

# STUDENT ACHIEVEMENT AND WELL-BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE REGULAR MEETING Public Session

## AGENDA October 1, 2020

**Garry Tanuan, Chair**  
Trustee Ward 8

**Teresa Lubinski, Vice Chair**  
Trustee Ward 4

**Nancy Crawford**  
Trustee Ward 12

**Frank D'Amico**  
Trustee Ward 6

**Michael Del Grande**  
Trustee Ward 7

**Daniel Di Giorgio**  
Trustee Ward 10

**Keith Baybayon**  
Student Trustee

**Norman Di Pasquale**  
Trustee Ward 9

**Angela Kennedy**  
Trustee Ward 11

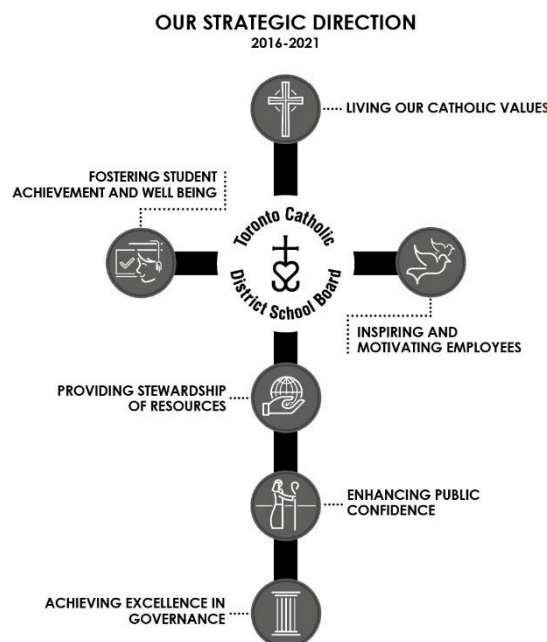
**Ida Li Preti**  
Trustee Ward 3

**Markus de Domenico**  
Trustee Ward 2

**Joseph Martino**  
Trustee Ward 1

**Maria Rizzo**  
Trustee Ward 5

**Kathy Nguyen**  
Student Trustee



### MISSION

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

### VISION

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

**Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293**  
**Assistant Recording Secretary: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298**  
**Assistant Recording Secretary: Sarah Pellegrini, 416-222-8282 Ext. 2207**

**Dr. Brendan Browne**  
Director of Education

**Joseph Martino**  
Chair of the Board

**TERMS OF REFERENCE FOR THE STUDENT ACHIEVEMENT AND WELL  
BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE  
(APPROVED BY BOARD JUNE 5, 2012)**

The Student Achievement and Well-Being, Catholic Education and Human Resources Committee shall have the responsibility for considering matters pertaining to:

**Terms of reference:**

- (a) The Multi-Year Strategic Plan in relation to Student Achievement and Well-Being, Catholic Education and Human Resources particularly focusing on the goals of the following pillars of the Multi-Year Strategic Plan: Living Our Values, Student Achievement and Well-Being and Inspired and Motivated Employees
- (b) Plans for the improvement of Student Achievement (Board Learning and Improvement Plans, School Learning and Improvement Plans)
- (c) Program alignment with Catholic Graduate Expectations
- (d) Building Catholic School Communities and strong relationships between School, Home and Church
- (e) Building Safe Schools and programs to support positive school climate
- (f) Program alignment with 21<sup>st</sup> Century learning fluencies as determined by program staff
- (g) Plans for Nurturing Our Catholic Community and the achievement of the aims and objectives of the Board in the area of Catholic Education
- (h) Program Reviews
- (i) Safe Schools Data
- (j) Continuing Education and Adult Education
- (k) Alternative Education
- (l) International Languages Programs
- (m) School Effectiveness Framework and School Reviews
- (n) System review to ascertain alignment with the deployment of Board resources
- (o) Student Achievement data (EQAO, PISA, local assessments)
- (p) Instructional leadership and practices
- (q) Equity and Inclusion Strategies
- (r) Professional Learning practices
- (s) Succession Planning
- (t) Collective Bargaining and Employee Relations
- (u) Advocacy and political action
- (v) Policy development and revision in the areas of responsibility of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee
- (w) Any matter referred to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee by the Board
- (x) Ratification of Principals, Vice-Principals and Supervisory Officers placement and transfers.

## OUR MISSION

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# AGENDA THE REGULAR MEETING OF THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

## PUBLIC SESSION

Garry Tanuan, Chair

Teresa Lubinski, Vice-Chair

Thursday, October 1, 2020

7:00 P.M.

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	Pages
1. Call to Order	
2. Opening Prayer (Chair or designate)	
3. Land Acknowledgement	
4. Singing of O Canada	
5. Roll Call & Apologies	
6. Approval of the Agenda	
7. Report from Private Session	
8. Declarations of Interest	
9. Approval and Signing of the Minutes of the Meeting held September 3, 2020 for Public Session	1 - 47
10. Delegations	
10.a Julie Altomare-Di Nunzio, President, Toronto Elementary Catholic	48

Teachers regarding, The Virtual School St. Anne

- |      |   |    |
|------|---|----|
| 10.b | Jennifer Franssen Keenan, representative of St. Michael's Choir School Safe Schools Committee, regarding, Student Safety at St. Michael's Choir School  | 49 |
| 10.c | Montserrat Reynolds, Chair, Catholic School Parent Committee (CSPC), St. Michael's Choir School regarding, Student Safety at St. Michael's Choir School | 50 |
| 10.d | Claudia Persichilli Esposito regarding, Student Safety and Well-Being at St. Michael's Choir School   | 51 |

**11. Presentations**

**12. Notices of Motion**

**13. Consideration of Motions for which previous notice has been given**

**14. Consent and Review**

**15. Unfinished Business**

**16. Matters referred or deferred**

From the August 20, 2020 Regular Board Meeting, September 3, 2020 Student Achievement Meeting & September 10, 2020 Corporate Services Meeting

- |      |  |         |
|------|--|---------|
| 16.a | Approved Minutes of the Catholic Parent Involvement Committee (CPIC) Meeting Held June 8, 2020 | 52 - 69 |
|------|--|---------|

Recommendations to Board from the August 17, 2020 CPIC Special Meeting

1. That the Board reinforce the expectations that parents should be consulted and be contributing members of the local school implementation of protocols and associated decisions.
2. That the Board stop using the word survey and instead call it registration or selection of their learning choice
3. That the Board immediately publish a "one pager" for both elementary and secondary panels sent to all parents outlining the (as



known currently) - expected learning environment and "day in the life of" for return to school in September. That this be a versioned document updated when and if plans are materially changed.

4. That the Board list the only acceptable platforms from a support, security & functionality lens that teachers are to select from for any virtual or online classrooms (distance learning).

5. That the Board endeavor to strengthen the collaboration, link and learning continuity between virtual and in-class environments.

6. That the Board publicly publish all protocols/guidelines created for schools, staff etc.. as it relates to the return-to-school COVID plan.

16.b Response to the Delegation Regarding Completion of Identification Placement and Review Committee (IPRC) Meetings and Assessments 70 - 76

16.c Staff Response to Catholic Parent Involvement Committee (CPIC) Motions from July 23, 2020 Special Board Meeting 77 - 86

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

16.d Response to May 2020 CPIC Motions (Recommendation) 87 - 95

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

16.e Communication From Abundant Life Centre - Loretto Sisters Project in Kenya (Refer to Video at the Meeting)

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

16.f Consideration of Motion From Trustee Rizzo regarding Graduation Ceremonies for the Class of 2020 96 - 97

From the September 3, 2020 Student Achievement Meeting & September 10,

## 2020 Corporate Services Meeting

- |      |  |           |
|------|--|-----------|
| 16.g | Annual Parent/Guardian Voice Survey 2020 (Information) | 98 - 111  |
| 16.h | Safe Schools Report 2019-2020 (Information)            | 112 - 161 |

## From the September 17, 2020 Regular Board Meeting

- 16.i Catholic Parent Involvement Committee (CPIC) Recommendations from the September 14, 2020 Meeting (Held by Trustee Tanuan)

### Recommendations to Board:

a) That the new mandated Toronto Catholic District School Board (TCDSB) Standard Catholic Schools Parent Council (CSPC) Bylaw Template (Appendix A) with local adaptations as defined in Regulation 10 (of Policy S.10) be implemented no later than October 2021; and

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 cycle.

## From the September 3, 2020 Student Achievement Committee Meeting, September 10, 2020 Corporate Services, Strategic Planning and Property Committee Meeting and September 17, 2020 Regular Board Meeting

- |      |  |           |
|------|--|-----------|
| 16.j | Fair Practice in Hiring and Promotion Policy Metric 2019-2020 (Information) (Held by Trustee Tanuan) | 162 - 167 |
| 16.k | The Establishment of a Race Relations Committee (Recommendation) (Held by Trustee Tanuan)            | 168 - 170 |

## **17. Staff Reports**

- |      |  |                            |
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| 17.a | Return to School Update (Information)  | 171 - 181                  |
| 17.b | Annual Report 2019-2020: Communications and Community Engagement (Information) | 182 - 214                  |
| 17.c | Board Learning Improvement Plan Back (Information)                             | 2019-2020 Report 215 - 235 |

17.d	Annual Information Report on the International Languages Elementary (ILE) Program for 2019-2020 (Information)	236 - 243
17.e	Education Quality and Accountability (EQAO) Assessments - Update (Information)	244 - 247
17.f	Request for Religious Accommodations 2019-2020 (Information)	248 - 251
17.g	Financial Activities Between Toronto Catholic District School Board (TCDSB) and WE (Information)	252 - 255
<b>18.</b>	<b>Listing of Communications</b>	
<b>19.</b>	<b>Inquiries and Miscellaneous</b>	
<b>20.</b>	<b>Updating of Pending List</b>	
20.a	Annual Calendar of Reports and Policy Metrics	256 - 257
20.b	Monthly Pending List	258 - 259
<b>21.</b>	<b>Resolve into FULL BOARD to Rise and Report</b>	
<b>22.</b>	<b>Closing Prayer</b>	
<b>23.</b>	<b>Adjournment</b>	

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# **MINUTES OF THE REGULAR VIRTUAL MEETING OF THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE PUBLIC SESSION**

**HELD THURSDAY, SEPTEMBER 3, 2020**

## **PRESENT:**

### **Trustees:**

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

### **Student Trustees:**

K. Baybayon  
T. Dallin

### **Staff:**

B. Browne  
D. Koenig  
L. Noronha  
A. Della Mora  
A. Bria  
M. Caccamo  
S. Campbell  
D. Chen  
F. Cifelli  
L. DiMarco

K. Dixon  
C. Fernandes  
D. Friesen  
G. Iuliano Marrello  
M. Loberto  
P. Matthews  
M. Meehan  
S. Vlahos  
J. Wujek

S. Harris, Recording Secretary  
S. Pellegrini, Assistant Recording Secretary

**External Guest:** A. Robertson, Parliamentarian

**4. Roll Call and Apologies**

An apology for lateness was received on behalf of Trustee Kennedy.

**5. Approval of the Agenda**

MOVED by Trustee Di Pasquale, seconded by Trustee Del Grande, that the Agenda, as amended to include the Addendum, Items 18a) Inquiry from Trustee Del Grande regarding French Language Program and 18b) Inquiry from Trustee Rizzo regarding Town Hall Meetings at Local Schools, and to renumber Item 16a) Return to School Update as Item 15a), be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
de Domenico  
Del Grande  
Di Pasquale  
Li Preti

Lubinski  
Li Preti  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**6. Report from Private Session**

There was no PRIVATE Session.

