Peter Turrone, Ph.D, Pastor and Executive Director of the Newman Centre, U. of Toronto, there were over 100 questions submitted.



OAPCE Annual Commissioning & Parent Roundtable on Parent Council Policy Updates



On December 3rd, 2019, CPIC partnered with OAPCE-Toronto to lead engaging discussions with roundtables of parents at the Boards central offices focused on proposed changes to the TCDSB Parent Council Policy. Considerable feedback and recommendations resulted.

Internet & Social Media Safety Presentation

Originally planned at a Scarborough high-school and simulcasting at other sites - moved entirely online and was opened to all parents in the TCDSB. 150 parents attended the session by Social Media Safety Expert Josh Ochs with focus on internet safety, creating a positive online profile for grades 5 to 9. Live interactive demonstrations and Q&A were conducted, Post event survey had a rating of 4.6/5.



Ward 1: Depression & Anxiety in Adolescence

125 parents attended the event at Msgr. Percy Johnson CSS on the evening of Friday February 21st - Keynote speaker was a Psychologist specializing in Teen Depression and Anxiety; Panel was a Priest; Parent, Retired Teacher/Social Worker and Psychologist.

Lift Jesus Higher Rally

Saturday March 7, 2020 CPIC sponsored 23 parents to attend the annual event at the Metro Toronto Convention Centre. Testimonies reveal, motivates and energizes parents to engage in their children's education, mind, body and soul.

CSPC Policy & Bylaw Webinar

Held Tuesday Sept 22nd- the session covered recently approved changes to the TCDSB CSPC policy. Over 100 CSPC Chairs/Principals attended with lots of Q&A.

ACTIVITIES & HIGHLIGHTS

❖ CPIC Logo Refresh

- With the support of the Board's Communications Department, a refreshed CPIC logo aligned with Board standards was adopted.

❖ 1st Printed Newsletter Distributed to Every TCDSB Parent

- A 4–page full colour 11x17 newsletter with a circulation of over 90,000 was printed and distributed through the TCDSB the first week of March.

❖ CPIC Policies

- In order to have consistent application in considering funding requests - CPIC Policy #7 External Event Funding was approved & updating Expense Policy #1

❖ TCDSB Staff Presentations:

- CPIC engaged with TCDSB Board Officials on topics such as School Equity, School Cash Online, Social Media Guidelines, Acceptable Use Policy, TCDSB Student Information System (SIS) Family Portal Project and the 2020/21 Budget.

❖ PRO Grant

- Ontario PICs were designated to make decisions on PRO Grant allocations to schools. We evaluated requests and balanced need and ability to execute.

❖ Partners

- Supported Parents Engaged in Education & continued joint-advocacy with OAPCE.

❖ Building PIC Relationships

- TCDSB CPIC held the first virtual Ontario PIC Chair electronic meeting and helped draft a joint recommendation to the Minister of Education.

❖ Playground Reserve

- Select CPIC Members participated on Ward playground reservation award panels.

❖ Ministry Consultation

- CPIC responded to the Ministry request for feedback to school return in September.

❖ CSPC Checkins

- We co-hosted a series of calls with CSPCs to collect feedback on Learn-At-Home during Covid lockdown in addition to ensuring continued CSPC function.

❖ Catholic School Parent Council (CSPC) Policy S.10:

- CPIC examined and contributed to substantial rewrite of the policy and working towards standard Bylaws to seek consistency in elections & base council function.

❖ Launched new website to better engage with parents: WWW.TORONTOCPIC.CA

FINANCIAL SUMMARY

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

This year, we were provided a grant of \$21,381.00 and there was a carryover of \$44,167.50 from previous years.

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

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

2019/2020 Budget Summary: (from September 1, 2019 to August 31, 2020)

	Meetings/Operations	Events/Projects
Childcare	\$ 414.44	\$ 0.00
Member Mileage/Transportation	\$ 679.86	\$ 0.00
Printing & Supplies	\$ 4,245.28	\$ 0.00
Events Promotion	\$ 0.00	\$ 60.11
Refreshments	\$ 2,079.59	\$1,071.52
Speakers	\$ 0.00	\$4,585.00
Telecommunications	\$ 340.33	\$ 0.00
Consulting	\$ 0.00	\$ 0.00
TOTAL	\$ 7,759.50 (57.6%)	\$ 5,716.63 (42.4%)

Due to COVID-19, surplus budget reserves were not utilized due to meetings being moved online and planned events cancelled. Remaining carryforward budget to 2020/2021 is \$52,001.36

APPENDIX & THANKS

LEGISLATED PURPOSE

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

WHY WE EXIST

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

MISSION

To improve student academic achievement and the emotional, spiritual and physical well-being of students by supporting, encouraging and enhancing meaningful parent engagement.

CPIC focuses on system-level matters affecting more than one school.

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

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