**7. Declarations of Interest**

Trustees Kennedy and Li Preti declared a conflict of interest in Item 16a) as follows:

Exemption of Collapse of Classes between 15-20 – Trustee Kennedy as she has family members who are employees of the Board; and

Suspension of Uniform Policy – Trustee Li Preti as an abundance of caution as she has a personal relationship with the uniform company used by the Board.

Trustees Kennedy and Li Preti indicated that they would neither vote nor participate in discussions regarding those matters.

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

There were none.

Trustee Martino joined the virtual meeting at 7:20 pm.

**9. Delegations**

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

- 9a) Logan Liut regarding the Establishment of Bilingual Student Resources** received and referred to Staff for a report on the establishment of a committee for Bilingual Student Resources.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

- 9b) Magdy Awad regarding Admission to Toronto Catholic District School Board (TCDSB) from York Catholic District School Board** delegate withdrew as the matter was resolved.

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

- 9c) Paolo De Buono regarding Increasing Awareness and Confidence in the TCDSB Internal Complaint Processes** received and referred to Staff.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.



MOVED by Trustee Di Pasquale, seconded by Trustee Martino, that Item 9d) be adopted as follows:

- 9d) From Annalisa Crudo-Perri and John Del Grande, representatives of Ontario Association of Parents in Catholic Education (OAPCE) and Catholic Parent Involvement Committee (CPIC), regarding Return to School** received and referred to Staff.

Trustee Kennedy joined the virtual meeting at 8:06 pm.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that Item 9e) be adopted as follows:

- 9e) Jana Seymour, regarding Virtual School Course Offerings** received and referred to Staff.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

MOVED by Trustee de Domenico, seconded by Trustee Lubinski, that Item 9f) be adopted as follows:

- 9f) Michelle Wong, regarding Update to COVID-19 Plan - Return to School (read, as requested by the delegate, by Director Browne) received and referred to Staff.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

**CARRIED**

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

MOVED by Trustee de Domenico, seconded by Trustee Di Pasquale, that Item 9g) be adopted as follows:

- 9g) Rachel Thomas, regarding Safety at High Schools** received and referred to Staff.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

MOVED by Trustee Martino, seconded by Trustee de Domenico, that Item 9h) be adopted as follows:

- 9h) Jennifer Di Francesco, Catholic Parent Involvement Committee (CPIC), Ward 1 Representative, regarding the Naming of the Virtual School** received and referred to Staff.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

MOVED by Trustee Lubinski, seconded by Trustee Kennedy, that Item 9i) be adopted as follows:

- 9i) Ana Ledo, Co-Chair, Catholic School Parent Committee (CSPC), James Culnan Catholic School, regarding High-Risk Schools** received and referred to Staff for a report to come to the September 17, 2020 Regular Board Meeting.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

## **10. Presentations**

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

- 10a) John Del Grande, Chair, Catholic Parent Involvement Committee (CPIC) (Refer to Items 15a, 15c and 15d) received.**

Results of the Vote taken, as follows:

### **In Favour**

### **Opposed**

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

The Motion was declared

**CARRIED**

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

## **11. Notices of Motion**

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

- 11a) From Trustee Tanuan regarding TCDSB Proclamation of the Quincentennial Jubilee Celebration of Christianity in the Philippines** that the By-laws 30-day requirement be waived, and that the Notice of Motion be considered at the September 10, 2020 Corporate Services, Strategic Planning and Property Committee Meeting.

WHEREAS: The TCDSB proclaimed and celebrates June 12 as Filipino Heritage Day and June as Filipino Heritage Month in the TCDSB annually, with elementary and secondary schools encouraged to mark the auspicious Filipino Heritage Day with their own in-school celebrations through various educational, cultural, and religious activities throughout the Board;

WHEREAS: The year 2021 marks a milestone in the history, cultural, and religious identity of the Filipino diaspora in Canada with the celebration of the 500th Anniversary of the Arrival of Christianity in the Philippines, as well as the 123rd Anniversary of the Proclamation of Philippine Independence in 1898, the proclamation of the month of June as Filipino Heritage Month by the Toronto City Council on November 8, 2017, and the proclamation of the month of June as Filipino Heritage Month across Canada by the Parliament of Canada, on October 30, 2018;

WHEREAS: The Philippines' rich cultural heritage and vibrant devoted passion for our Catholic faith greatly enhances the TCDSB's mission and vision which would encourage and engage our Catholic schools, especially those with plans to offer in-school events during the June Filipino Heritage Month and throughout the year;

WHEREAS: The Consul General of the Philippines in Toronto, Consul General Orontes V. Castro has requested on August 17, 2020 that the 500th Anniversary (Quincentennial Jubilee) of the Arrival of Christianity in the Philippines, be celebrated at the Toronto Catholic District School Board (TCDSB) which was received and approved by the Board on August 20, 2020; and



WHEREAS: This will be a unique Once-in-a-Lifetime opportunity to highlight the importance of the commemoration and celebration of the Quincentenary Jubilee of Christianity in the Philippines during TCDSB's celebration of Filipino Heritage Day on June 12, 2021, and Filipino Heritage Month in June 2021; where milestone events and activities will be made to encourage the active participation of young Filipino-Canadians in the Greater Toronto Area (GTA).

BE IT RESOLVED THAT: The TCDSB hereby proclaims to centrally and locally celebrate the 500th Anniversary of the Arrival of Christianity in the Philippines, alongside and highlighting its celebration of June 12 as Filipino Heritage Day and June as Filipino Heritage Month at the TCDSB in 2021, with all our elementary and secondary schools encouraged to mark the auspicious Quincentenary Jubilee of Christianity in the Philippines (QJCP) and Filipino Heritage Day/Month with their own in-school celebrations through various educational, cultural, and religious activities throughout the Board;

BE IT FURTHER RESOLVED THAT: The TCDSB, hereby proclaims the year-long celebration of the Quincentenary Jubilee of Christianity in the Philippines (QJCP) in close collaboration with the Philippine Consul General's office in Toronto, Archdiocese of Toronto, Toronto Organizing Committee - 500th Year of Christianity in the Philippines and Catholic community stakeholders for school year 2020-2021 commencing from the PH500 Quincentenary Jubilee Art Exhibit launch in October 2020 at the Catholic Education Centre, thence followed by a couple of historic landmark events in March/April 2021, key associated activities accentuating the celebration of the Filipino Heritage Day on June 12 and Filipino Heritage Month in June 2021; and culminating in a Catholic Community Jubilee Mass by His Eminence Thomas Cardinal Collins to highlight the Closing Celebration in August 2021; and

BE IT FURTHER RESOLVED THAT: TCDSB immediately establish a Quincentenary Jubilee of Christianity in the Philippines (QJCP) Task Force to appropriately manage and coordinate the key events and activities marking the 500th Anniversary of Catholicity celebrations and to further nurture, embrace, and commemorate our shared Catholic Faith and devotion amongst the faithful in our diverse ethnic Catholic communities across the GTA. The TCDSB QJC Task Force will be composed of a Trustee, Director/designated senior Staff Superintendent, Lead Community Relations

Coordinator, Student leaders, Filipino-Canadian Advisory Committee & Parents/Teachers/Faculty/Staff Association representatives, Philippine Consul General, Toronto Archdiocese, Parish & GTA School Board Trustees/Representatives, and other prominent leaders of various Catholic communities.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

**13. Consent and Review**

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

- 15a) Approved Minutes of the Catholic Parent Involvement Committee (CPIC) Meeting Held June 8, 2020 - Trustee Crawford;

- 15b) Response to the Delegation Regarding Completion of Identification Placement and Review Committee (IPRC) Meetings and Assessments - Trustee Crawford;
- 15c) Staff Response to Catholic Parent Involvement Committee (CPIC) Motions from July 23, 2020 Special Board Meeting - Trustee Rizzo;
- 15d) Response to May 2020 CPIC Motions – Trustee Del Grande;
- 15e) Communication from Abundant Life Centre - Loretto Sisters Project in Kenya - Trustees Di Pasquale and Rizzo;
- 15f) Consideration of Motion from Trustee Rizzo regarding Graduation Ceremonies for the Class of 2020;
- 16a) Return to School Update -Trustee Crawford;
- 16c) Fair Practice in Hiring and Promotion Policy Metric 2019-2020 - Trustee Li Preti;
- 16d) Naming of Toronto Catholic District School Board (TCDSB) Virtual School 2020 - Trustee Li Preti;
- 16e) Annual Parent/Guardian Voice Survey 2020 – Trustee Rizzo;
- 16f) Safe Schools Report 2019-2020 – Trustee Di Pasquale;
- 18a) Inquiry from Trustee Del Grande regarding French Language Program; and
- 18b) Inquiry from Trustee Rizzo regarding Town Hall Meetings at Local Schools

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

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

**ITEMS NOT HELD AS CAPTURED IN THE ABOVE MOTION**

- 16b) Annual Report of the Conflict Resolution Department 2020;
- 17a) Communication from Doris Grinspun, Chief Executive Officer, Registered Nurses' Association of Ontario (RNAO), regarding School Re-opening and Planning for the 500 Public Health Nurses in Ontario;

- 19a) Annual Calendar of Reports and Policy Metrics; and
- 19b) Monthly Pending List

The Chair declared a 10-minute recess.

The meeting resumed with Trustee Tanuan in the Chair.

The attendance list remained unchanged.

MOVED by Trustee Lubinski, seconded by Trustee Kennedy, that the Agenda be reopened to reconsider **Item 9i) Ana Ledo, Co-Chair, Catholic School Parent Committee (CSPC), James Culnan Catholic School, regarding High-Risk Schools.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Lubinski, seconded by Trustee Kennedy, that Item 9i) **Ana Ledo, Co-Chair, Catholic School Parent Committee (CSPC), James Culnan Catholic School, regarding High-Risk Schools** be received and referred to staff for a report to come to the *September 10, 2020 Corporate Services, Strategic Planning and Property Committee Meeting* rather than the September 17, 2020 Regular Board Meeting.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustees Baybayon and Nguyen wished to be recorded as voted against the Motion.

Time for business expired.

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

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee Rizzo did not vote/respond.

Director Browne advised that Item 16a) Return to School Update was the only urgent item.

**16. Staff Reports**

MOVED by Trustee Lubinski, seconded by Trustee Rizzo, that Item 16a) be adopted as follows:

**16a) Return to School Update**

1. BE IT RESOLVED THAT: Staff initiate the pilot acquisition/rent/rent-to-own of 24 outdoor tents, based on the determination of school needs and suitability, following approval of the motion that was passed at

- the August 14, 2020 Special Board Meeting, that staff explore an option to purchase and install outdoor tents equipped with weather protection to accommodate a full size classroom;
2. BE IT RESOLVED THAT: The tents are also utilized for staging during the verification of assessment before entry to the school building; and
  3. BE IT RESOLVED THAT: The staff contact the City of Toronto and Toronto Hydro Forestry Department to see if tree trunks could be donated to our schools to be used as benches and/or stools to facilitate outdoor classroom.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Lubinski:

BE IT RESOLVED THAT: TCDSB request the Canadian Armed Forces to borrow tents on a temporary basis for outdoor education so that every school community can access outdoor education at a minimal cost.

Trustee Li Preti requested that the Question be split.

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

**In Favour**

**Opposed**

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



The AMENDMENT was declared

CARRIED

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

Trustee D'Amico did not vote/respond.

Trustee Rizzo did not vote/respond due to technical difficulties.

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

**In Favour**

Trustees Kennedy  
Lubinski  
Rizzo  
Tanuan

**Opposed**

Crawford  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Li Preti  
Martino

Part 1 of the Motion, as amended, was declared

FAILED

Trustee D'Amico did not vote/respond.

Student Trustees Baybayon and Nguyen wished to be recorded as voted against.

The Chair ruled that Part 2 of the Motion, as amended, was in order.

Trustee de Domenico challenged the Ruling of the Chair.

Results of the Vote taken on the Chair's Ruling, as follows:

<b><u>In Favour</u></b>	<b><u>Opposed</u></b>
Trustees Crawford	de Domenico
Del Grande	Di Giorgio
Lubinski	Di Pasquale
Martino	Li Preti
Rizzo	
Tanuan	

The Chair's Ruling was upheld.

Trustees D'Amico and Kennedy did not vote/respond.

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

<b><u>In Favour</u></b>	<b><u>Opposed</u></b>
Trustees Crawford	de Domenico
Lubinski	Del Grande
Martino	Di Giorgio
Tanuan	Di Pasquale
	Kennedy
	Li Preti
	Rizzo

Part 2 of the Motion, as amended, was declared

**FAILED**

Trustee D’Amico did not vote/respond.

Student Trustees Baybayon and Nguyen wished to be recorded as voted against.

Results of the Vote taken on Part 3 of the Motion, as amended, as follows:

**In Favour**

**Opposed**

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

Part 3 of the Motion, as amended, was declared

CARRIED

Trustee D’Amico did not vote/respond.

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

MOVED by Trustee Lubinski, seconded by Trustee Rizzo, that Staff review James Culnan and Holy Family schools to see whether those schools could qualify as high risk for COVID-19 due to a high number of students living in the high risk area, and given the fact that neighbouring public elementary schools within a very short distance are identified as high risk.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Crawford, that Staff review with Toronto Public Health (TPH) Regional schools to identify whether these schools may qualify as high risk for COVID 19 due to a high number of students living in the high risk area.

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

**In Favour**

Trustees D'Amico  
Del Grande  
Lubinski  
Rizzo

**Opposed**

Crawford  
de Domenico  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Martino  
Tanuan

The AMENDMENT was declared

FAILED

Student Trustees Baybayon and Nguyen wished to be recorded as voted against.

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

**In Favour**

Trustees D'Amico  
Del Grande  
Kennedy  
Lubinski

**Opposed**

Crawford  
de Domenico  
Di Giorgio  
Di Pasquale  
Li Preti

Martino  
Rizzo  
Tanuan

The Main Motion was declared

FAILED

Student Trustees Baybayon and Nguyen wished to be recorded as voted against.

MOVED by Trustee de Domenico, seconded by Trustee Di Pasquale:

WHEREAS: The COVID-19 pandemic had an extremely negative impact on student mental health, with students facing greatly heightened rates of anxiety and depression, and led to increased student stress about economic security, grief over the loss of relatives, and aggravated family conflict;

WHEREAS: Like students, teachers have reported increased levels of anxiety and stress, especially surrounding the return to school, that could compromise their abilities in the classroom;

WHEREAS: The pandemic has significantly increased the workload of Principals, who have had increased correspondence with parents and taken on the task of preparing for reopening; and

WHEREAS: TCDSB Policy S.03 currently requires students to be referred to Mental Health Staff by TCDSB Staff.

- 1) BE IT RESOLVED THAT: Secondary students may, should they choose to do so, refer themselves to Mental Health Staff as defined in TCDSB Policy S.03 to make accessing mental health services easier on both them and their Principal;
- 2) BE IT FURTHER RESOLVED THAT: Secondary students be informed of their ability to refer themselves to Mental Health Staff at the beginning of the

school year through announcements, posters, or another means determined by the Principal; and

- 3) BE IT FURTHER RESOLVED THAT: Secondary student be ensured access to mental health services through online web conferencing like Zoom and Google Meet, and students be provided with private space at their schools, when possible, when accessing mental health services remotely;
- 4) BE IT FURTHER RESOLVED THAT: A counselling hotline be established and funded as necessary until June 30, 2021;
- 5) BE IT FURTHER RESOLVED THAT: At the first Board meeting after June 30, 2021, the Board review continuing to fund the counselling hotline; and
- 6) BE IT FURTHER RESOLVED THAT: Disaggregate data be collected on the use of the hotline and presented to the Board at the first Board meeting after June 30, 2021.

Trustee Martino requested that the Question be called.

Results of the Vote taken on Calling the Question, as follows:

**In Favour**

Trustees Crawford  
Del Grande  
Di Giorgio  
Martino  
Lubinski

**Opposed**

D'Amico  
de Domenico  
Di Pasquale  
Kennedy  
Li Preti  
Rizzo  
Tanuan

The Motion was declared

**FAILED**

Trustee de Domenico requested that the Question be split at Parts 1, 2 and 3.

Results of the Vote taken on Parts 1, 2 and 3 of the Motion, as follows:

<b><u>In Favour</u></b>	<b><u>Opposed</u></b>
Trustees D'Amico	Crawford
de Domenico	Del Grande
Di Giorgio	Kennedy
Di Pasquale	Li Preti
Rizzo	Lubinski
	Martino
	Tanuan

Parts 1, 2 and 3 of the Motion were declared

FAILED

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken on Parts 4, 5 and 6 of the Motion, as follows:

<b><u>In Favour</u></b>	<b><u>Opposed</u></b>
Trustees D'Amico	Crawford
de Domenico	Del Grande
	Di Giorgio
	Di Pasquale
	Kennedy
	Li Preti
	Lubinski
	Martino

Rizzo  
Tanuan

Parts 4, 5 and 6 of the Motion were declared

FAILED

Student Trustees Baybayon and Nguyen wished to be recorded as voted against.

MOVED by Trustee de Domenico, seconded by Trustee Di Pasquale, that:

WHEREAS: Parents are concerned about what their children will do during the lunch hour;

WHEREAS: In previous years, many elementary school-aged children went home to eat lunch;

WHEREAS: The comfort of eating lunch at home would ease the stress of attending school during the pandemic for many children; and

WHEREAS: There is confusion as to whether or not going home during the lunch period is allowed.

BE IT RESOLVED THAT: Parents and legal guardians be permitted to bring children in Kindergarten to Grade 6 home to eat lunch during the lunch period and return them to school when classes resume.

With the consent of the Assembly, Trustee de Domenico withdrew the Motion.



MOVED by Trustee de Domenico, seconded by Trustee Di Pasquale, that:

WHEREAS:

- Large volumes of parents and students arriving at school simultaneously poses a danger to their health and safety;
- It is difficult to physically distance during drop-offs, especially when students are eager to socialize;
- It impossible to physically distance in many hallways when hundreds of students are heading to class;
- The rush of students leaving school all together is also not conducive to physical distancing, and leads to crowding on TTC vehicles and in pick up areas; and
- The TCDSB should aim to keep hallways, drop off areas, and pick-up areas as unpopulated as possible to facilitate physical distancing

WHEREAS:

- Occasional teachers (or “supply” or “substitute” teachers) have expressed concern about teaching at multiple schools;
- Occasional teachers who contract COVID-19 are currently at risk of spreading the virus to the many schools they teach at and creating multiple outbreaks; and
- Students should be exposed to as few individuals as possible while in the classroom

WHEREAS:

- Contact tracing is a crucial part of stopping the spread of COVID-19;

- COVID-19 Alert is the open-source Government of Canada contact tracing app;
- COVID-19 Alert works on most phones and is respectful of users' privacy; and
- By notifying TCDSB students and Staff if they are exposed to someone with COVID-19 so they can self-isolate, the COVID-19 Alert app could prevent outbreaks at school and, in the event an outbreak does occur, track who needs to be quarantined.

BE IT RESOLVED THAT: The following recommendations be incorporated into the TCDSB Reopening action plan immediately:

1. Stagger school start and end times in all secondary schools such that each grade arrives at and departs from school at least eight minutes apart (for example, Grade 9 classes run from 8:22 am to 10:52 am, Grade 10 classes run from 8:30 am to 11:00 am, Grade 11 classes run from 8:38 am to 11:08 am, etc.).
2. Schools only utilize occasional teachers who have not worked at another school (including TCDSB and non-TCDSB schools) in the past 14 days.
  - a. Principals aim to utilize occasional teachers in the same grade as much as possible; and
  - b. Principals utilize as few occasional teachers as possible.
3. At all assemblies and meetings, teachers, Staff, and students be encouraged to download the COVID-19 Alert app.
  - a. Posters advertising the COVID-19 Alert app be placed conspicuously around schools; and

- b. Students be allowed to use their cellphones prior to the beginning of class if they have downloaded the COVID-19 Alert app.

Trustee Li Preti requested that the Question be split.

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

<b><u>In Favour</u></b>	<b><u>Opposed</u></b>
Trustees D'Amico	Crawford
de Domenico	Del Grande
Rizzo	Di Giorgio
	Di Pasquale
	Kennedy
	Li Preti
	Lubinski
	Martino
	Tanuan

Part 1 of the Motion was declared

FAILED

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

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

<b><u>In Favour</u></b>	<b><u>Opposed</u></b>
Trustees D'Amico	Crawford
de Domenico	Del Grande
Martino	Di Giorgio

Rizzo	Di Pasquale
	Kennedy
	Li Preti
	Lubinski
	Tanuan

Part 2 of the Motion was declared

FAILED

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

**In Favour**

**Opposed**

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

Part 3 of the Motion was declared

CARRIED

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

MOVED BY: Trustee Rizzo, seconded by Trustee Di Pasquale, that:

WHEREAS: The TCDSB has offered and expanded French Immersion in 19 elementary schools and four high schools and extended French to 18 elementary and 12 secondary schools;

WHEREAS: The Ministry of Education provides French as a Second Language (FSL) grants to the TCDSB to support these programs;

WHEREAS: TCDSB has created a virtual school without programming for FSL;

WHEREAS: Parents were not provided with accurate information in deciding registration for their child/ children; and

WHEREAS: The TCDSB should be obligated to meet the needs of students of a French Immersion and extended French programs.

- 1) THEREFORE BE IT RESOLVED THAT: TCDSB establish a French Immersion and extended French program in the virtual school by the start (September) of the 2020-2021 school year staffed with French speaking qualified and unqualified teachers that will provide synchronous and asynchronous learning opportunities to French students; and
- 2) BE IT FURTHER RESOLVED THAT: Parents in French Programs who opted for virtual learning be contacted and provided with accurate information that their children may not be provided a French language program at a virtual school at this point in time, and that their child/children will not lose their spot in the future at their home school though they may be placed on a waitlist for registration/re-entry.

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

BE IT FURTHER RESOLVED THAT: Staff investigate the possibility of retaining staff in French positions for a three-year term.

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

**In Favour**

**Opposed**

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

The AMENDMENT was declared

CARRIED

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

Trustee Martino requested that the Question be split.

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

**In Favour**

**Opposed**

Trustees Crawford	Di Giorgio
D'Amico	Li Preti
de Domenico	Martino

Del Grande  
Pasquale  
Kennedy  
Rizzo  
Tanuan

Part 1 of the Motion, as amended, was declared

CARRIED

Trustee Lubinski did not vote/respond.

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

**In Favour**

**Opposed**

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

Part 2 of the Motion, as amended was declared

CARRIED

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

MOVED by Trustee Maria Rizzo, seconded by Trustee Martino:

BE IT RESOLVED THAT: Parents in specialty schools like Cardinal Carter who opted for virtual school for their child/children be contacted and provided with accurate information that the specialty program may not be provided in a virtual school and that their child/children will not lose their spot in the future at their home school though they may be placed on a waitlist for registration/re-entry.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.



MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale:

BE IT RESOLVED THAT: More than one window be allowed to open where windows do not open more than four inches, and that Staff consider various methods to implement (e.g. using caretakers/maintenance Staff to assist in opening windows) in all school communities that have windows that do not open more than four inches.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

Trustee de Domenico did not vote/respond.

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

MOVED by Trustee Rizzo, seconded by Trustee Kennedy:

BE IT RESOLVED THAT:

- 1) Students of the virtual school remain registered at their home school and, if graduating this year will graduate from their local school, not the virtual school;

- 2) That students of the virtual school be strongly encouraged to participate in extra-curricular activities at their home school in order to provide a sense of belonging to their local school;
- 3) That parents in the virtual school receive communication from their home school;
- 4) That staff develop a plan to ensure that students are connected to their community school as much as possible; and
- 5) That staff evaluate the virtual school within two months by surveying students and parents.

Trustee Li Preti requested that the Question be split at Part 1.

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

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Lubinski  
Martino  
Tanuan

Li Preti

Part 1 of the Motion was declared

CARRIED

Trustees de Domenico and Rizzo did not vote/respond.

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken on Parts 2, 3, 4 and 5 of the Motion, as follows:

**In Favour**

**Opposed**

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

Part 2, 3, 4 and 5 of the Motion were declared

CARRIED

Trustee de Domenico did not vote/respond.

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that:

WHEREAS: Secondary students are in school for 2 ½ hours every other day;

WHEREAS: Families have lost jobs due to the COVID-19 pandemic;

WHEREAS: Uniform prices for Secondary students are expensive;

WHEREAS: Not all families are privileged enough to purchase new uniform right now, especially if schools require a winter and regular uniform;

WHEREAS: Not all families are privileged enough to do their laundry after every uniform wear;

WHEREAS: Not all students own multiple sets of uniform;

WHEREAS: Uniform material is thick and not breathable and is not ideal for certain weather conditions when combined with use of a mask;

WHEREAS: Not all classrooms have sufficient air circulation;

WHEREAS: The recommendations below were written in consultation with and supported by TCDSB students; and

WHEREAS: OAPCE and CPIC have presented parent concerns around back to school.

1. BE IT RESOLVED THAT: The local school uniform requirement of the policy not be enforced for the period of time that Secondary students are in a hybrid (part time) learning model for the 2020-2021 school year;
2. BE IT FURTHER RESOLVED THAT: That each school schedule a CSPC meeting/town hall for all local school parents before September 14th;
3. BE IT FURTHER RESOLVED THAT: Staff ensure that parents and students continue to be engaged in their schools and CSPCs by being informed on the happenings via email/school messenger from their home schools on a regular basis;
4. BE IT FURTHER RESOLVED THAT: Staff encourage CSPCs/schools to setup formal online parent community forums; and
5. BE IT FURTHER RESOLVED THAT: Staff provide clarity to CSPCs on what COVID-19 safety items can be fundraised for.

Trustee Li Preti recused herself due to a Declaration of Interest, as earlier indicated.

Trustee Di Pasquale requested that the Question be split at Part 1 of the Motion.

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

**In Favour**

**Opposed**

Trustees D'Amico	Crawford
Di Giorgio	Kennedy
Di Pasquale	
Martino	
Rizzo	
Tanuan	

Part 1 of the Motion was declared

CARRIED

Trustees de Domenico, Del Grande, and Lubinski did not vote/respond.

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

Results of the Vote taken on Parts 2, 3 4 and 5 of the Motion, as follows:

**In Favour**

**Opposed**

Trustees Crawford	
D'Amico	
Del Grande	
Di Pasquale	
Kennedy	
Martino	
Rizzo	
Tanuan	

Part 2, 3, 4 and 5 of the Motion were declared

CARRIED

Trustees de Domenico, Di Giorgio, and Lubinski did not vote/respond.

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

MOVED by Trustee Di Giorgio, seconded by Trustee Di Pasquale:

WHEREAS: Existing provincial policies may lead to the collapsing of classes across our Board under our existing TCDSB return to school plan.

BE IT RESOLVED THAT: Classes between 15-20 students be exempt from being collapsed with priority being granted to schools in accordance with the weighted average scores determined by TPH provided to the TCDSB.

Trustee Kennedy recused herself due to a Declaration of Interest, as earlier indicated.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Di Giorgio  
Di Pasquale  
Rizzo  
Tanuan

Martino

The Motion were declared

CARRIED

Trustees de Domenico, Del Grande, Li Preti, and Lubinski did not vote/respond.

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

Trustees Kennedy and Li Preti returned to the virtual room at 3:10 pm.

MOVED by Trustee Crawford, seconded by Trustee Martino, that all Items not dealt with be deferred to the next available meeting.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Martino  
Rizzo  
Tanuan

The Motion were declared

CARRIED

Trustees de Domenico, Del Grande, and Lubinski did not vote/respond.

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

## **ITEMS NOT DEALT WITH AS CAPTURED IN ABOVE MOTON**

- 15a) Approved Minutes of the Catholic Parent Involvement Committee (CPIC) Meeting Held June 8, 2020;
- 15b) Response to the Delegation Regarding Completion of Identification Placement and Review Committee (IPRC) Meetings and Assessments;
- 15c) Staff Response to Catholic Parent Involvement Committee (CPIC) Motions from July 23, 2020 Special Board Meeting;
- 15d) Response to May 2020 CPIC Motions;
- 15e) Communication from Abundant Life Centre - Loretto Sisters Project in Kenya;
- 15f) Consideration of Motion from Trustee Rizzo regarding Graduation Ceremonies for the Class of 2020
- 16c) Fair Practice in Hiring and Promotion Policy Metric 2019-2020;
- 16d) Naming of Toronto Catholic District School Board (TCDSB) Virtual School 2020;
- 16e) Annual Parent/Guardian Voice Survey 2020; and
- 16f) Safe Schools Report 2019-2020

### **18. Inquiries and Miscellaneous**

- 18a) Inquiry from Trustee Del Grande regarding French Language Program** withdrawn by Trustee Del Grande as it was addressed in Item 16a); and
- 18b) Inquiry from Trustee Rizzo regarding Town Hall Meetings at Local Schools** withdrawn by Trustee Rizzo as it was addressed in Item 16a);



**20. RESOLVE INTO FULL BOARD to Rise and Report**

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that the meeting resolve into FULL BOARD to Rise and Report.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Martino  
Rizzo  
Tanuan

The Motion were declared

CARRIED

Trustees de Domenico, Del Grande, and Lubinski did not vote/respond.

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

**22. Adjournment**

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that the meeting be adjourned.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Martino  
Rizzo  
Tanuan

The Motion were declared

CARRIED

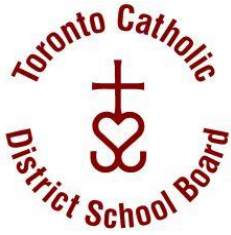
Trustees de Domenico, Del Grande, and Lubinski did not vote/respond.

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SECRETARY

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CHAIR



## TORONTO CATHOLIC DISTRICT SCHOOL BOARD

### DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING  
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. \_\_\_\_

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Julie Altomare-Di Nunzio	
Committee	Student Achievement and Well-Being Catholic Education Human Resources	
Date of Presentation	10/1/2020	
Topic of Presentation	The Virtual School - St. Anne	
Topic or Issue	Concerns with the program inequities that exist in the Virtual School.	
Details	It is TECT's view that the Board has created an inequitable curriculum delivery model and is disadvantaging teachers and students in the Virtual School.	
Action Requested	That these inequities be remedied at St. Anne's consistent with the TCDSB Mission Statement under Our Catholic Values that states " equity, diversity, accessibility and inclusivity are integral to the Catholic community".	
I am here as a delegate to speak only on my own behalf	No	
I am an official representative of the Catholic School Parent Committee(CSPC)	No	
I am an official representative of student government	No	
I am here as a spokesperson for another group or organization	Yes Toronto Elementary Catholic Teachers	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	9/22/2020	



# **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

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

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

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Jennifer Franssen Keenan
Committee	Student Achievement and Well-Being Catholic Education Human Resources
Date of Presentation	10/1/2020
Topic of Presentation	Student Safety at St Michael's Choir School
Topic or Issue	The Bond Hotel shelter and its impact on the safety and well-being of students, staff and the school community.
Details	The Bond Hotel emergency shelter is having a profound effect on the safety of the Choir School community. The Safe Schools Committee moved that I make a delegation on behalf of the Committee to the Board providing details of the serious safety risks and incidents to date and requesting that the Board act immediately to protect students and staff.
Action Requested	That the Board ask the Mayor's Office and the City Manager to reverse he decision to locate an emergency shelter at the Bond Hotel and to relocate the shelter to another site.
I am here as a delegate to speak only on my own behalf	
I am an official representative of the Catholic School Parent Committee(CSPC)	
I am an official representative of student government	
I am here as a spokesperson for another group or organization	Yes St Michael's Choir School Safe Schools Committee
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
Submittal Date	9/22/2020



## TORONTO CATHOLIC DISTRICT SCHOOL BOARD

### DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING  
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

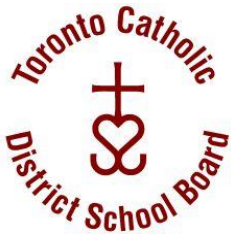
Delegation No. \_\_\_\_

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

<b>Name</b>	Montserrat Reynolds
<b>Committee</b>	Student Achievement and Well-Being Catholic Education Human Resources
<b>Date of Presentation</b>	10/1/2020
<b>Topic of Presentation</b>	Student Safety at St Michael's Choir School
<b>Topic or Issue</b>	The Bond Hotel shelter and its impact on the safety and well-being of students, staff and the school community.
<b>Details</b>	Student safety is ultimately the responsibility of the Board. St Michael's Catholic School Parent Council moved that I make a delegation to the Board to alert trustees to the dangerous situation at the Choir School and to request that the Board act to protect these vulnerable students from risk of harm.
<b>Action Requested</b>	That the Board ask the Mayor's Office and the City Manager to reverse the decision to locate an emergency shelter at the Bond Hotel and to relocate the shelter to another site.
<b>I am here as a delegate to speak only on my own behalf</b>	
<b>I am an official representative of the Catholic School Parent Committee(CSPC)</b>	Yes St Michael Choir Chair
<b>I am an official representative of student government</b>	
<b>I am here as a spokesperson for another group or organization</b>	
<b>I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14</b>	
<b>Submittal Date</b>	9/24/2020



## TORONTO CATHOLIC DISTRICT SCHOOL BOARD

### DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING  
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. \_\_\_\_

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

<b>Name</b>	Claudia Persichilli Esposito
<b>Committee</b>	Student Achievement and Well-Being Catholic Education Human Resources
<b>Date of Presentation</b>	10/1/2020
<b>Topic of Presentation</b>	Student Safety and Well-being at St Michael's Choir School
<b>Topic or Issue</b>	The Bond Hotel emergency shelter and its serious impact on the safety of students and staff at St Michael's Choir School.
<b>Details</b>	The Bond Hotel emergency shelter, located less than 50m from St Michael's Choir School, is a serious threat to student and staff safety. I represent a group of more than 200 parents which has sent a letter to Mayor John Tory requesting that the City relocate this shelter to protect vulnerable children and the staff of St Michael's Choir School.
<b>Action Requested</b>	That the Board ask the Mayor's Office and th City Manager to reverse he decision to locate an emergency shelter at the Bond Hotel and to relocate the shelter to another site immediately for the protection of students and staff.
<b>I am here as a delegate to speak only on my own behalf</b>	
<b>I am an official representative of the Catholic School Parent Committee(CSPC)</b>	
<b>I am an official representative of student government</b>	
<b>I am here as a spokesperson for another group or organization</b>	Yes 200+ parent signatories to letter to Mayor requesting relocation of Bond Hotel shelter
<b>I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14</b>	
<b>Submittal Date</b>	9/24/2020

**DRAFT MINUTES OF THE REGULAR MEETING OF THE  
CATHOLIC PARENT INVOLVEMENT COMMITTEE**

**PUBLIC SESSION**

VIRTUAL MEETING VIA ZOOM

**HELD MONDAY JUNE 8, 2020**

**1. Call to Order**

The Chair called the Meeting to Order at 7:05PM and opened the video/teleconferencing bridge.

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

**2. Opening Prayer**

Opening prayer was led by the Chair. A memorial was expressed for the Sarracini family.

**3. Roll Call & Apologies**

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

**Elementary Parent Members:**

John Del Grande (W12), Chair  
Joe Fiorante (W3), Vice-Chair  
Jennifer Di Francesco (W1)  
Natalia Marriott (W2)  
A.J. Hepburn (W4)  
Gus Gikas (W6)  
Dan Kajioka (W7)  
Jennifer Traer (W9)  
Isabel Starck (W11/S)

**Secondary Parent Members:**

Melanie Stoll (East)

**Community Members:**

Katie Piccinnini (OAPCE-Toronto)

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

Apologies were extended on behalf of Annalisa Crudo-Perri (W10) and Geoffrey Feldman (SS-West).

**4. Approval of the Agenda**

MOVED by Gus Gikas, seconded by Joe Fiorante, that the draft Agenda & Addendum as presented be approved.

By Unanimous consent, the Motion was declared

CARRIED

**5. Declarations of Interest**

None declared by Members present.

**6. Approval & Signing of the Minutes of the Regular Meeting Held May 11, 2020 for Public Session**

MOVED by Jennifer Di Francesco, seconded by Gus Gikas, that the minutes of the meeting held May 11, 2020 be approved.

By Unanimous consent, the Motion was declared

CARRIED

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

**7a) Chair Report & Appendices**

The Chair read the report and updated the Committee on advocacy work CPIC has been undertaking including a joint letter signed by over 30 PIC Chairs in Ontario.



MOVED by Gus Gikas, seconded by Natalia Marriott that the report from the Chair be received.

By Unanimous consent, the Motion was declared

CARRIED

**7b) Treasurer Report**

MOVED by Joe Fiorante, seconded by Jennifer Di Francesco that the Report from the Treasurer as of May 31, 2020 be received.

By Unanimous consent, the Motion was declared

CARRIED

**8. Delegations**

No delegations were registered or appeared before the Committee.

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

**9a) TCDSB Distance Learning Implementation Plan**

Committee Members discussed Distance Learning Experiences, successes and challenges.

**10. Notice of Motion**

**10a) From J. Fiorate (W3): Distance Learning Metrics & Accountability**

[PART i]

MOVED by Joe Fiorate, seconded by Katie Piccinnini that CPIC recommend to the Board of Trustees:

Whereas: On Take a Break Tuesday during Mental Health Awareness Week

May 4 to 10, 2020, the website suggested that looking at funny memes can immediately boost your spirits and linked a YouTube video on how to create your own.

Whereas: The YouTube video had inappropriate comments and recommended a website where you can create your own memes.

Whereas: The website recommended had inappropriate content for our students.

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

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

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

BE IT RESOLVED THAT A report be requested:

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

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

By Unanimous consent, the Motion was declared

CARRIED

[PART ii]

MOVED by Joe Fiorante, seconded by Isabel Starck that CPIC recommend to the Board of Trustees:

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

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

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

Whereas: In the upcoming school year of the 2020-2021 this fashion of

educating our students may be required again and we be prepared to be more engaging with our students so that that education is not short changed as has been during distance learning.

BE IT RESOLVED THAT:

1. A report be requested from the Director of Education documenting all metrics captured during distance learning:
  - a) the tools, programs, techniques, synchronous, asynchronous teaching, etc used,
  - b) the percentage of educators using these techniques,
  - c) how all educators have been kept accountable during distance learning,
  - d) how equitable and consistent delivery of learning opportunities was provided by all our schools across the TCDSB.
  
2. Using this report, as we prepare ourselves to do this again in the fall; better and more efficient and give all our educators all the necessary tools and protections so that our students can get the education they rightly deserve.

By Unanimous consent, the Motion was declared

CARRIED

## **11. Communications Received**

### **11a) From Wendell Labrador (Elementary Parent Rep W8 West)**

MOVED by Jennifer Traer, seconded by Isabel Starck that CPIC accept the resignation of Wendell Labrador as Elementary Parent Representative – Ward 8 West with thanks for his efforts to date.

By Unanimous consent, the Motion was declared

CARRIED

**12. Program/Policy Consultation (Committee of the Whole)****12a) TCDSB Policy S.10**

The Committee reviewed and discussed the staff response to the joint CPIC-OAPCE recommendations made in February 2020.

The Chair declared a 10 minute recess.

The Meeting continued at 9:28PM with John Del Grande in the Chair

MOVED by Joe Fiorante, seconded by A.J. Hepburn that the matter be referred back to Board staff and the CPIC Chair to review intent behind the recommendations and consider consensus on incorporating into either policy, procedures or bylaws.

By Unanimous consent, the Motion was declared

CARRIED

**12b) Playground Reserve Application Process & Parent Involvement on Evaluation Committee**

Wards 2,3,4,6,7,10,11 & 12

The Chair solicited volunteers to cover their ward if their children's school had not submitted a playground application.

- Natalia Marriott – Ward 2
- Gus Gikas – substitute for Ward 3

- A.J. Hepburn – Ward 4
- Joe Fiorante – substitute for Ward 6
- Isabel Starck – substitute for Ward 7
- Annalisa Crudo-Perri – Ward 10
- Dan Kajorja – substitute for Ward 11
- Anthony Antinucci – Ward 12

The Chair will advise the Facilities staff of Members willingness to participate.

### **12c) Ontario's Framework for Continued Learning – Feedback**

The Committee reviewed the Ministry of Education's Framework for continued learning and the Chair solicited input and considerations to go in a collective response on behalf of the Committee:

- Distance Learning Statistics
- Success criteria measurements
- Different schools have different opportunities (outdoor learning, space)
- Who will be responsible for monitoring
- Mental Health considerations
- Recess
- Reduced class size impact
- Sycronsis learning expectations
- Mindfulness and child perception if theyu are identified as sick
- Face shied vs mask
- Framework and rules in writing so there are no assumptions
- Distance learning training
- Wecome back video or demo
- Instilling parent confidence in safety
- Local decisions & consultation on plans

**13. Subcommittee & Special Committee Reports**

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

**15. Reports from TCDSB Board Officials**

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

Superintendent Wujek gave an update on the TCDSB continued response to COVID-19 and the shift to Learn-At-Home model including scenario planning for September.

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

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

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

No reports from Parent Members at this time.

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

To be addressed at the June 18, 2020 Board of Trustees Special Meeting.

**19. Pending List**

Pending list was reviewed and no corrections or changes were noted

**20. Adjournment**

MOVED by Jennifer Di Franceso, seconded by Isabel Starck that the meeting be adjourned.

By Unanimous consent, the Motion was declared

CARRIED

The Meeting adjourned at 10:43PM

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

CPIC SECRETARY

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

CPIC CHAIR



**DRAFT MINUTES OF THE SPECIAL MEETING OF THE  
CATHOLIC PARENT INVOLVEMENT COMMITTEE**

**PUBLIC SESSION**

E-MEETING VIA ZOOM

**HELD MONDAY AUGUST 17, 2020**

**1. Call to Order**

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

YouTube live feed was activated on the Toronto CPIC channel.

Minutes are being captured by the Chair.

**2. Opening Prayer**

Opening prayer was led by Trustee Tanuan.

**3. Roll Call & Apologies**

**Trustees:** I. Li Preti (W3)  
M. Rizzo (W5)  
G. Tanuan (W8)  
N. Di Pasquale (W9)

**Elementary Parent Members:**

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

**Secondary Parent Members:**

Geoffrey Feldman (SS-West)  
Kathleen McGinnis (Central)

**Community Members:**

Katie Piccinnini (OAPCE-Toronto)

**Staff:**

J. Wujek (Director Designate)

M. Sequeira (Parent Engagement Coordinator)

E. Szekeres-Milne (Communications)

S. Campbell (Superintendent – Area 3)

B. Leporati (Superintendent – Facilities/Planning)

**4. Approval of the Agenda**

MOVED by Natalia Marriott, seconded by Annalisa Crudo-Perri, that the draft Agenda as presented be approved.

By Unanimous consent, the Motion was declared

CARRIED

**5. Declarations of Interest**

None declared by Members present.

**6. Approval & Signing of the Minutes of the Regular Meeting Held June 8, 2020 for Public Session**

MOVED by Joe Fiorante, seconded by Jennifer Di Francesco, that the minutes of the meeting held June 6, 2020 be approved.

By Unanimous consent, the Motion was declared

CARRIED

**7. Presentations & Reports from Committee Officials****7a) Joint CPIC-OAPCE Toronto Delegation to The Board of Trustees**

The Chair shared the initial return-to-school joint recommendations by CPIC & OAPCE to the Board of Trustees Special Meeting held on Friday August 15, 2020.

The Chair indicated that the Committee would deal with items 16a) and 17a) before hearing delegations.

## **16. Report from Trustee or Trustee Alternate**

### **16a) Update from Board of Trustee Meeting held Friday August 15, 2020**

Trustee Di Pasquale provided a list of motions made and approved by the Board of Trustees at their Special Meeting on Friday August 15<sup>th</sup>.

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

### **17a) Update from OAPCE Toronto Return-to-School Parent Webinar**

Annalisa Crudo-Perri, Executive Director on behalf of OAPCE-Toronto provided a synopsis of the Parent Return-to-School Q&A Webinar held Wednesday August 12<sup>th</sup>. There were over 700 registrants and TCDSB staff addressed questions posed by the moderators.

The Chair indicated that the Committee would proceed with hearing delegations for a maximum of 5 minutes each.

## **8. Delegations**

### **8a) G. Signarowski & A. Heitz: CSPC Co-Chairs – Fr John Redmond CSS**

Gary Signarowski, CSPC Co-Chair from Father John Redmond CSS addressed the Committee related to secondary school questions and recommendations for back-to-school.

**8b) Aaron Babel & Abigail Lorenzo: Parents – Our Lady of Wisdom CS**

Mr. Babel, parent from Our Lady of Wisdom CS addressed the Committee related to elementary school & French language questions and recommendations for back-to-school.

**8c) Daniela Contreras: Parent – Our Lady of Wisdom CS**

Delegate was not present and did not address the Committee.

**8d) Carolyn Agasild: Parent**

Delegate was not present and did not address the Committee.

**8e) Sandra Mastronardi: Former TCDSB SEAC Member**

Sandra Mastronardi, Parent & former SEAC member addressed the Committee related to Special Education questions and recommendations for back-to-school.

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

The Chair indicated that as the time was just after 8PM, item 12c) would be dealt with before items 12a) & 12b)

**12c) Q&A Session with Dr. Vinita Dubey, Associate Medical Officer of Health: Toronto Public Health**

The Chair welcomed guests:

Nicole Welch, RN of the COVID-19 Liaison Team & Child Health and Development and Healthy Communities Director from Toronto Public Health

And

Dr. Vinita Dubey, Associate Medical Officer of Health, City of Toronto

Members proceeded to ask questions of the guests pertaining to return-to-school protocols, medical advice and COVID-19 impact.

The Chair declared a 5 minute recess.

The meeting continued at 9:10PM with John Del Grande in the Chair.

**12a) TCDSB Reopening Action Plan (as of August 10, 2020)**

**12b) TCDSB Back-to-School Update Report (as of August 14, 2020)**

Superintendent Wujek & Campbell gave an update on the TCDSB planning with respect to COVID-19 September return-to-school. Members were invited to ask questions of TCDSB staff present and/or suggest recommendations which the Chair would capture live.

The following recommendations were presented and voted upon.

- i. That the Board reinforce the expectations that parents should be consulted and be contributing members of the local school implementation of protocols and associated decisions.

By Unanimous consent, the Motion was declared

**CARRIED**

- ii. That the Board stop using the word survey and instead call it registration or selection of Parent's learning choice.

By Unanimous consent, the Motion was declared

CARRIED

- iii. That the Board immediately publish a “one pager” for both elementary and secondary panels sent to all parents outlining the (as known currently) - expected learning environment and “day in the life of” for return to school in September. That this be a versioned document updated when and if plans are materially changed.

By Unanimous consent, the Motion was declared

CARRIED

- iv. That the Board list the only acceptable platforms from a support, security & functionality lens that teachers are to select from for any virtual or online classrooms (distance learning).

By Unanimous consent, the Motion was declared

CARRIED

- v. That the Board as opposed to separate virtual schools instead conduct joint in-class and virtual learning through the regular classroom teacher (providing the required technology supports) with the purpose of facilitating continuity, participation & sense of community.

Results of the Vote taken, as follows:

**In Favour**

Natalia Marriott  
John Del Grande

**Opposed**

Jennifer Di Francesco  
Joe Fiorante  
Daniel Oliveria  
Annalisa Crudo-Perri  
Isabel Starck  
Anthony Antinucci

Kathleen McGinnis  
Katie Piccininni

FAILED

Committee Members suggested an alternative recommendation for v):

That the Board endeavor to strengthen the collaboration, link and learning continuity between virtual and in-class environments.

By Unanimous consent, the Motion was declared

CARRIED

That the Board publicly publish all protocols/guidelines created for schools, staff etc.. as it relates to the return-to-school COVID plan.

By Unanimous consent, the Motion was declared

CARRIED

- vi. That the September CPIC meeting focus on parent engagement opportunities & guidance under COVID-19 and that parent council (CSPC) virtual elections continue to be planned.

By Unanimous consent, the Motion was declared

CARRIED

## **20. Adjournment**

MOVED by Isabel Starck, seconded by Natalia Marriott that the meeting be adjourned.

By Unanimous consent, the Motion was declared

CARRIED

The Meeting adjourned at 11:00 PM

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CPIC SECRETARY

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CPIC CHAIR





## REPORT TO

## REGULAR BOARD

# RESPONSE TO DELEGATION REGARDING COMPLETION OF IDENTIFICATION PLACEMENT AND REVIEW COMMITTEE (IPRC) MEETINGS AND ASSESSMENTS

*"I am confident of this, that the one who began a good work among you will bring it to completion by the day of Jesus Christ." (Philippians 1:6)*

### Created, Draft

August 10, 2020

### First Tabling

August 20, 2020

### Review

[Click here to enter a date.](#)

Linda Maselli-Jackman, Superintendent of Education, Special Services

Maria Meehan, Superintendent of Education, Special Services

## INFORMATION REPORT

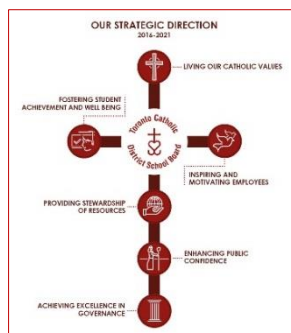
### Vision:

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

### Mission:

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

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



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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

## **A. EXECUTIVE SUMMARY**

In response to concerns articulated by a delegation to the July 23, 2020 Board meeting, this report provides updates regarding the status of completion of Identification, Placement, and Review Committee (IPRC) meetings as of the end of June 2020 and the Board's intent to resume efforts to complete summer assessments during the Summer of 2020 in the Covid-19 pandemic environment. Contextual information is provided vis-à-vis the latest update of the *A Faith Community of Believers: Toronto Catholic District School Board (TCDSB) Distance Learning Implementation Plan, v.3.0*, updated July 8.

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

## **B. PURPOSE**

1. This information report is on the Order Paper for the August 20, 2020 Regular Board meeting. It is provided in response to a delegation by SEAC member Deborah Nightingale which identified the following concerns:
  - A. Toronto Catholic District School Board (TCDSB)'s decision to postpone many IPRC meetings and Special Education assessments until after the start of the new school year;
  - B. Since the IPRC meetings which normally are completed prior to the end of June were not completed, then students will be unable start the first day of the new school year in the appropriate class or school and with appropriate supports; and
  - C. Students who are still seeking IPRCs are students who have not waived these meetings and are seeking placements or supports different from their current situation.
2. Information provided in this report is intended to clarify the understandings articulated by the delegation and provide a reminder regarding the intent of the protocols established for Special Education Programs and Services during both the Distance Learning environment and as they will continue into the new school year, still within the Covid-19 environment.

## C. BACKGROUND

1. Since the Covid-19 closure on March 13, the TCDSB established a protocol document entitled, *A Faith Community of Believers: TCDSB's Distance Learning Implementation Plan*. This plan includes the protocols and priorities for the provision of programs and services for students with Special Education needs.
2. Since the first version of this document, indicated Special Services protocols have prioritized the provision of programs and services for students with the highest priority needs. The protocols also articulate the Board's intent to provide programs and services at the start of the 2020-21 school year with the least amount of disruption and change in the event that the Board were required to continue within the Distance Learning format. Otherwise, if the Board were to resume regular operations with the implementation of a face-to-face learning environment, then it has been the intent of TCDSB Special Services Department to resume Psycho-educational (and other) assessments, initial and central IPRCs, and program placements into Intensive Support Programs (ISPs) and specialty programs within the regular operations context.
3. At the time of the delegation, the Board was still in the process of preparing the suite of return-to-school plans that had been required of school boards by the Ministry of Education. Since the time the July 23 Board meeting, the Ministry of Education has since announced the return-to-school plans for boards.
4. Since the time of the delegation, the TCDSB Special Services Department has more fully implemented the proposed Summer Learning Opportunities – Programs and Services whose plans have been underway since the end-of-June Ministry of Education announcement of the provision of one-time funding for summer Special Education programs/services.
5. During the early weeks of the summer, Toronto Public Health (TPH) announced its intention to clear the TCDSB for the operation of face-to-face programs for our students with Multiple Exceptionalities/Developmental Disabilities (ME/DD). As a result, those programs have been scheduled for for fourteen days between August 4-21.
6. This newly-minted face-to-face learning opportunity has consequently opened up the avenue for Special Services Psychology staff to re-ignite

considerations for the provision of Summer Psycho-educational assessments. Summer assessment opportunities had been previously established in order to address the backlog that has been a long-standing priority. Unfortunately, however, early plans for summer 2020 assessments had been halted with the Covid-19 pandemic closure.

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

1. As articulated in the TCDSB Distance Learning Implementation Plan, Psycho-educational and other TCDSB service provider assessments (ex. Speech and Language, etc.) had been postponed until the Board resumes regular school operations. Psychology, Social Work, Speech/Language, and Autism service providers had indicated deep professional concerns about the factors that could influence the virtual assessment environment, which could consequently yield unreliable testing outcomes. Those concerns precipitated the decision of the TCDSB Special Services Department to withhold assessments until the Board's return to regular operations.

However, as indicated above, the ability to provide programs and services in a face-to-face environment with the appropriate personal protective equipment (PPE) has recently enabled the Special Services Psychology providers to reconsider the implementation of summer assessments. The establishment of a Psychology assessment team for the month of August will facilitate the address of at least some of the priority assessments for the new school year.

2. The delegation expressed concern about potentially inappropriate placements for students at the beginning of the new school year. To address this concern is an important reminder that even during regular Board operations, not all students necessarily start in ISPs or specialized programs at the beginning of a school year. Continuous starts have occasionally been provided in order to address individual needs of students. The program in which a start at the beginning of the school year is critical, however, is Empower, since this program requires the bulk of a school year in order to achieve completion of the required, research-based content provided by Sick Kids hospital.
3. Students served by Special Education programs and services have an IEP and receive supports once the requirement for the IEP has been determined. It is important to note that the ISP is *another* level of support; it is not the *only*

option for support. Through an IEP and with the assistance of a Special Education Teacher, other school-based staff and Special Services providers, ongoing supports are routinely provided for the learning needs in question.

4. The TCDSB Special Services Department concurs with the Ministry of Education's guidance that IPRC annual reviews continue take place during the Covid-19 closure, or they must be waived - on an annual basis. Therefore, it had mandated that all IPRC annual reviews were take place prior to the end of June 2020 or be waived. A review of the Board's Plan provides a reminder about the priority list of IPRCs to be conducted utilizing a centrally-assigned committee during the Covid-19 Board closure.

In recent Board and SEAC committee meetings, the Superintendent of Special Services spoke about initial IPRCs (for the new identification of an exceptionality and placement), and those conducted centrally (to address the need for a change in identification and/or placement). The TCDSB Distance Learning and Implementation Plan articulates a reminder about the priority list established for this purpose.

The Superintendent furthermore reiterated the requirement for the completion or waiver of all IPRC annual reviews by the end-of June 2020. To reinforce understandings about which IPRCs were to have been completed and which could be waived, information about compulsory IPRC annual reviews has also been provided in the Plan.

5. The intent of the IPRC meeting is to review the identification and placement of students with special education needs. In order to facilitate opportunities for more detailed conversations about student needs, Principals may establish post-IPRC meetings utilizing the appropriate school-level committee ex. Case Conference, School Based Support Learning Team.
6. The following chart contains vital statistics regarding the 2019-20 IPRC annual reviews. The chart identifies the total number of Exceptional students who require an annual review. The total number is broken down by: those that were *completed* (conducted with appropriate members of the IPRC); those that were *waived* (parents/guardian permission given to forego the meeting for the current year); and those that are *pending* (neither completed nor waived; but which still need to be addressed as soon as possible in September 2020).

Complete	Pending	Waived	Total (Exceptional)
2542	252	4222	7016
36.23%	3.59%	60.17%	99.99%

Total IPRCd (Identified exceptional) = 7016  
 Total waived (parental permission) = 4222 (60.2%)  
 Total pending = 252 (3.6%)  
 Total complete = 2542 (36.2%)

Pending	Number	%	/7016
Autism	58	0.83	
Behaviour	25	0.36	
BLV	1	0.014	
DHH	1	0.014	
DD	3	0.042	
Giftedness	33	0.43	
LI	28	0.47	
LD	72	1.03	
MID	19	0.27	
ME	10	0.14	
PD	2	0.03	
<b>Total</b>	<b>252</b>	<b>3.63</b>	

7. In response to the request of the delegation to have all outstanding IPRCs and Special Education assessments prioritized to be completed before the first day of school in September, it is important to note that it is not possible to convene IPRCs during the summer months. IPRCs consist of members who are from a variety of employee groups whose regular annual employment takes place between September and June.

However, the above statistics demonstrate that only 3.6% of IPRCs remain incomplete as of June 30<sup>th</sup>. Therefore, they are being prioritized for completion as soon as possible upon return in September.

Noteworthy is the fact that IPRCs happen in tandem with Exchange of Information meetings and Transition Plans between the schools. The planning and execution of these meetings is detailed, and it often involves ongoing discussions and connections between the sending and receiving schools. Therefore, those rich discussions will continue to be an important part of the

transition process for all students, but particularly those with the highest needs.

8. The TCDSB Distance Learning Plan indicates that any considerations for admissions to or demissions from ISP placements and specialty programs will be made upon return to regular school operations.

## **E. METRICS AND ACCOUNTABILITY**

1. Updates regarding the delivery of Special Education programs and services will be provided in tandem with the ongoing updates provided by the TCDSB for all of its programs and services. Those updates may be provided within the context of future Board and/or Committee meetings and/or periodic briefings to Trustees.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.





REPORT TO

REGULAR BOARD

## STAFF RESPONSE TO CPIC MOTIONS FROM JULY 23 SPECIAL BOARD

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

Created, Draft	First Tabling	Review
August 11, 2020	August 20, 2020	<a href="#">Click here to enter a date.</a>

John Wujek, Superintendent Student Achievement and Well Being (Area 5), Parent Engagement  
Linda Maselli-Jackman, Superintendent of Education, Special Services  
Lori DiMarco, Superintendent Curriculum Leadership & Innovation; and Academic Information & Communications Technology

### INFORMATION REPORT

**Vision:**

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

**Mission:**

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

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



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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



## **A. EXECUTIVE SUMMARY**

At Special Board on July 23, 2020, CPIC brought forward two motions to the Board from their June 11, 2020 CPIC meeting. The Board of Trustees received and referred to staff asking them to provide a report in response to these two motions.

Staff response to these motions is contained in this report. Staff appreciates the ongoing comment and input from CPIC as a voice representative of many parents and understand the times and context by which these questions are asked.

*The cumulative staff time required to prepare this report was 12 hours*

## **B. PURPOSE**

1. The Catholic Parent Involvement Committee (CPIC) meets monthly and minutes from these meetings receive approval at the next regularly scheduled CPIC meeting along with any sanctioned motions. These minutes and bylaws typically appear on the subsequent Regular Board Order Paper for separate consideration.
2. At the July 23, 2020 Special Board meeting, two motions from their June 11 meeting were placed on the Special Board Meeting Agenda.
3. Following consideration from the Board of Trustees, the two motions were directed back to staff for a response through report. The content of this report addresses this directive.

## **C. BACKGROUND**

During Mental Health Awareness Week (May 4-10, 2020), the Board's Mental Health Department posted resources through their portal. (Since the closure of schools, the use and posting of online resources has been offered beyond Mental Health Awareness Week.) One of the links through a resource offered a meme activity designed to help students understand expression of feelings. Memes are facial expressions that are used most often in social media to emphasize an emotion. One of the examples in the link displayed inappropriate memes that were not indicative of the healthy mental health exercise in which students were asked to

participate. As a result these concerns were brought to the CPIC table and brought forward to Special Board through a motion: (Appendix A)

### **Motion 1 – YouTube link for Mental Health Wellness Week**

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

A second motion was presented by CPIC in recognition of the ongoing use and necessity of on-line learning for all students and the importance of ensuring that there is equity of access for all students. As well the motion asked for metrics associated with accountability and metrics associated with the Board's Distance Learning implementation in spring of 2020: (Appendix A)

### **Motion 2 – Distance Learning**

1. A report be requested from the Director of Education documenting all metrics captured during distance learning:
  - a. the tools, programs, techniques, synchronous, asynchronous teaching, etc. used;
  - b. the percentage of educators using these techniques;
  - c. how all educators have been kept accountable during distance learning;
  - d. how equitable and consistent delivery of learning opportunities was provided by all our schools across the TCDSB.
2. Using this report, to prepare 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.

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

### **Staff Response to Motion 1 – Mental Health and Use of Memes:**

The YouTube video in question was shared with parents through our May Mental Health newsletter, during Mental Health Awareness week (May 4-8, 2020).

Regarding the contents of the May newsletter and all other newsletters created by the Mental Health Team, it has always been the team's hope that parents review the content shared in the newsletters and choose which aspects will be shared with their children.

The mental health team chose to offer memes with the intent to offer a light-hearted activity during Mental Health Awareness Week, with no intent to cause harm to anyone's self-concept. When used appropriately, memes are images meant to create laughter about a situation that is not meant to be offensive to anybody.

Regarding the concern about memes being misused or engaged with inappropriately, staff understand that unfortunately any medium could potentially be used inappropriately. It is true that anything that has a positive side or outcome could also (whether intentionally or inadvertently) be used to realize entirely opposite outcomes.

The TCDSB Mental Health Team is not aware of memes having been created or used in inappropriate ways, as a consequence of this video. However, there is zero tolerance for inappropriate behaviours engaged upon related to the use of memes. If any inappropriate behaviours come to staff's attention, they will be addressed immediately in accordance with our Board's Safe School policy.

***In any event, despite the vetting that staff had done in the preparation of the content for our mental health awareness week, it regrettably did not notice any inappropriate content around the screenshots in the YouTube video. We apologize for this oversight and will ensure a more thorough vetting of YouTube content is made before sharing in future.***

The YouTube video has since been removed from our May Mental Health newsletter.

Staff wish to uphold that TCDSB endorses a zero tolerance regarding bullying. Any student engaging in such behaviour will be subject to progressive discipline. We also encourage any student recipient of inappropriate material to report that to an adult whom they trust such as their parent or staff member.

Hindsight provides us with many benefits. With regard to using technology as a way to distract ourselves from the stress that we are all undoubtedly feeling, the meme tool had been only one suggestion for engaging in mental wellbeing activities provided in the May Mental Health Newsletter. Currently, we are infinitely more cognizant about the compounding level of fatigue regarding the use of electronic devices, tools, and resources as we engage more deeply with the Distance Learning environment; and that this is felt acutely by many of us. However, in April, when the May newsletter was prepared the novel and widespread use technology was being embraced as a creative way of engaging with tools and resources.

This is not to suggest that the value of our engagement with technology has been diminished with time. Rather, it is an acknowledgment that we need to - and intend to - continue to scrutinize and vet the tools and resources with which we engage to advance learning and well-being goals.

### **Staff Response to Motion 2 – Accountability and Equitable Response to Distance Learning**

#### **A - the tools, programs, techniques, synchronous, asynchronous teaching, etc. used**

- TCDSB Supported Brightspace, Google Classroom, G Suite (docs, sheets, sites, meet, etc)
- Teachers were given the choice of tool, and could use other tools such as email, phone calls, etc.

#### **B - the percentage of educators using these techniques**

In the first 34 work days of distance learning (April 6-May 26):

- 1600 teachers using Brightspace (1537% increase)
- 10500 students using Brightspace (557% increase)
- 8000 active google classrooms (267% increase) (some teachers may have multiple classrooms)
- 16300 average weekly posts by teachers in Google (1449% increase)

- 2100 average weekly posts by students (502% increase)

Google meet was launched on Monday May 10, 2020.

- In 34 work days (May 10 - Jun 26)
- 27097 Google meet sessions

Online professional development for distance learning began on April 3, 2020 . In the 59 work days (April 3 - June 26)

- Number of PD Sessions given by 21C and Assistive Technology teams and the Curriculum/Student Success/Special Services divisional teams: 186
- Number of Participants in those online PD Sessions: over 7000

### **C - how all educators have been kept accountable during distance learning**

Local school staff were kept accountable during the spring session. Information and expectations were made clear to them by the school principal through staff meetings shared professional collaborations. Interactions between parents and educators provided valuable feedback and better informed practices when it came to distance learning. Elevated parent concerns were addressed by school principals and in some cases by school superintendents.

Educators continued to be the valued and essential conduit by which our students learn. Their professional integrity is recognized and their continued participation in defining and participating in professional development contributes to overall capacity building across the system.

Throughout the spring of 2020, there were weekly meetings between teaching Union representatives and senior staff.

### **D. how equitable and consistent delivery of learning opportunities was provided by all our schools across the TCDSB.**

Throughout April, May and June of 2020. Staff was able to respond to technology needs of students in order to ensure that distance learning would not disadvantage those who lacked resources. A platform was created for principals to request in real-time iPads or Chromebooks so that students could properly participate in online learning. The Information Technology department was able to work through buyers to secure bulk orders and were able to respond to needs. It should

also be noted that homes that did not have internet were given use of an iPad and in partnership with Rogers, internet access was provided for these families.

On June 18, 2020, staff brought forth a report at Special Board entitled “Computers for Students in Need”.

Excerpts from that report are as follows:

- As of June 10, 10,565 have been requested and purchased for students. These devices include 6,203 Chromebooks and 4,362 iPads
- All iPads were enabled with cellular data service from Rogers until August 21, 2020.

***“Approximately 11% of students requested a device from the TCDSB over the course of the last 2 months to help engage in distance learning.*** Of the students who requested devices from the TCDSB, most, but not all, live in lower income neighbourhoods throughout the city. However, the number of requests may have been higher than under normal conditions because of the competing demands for devices with many parents working from home. The following is a breakdown of device requests by ward”. (page 126, Special Board, June 18, 2020, see Appendix B)

***“Approximately 1.3% of students (1,254) indicated that they needed a device and internet services to access distance learning.*** To support students in need of internet service, the TCDSB provided these students with an Apple iPad enabled with LTE data services from Rogers free of charge until June 30<sup>th</sup>” (page 127, Report to Special Board, June 18, 2020, see Appendix B)

## **E. METRICS AND ACCOUNTABILITY**

### **Motion #1- Mental Health and Use of Memes**

The YouTube video has since been removed from our May Mental Health newsletter.

Staff underline that TCDSB endorses a zero tolerance regarding bullying. Any student engaging in such behaviour will be subject to progressive discipline. We also encourage any student recipient of inappropriate material to report that to an adult whom they trust such as their parent or staff member.

The meme tool had been only one suggestion for engaging in mental wellbeing activities provided in the May Mental Health Newsletter. Currently, staff and the Mental Health Department in particular are infinitely more cognizant about the compounding level of fatigue regarding the use of electronic devices, tools, and resources. As we engage more deeply with the Distance Learning environment we need to - and intend to - continue to scrutinize and vet the tools and resources with which we engage to advance learning and well-being goals.

The TCDSB Special Services Mental Health Team continues to work collaboratively with TCDSB stakeholders as well as outside agencies to support the implementation of mental health and wellbeing strategies for students and staff. A wealth of information regarding the provision of mental wellbeing supports to the TCDSB community can be found on the TCDSB website Mental Health portal: <https://www.tcdsb.org/ProgramsServices/SpecialEducation/mhs/Pages/Default.aspx>.

Special Services Mental Health professionals continue to work closely with School Mental Health Ontario (SMHO) regarding services and supports for mental wellbeing for both students and families. Resources specific to supporting student mental health and wellbeing during the COVID-19 pandemic can be found at the TCDSB website: <https://smho-smso.ca/covid-19/>.

SMHO has just released their Mentally Healthy Return to School Toolkit which includes practical resources to promote and protect mental health at school and is relevant to various stakeholders within the TCDSB system:

- Role-specific resources supports for system and school leaders including presentations for educators, trustees, Mental Health leadership team, tip sheets for parents and families, etc.;
- learning tools to help educators and support staff to foster social emotional learning and mental health literacy skills within caring classroom environments, including lessons plans for the first 10 days of school and beyond; and
- tools to equip school mental health professionals with evidence-based learning related to effective prevention and intervention services.

Key messages contained within this toolkit remind TCDSB system leaders about the following principles:

1. Mental health and wellbeing is everyone's priority;
2. School and system staff lead with compassion and empathy;



3. Schools are an excellent place to promote and protect student mental health;
4. The TCDSB system has strong mental health foundations on which to build;  
and
5. All stakeholders need to work together.

## **Motion #2 - Accountability and Equitable Response to Distance Learning**

Staff continues to offer professional development opportunities to teachers regarding aspects of distance learning. In particular, synchronous learning is a necessary component in elementary and secondary panels for families who choose distance learning. For the adaptive model in secondary, both asynchronous and synchronous learning is a documented component of the 300 minutes of instruction that our students will receive.

On August 13, 2020, the Ministry of Education released a Policy/Program Memorandum (164) entitled: “Requirements for Remote Learning”. Staff are currently reviewing this PPM for guidance and use in its Distance Learning plan for the 2020-21 school year.

It will be expected that schools will continue to work collaboratively and professionally in response to student learning needs both in the areas of in-class and distance learning.

Chromebooks have remained in the hands of students over the course of the summer in households where students were returning to TCDSB schools. Staff remain committed to ensuring that Distance Learning needs are met across all families in our system.

In terms of next steps, the June 18 report from Special Board mentions some specific considerations:

- ***Staff are recommending that students keep loaner devices until the COVID-19 pandemic is over.*** While the COVID-19 pandemic is active, staff believe students will continue to need access to devices for learning at home opportunities. As such, devices should be kept by students until such time that TCDSB returns to a full-time face-to-face teaching model. Since the iPads are leased, staff are estimating an additional cost of approximately \$525,000 to extend the lease for an additional year.



- ***Staff are recommending that current devices for student programs be continued in the Fall of 2020 for new students joining the TCDSB.*** New students joining the TCDSB in the fall of 2020 should be given the same opportunity as current students to access a device, if they truly need one. Since the TCDSB typically admits up to 7,000 new students per year, staff are estimating the need for approximately 800 additional devices (11%) purchased at an approximate cost of \$320,000.

(page 128, Report to Special Board, June 18, 2020, see Appendix B)

From public minutes of June 18 Meeting in response to “Computers for Students in Need Report”. (see Appendix C). **The entire report was adopted as follows:**

**17a) Computers for Students in Need:**

1. That the Board of Trustees continue the current TCDSB student device loan program until September 2020;
2. That the Board of Trustees continue to support students who are identified as needing internet access, by covering the cost of Rogers Long Term Evolution (LTE) data services for loaned iPads at an estimated cost of \$180,000 for at least 3 months (July, August, and September); and
3. That future device programs such as formal bring-your-own-device (BYOD) and low-income family device loan program be explored and presented to the Board of Trustees at the end of the COVID-19 pandemic.

**F. CONCLUDING STATEMENT**

This report is for the consideration of the Board and acts a response to the CPIC Motions raised.



**REPORT TO**

**REGULAR BOARD**

**RESPONSE TO MAY 2020 CPIC MOTIONS**

*"Bear one another's burdens, and in this way, you will fulfil the law of Christ."*  
*Galatians 6:3*

Created, Draft	First Tabling	Review
June 9, 2020	June 18, 2020	<a href="#">Click here to enter a date.</a>

John Wujek, Superintendent of Education, Area 5 and Parent Engagement  
Steve Camacho, Chief Information Officer

**RECOMMENDATION REPORT**

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Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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

## **A. EXECUTIVE SUMMARY**

This report is offered as a response to the Board direction to staff at Regular Board on May 21, 2020. The four motions provided by the Catholic Parent Involvement Committee (CPIC) are presented, and additional staff information has been provided. Some of the directions can be implemented, while others, would need further consultation and consideration by staff to valued parent stakeholders.

*The cumulative staff time required to prepare this report was 18 hours*

## **B. PURPOSE**

1. The Catholic Parent Involvement Committee (CPIC) meets monthly and minutes from these meetings receive approval at the next regularly scheduled meeting along with any sanctioned motions. These minutes and bylaws typically appear on the subsequent Regular Board Order Paper for separate consideration. Each motion appears for consideration separately from the CPIC Minutes.
2. At the May 21, 2020 Regular Board meeting, the CPIC minutes and five motions from their April 20 meeting were on the Regular Board Meeting Agenda.
3. Following consideration from the Board of Trustees, four of the motions were directed back to staff for a response through report. The content of this report addresses this directive.

## **C. BACKGROUND**

1. The Catholic Parent Involvement Committee (CPIC) meets monthly and minutes from these meetings receive approval at the next regularly scheduled CPIC meeting along with any sanctioned motions. These minutes and bylaws typically appear on the subsequent Regular Board Order Paper for separate consideration. Each motion appears for consideration separately from the CPIC Minutes.
2. At the May 21, 2020 Regular Board meeting, the CPIC minutes and five motions from their April 20 meeting were placed on the Regular Board Meeting Agenda.

3. Following consideration from the Board of Trustees, four of the motions were directed back to staff for a response through report. The content of this report addresses this directive.

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

1. On May 21<sup>st</sup>, four motions entitled below were referred back to staff for response and further information:

### **Motion A: Parent Reaching Out (PRO) Grant Application and Allocation Process**

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

### **Motion B: Use of Escribe platform and assistance of board staff**

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

### **Motion C: Use of SOAR to Collect Parent Contact Information on Behalf of CPIC**

1. Add appropriate checkbox (s) to the annually collected parent consent/information forms and the online Student Online Application for Registration (SOAR) system to allow parents to consent to receiving communications via email directly from their Catholic School Parent Council (CSPC) and CPIC (using only the respective CSPC Chair /CPIC Chair @tcdsb.org accounts); and
2. Setup a working group made up of Board Staff and parent representatives to: implement procedures and tools (both addressing short term and long term) using various systems for the purposes of allowing school councils to effectively and timely communicate with parents of their school community while respecting privacy and unsubscribe requests.

**Motion D: Initiate public Broadcasting of CPIC Monthly Meetings similar to Board of Trustee Meetings**

1. 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.

**E. METRICS AND ACCOUNTABILITY**

The following is the response to the corresponding four motions:

**Motion A: Parent Reaching Out (PRO) Grant Application and Allocation Process**

1. The PRO grant funds were awarded to schools based on the Ministry of Education's outlined criteria, the staff report entitled "Toronto Catholic District School Board Parent Reaching Out (PRO) Grant Disbursement Report, 2019-2020" and the subsequent Board of Trustees recommendation made at the January 9, 2020 Student Well-being and Achievement Committee Meeting.

Further to the procedure in the report, trustees directed CPIC and staff that the fund distribution of \$41,000 of the PRO Grant funds were disbursed equally to all 12 wards. First application rights were given to Equity Poverty Action Network (EPAN) schools where present in the ward. As well, \$5000 for SEAC events, and \$5000 for Equity, Diversity and Indigenous Education and Community Relations Department events, adhering to the timelines outlined in the report.

2. The motion to carry forward PRO grant funds to 2020-2021 would be subject to Ministry of Education approval, and as such, may not be consistent with CPIC's intent of developing a new application process which would not be in line with the original prescribed process appearing in the Transfer Payment Agreement.
3. In addition, local CSPCs had previously submitted two applications to comply with the requirements set out in the Board report. The central rescindment of awarded funds without consultation will not take into account potential current, delayed or future plans that schools have made, in accordance with school closures and public safe distancing policies.

***Staff does not recommend that the PRO Grant ward and school allocations for 2019-2020 be rescinded.*** Furthermore, staff recommend waiting and following the direction from the Ministry of Education and in the event of PRO Grant carryover to 2020-21, that the original schools who were allocated such funding be permitted to execute their original or augmented plan.

Motion B: Use of e-Scribe platform and assistance of Board staff:

1. The e-Scribe software structure does not allow for meeting participants or chairs to create and manage an agenda independently. The software assumes that that a formal administrative structure is in place with only a few people able to create and modify the meeting agendas. Currently, for all our public meetings, this responsibility lies with the recording secretary.
2. Staff are recommending that the Board of Trustees adopt this motion with the understanding that CPIC would use the same protocol for eScribe as is used for regular board and committee meetings. This protocol calls for:
  - the agenda to be constructed by the recording secretary in escribe;
  - the agenda to be reviewed by the CPIC Chair and staff prior to being released;
  - and finally, for the agenda to be released to the public and CPIC members a few days before the meeting.
  - A Recording Secretary provide services at monthly CPIC meetings.
3. Additional modifications to the agenda would completed through the recording secretary and issued as an addendum.

***Staff are recommending that the Board of Trustees adopt this motion with the described protocol.***

Motion C: Use of SOAR to Collect Parent Contact Information on Behalf of CPIC:

1. The TCDSB is bound by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) to ensure that all personal information that is collected, is protected and secured.

2. Whenever the TCDSB collects personal information (e.g. a parent email address), it can only be collected for two reasons:
  - a) It is expressly authorized by law; or
  - b) It is necessary to the proper administration of a legally authorized activity.
3. Even if consent is obtained for a collection of information, if there is no direct or indirect legal authority for the collection, it could not be collected under MFIPPA.
4. The primary reason that the Board collects parent email addresses is to populate the *Office Index Card*, which is an OSR document and therefore expressly authorized by the Education Act. This collection occurs primarily through registration in the Student Online Application for Registration (SOAR).
5. If, in SOAR, an option is added for collecting the private parent information to share with CSPCs, this would constitute a different purpose for the collection, so it would need to be addressed as a separate reason for the collection, other than for its intended use of populating the Office Index Card.
6. The Privacy Commissioner has said that collecting personal information cannot "merely be helpful" to the administration of the activity, it must be necessary.
7. Although the formation of CSPCs and the activities they carry out, is legally authorized by the Education Act in Regulation 612, as for example, to "*consult with parents of pupils enrolled in the school about matters under consideration by the council*", obtaining parent emails would be helpful but not necessary to the administration of these activities, as the principal could disseminate the information on behalf of the CSPC.
8. If the TCDSB proceeds with adding a necessary reason for which CSPCs and CPIC members have access to parent personal information, the following, for example, would need to be put in place to justify disclosure:
  - a) addition of a clause about collecting parent email for this specific purpose;
  - b) secure transmission of the data;



- c) rules for CSPCs/CPIC members that would govern the permitted use of the information; and
  - d) rules on how the information would be confidentially maintained.
- 9. In addition, the following are some potential privacy and accountability risks to the Board in providing CSPCs/CPIC members with lists with the parent's personal information, as for example:
  - a) it would be difficult to monitor and control confidentiality;
  - b) it would be difficult to investigate potential misuse of the information;
  - c) it would be difficult to ensure CSPCs are utilizing current lists, leading to potential misuse of contact information of any parents who have withdrawn consent.
  - d) it could dismiss the intended collaboration between the CSPCs and the principal;
  - e) it would dismiss the potential lack of accountability to school administration who, under TCDSB CSPC policy, are expected to approve communication that is sent to all parents; and
  - f) the Board would have few legal actions it could take to recover the data or transfer liability to a CPSC/CPIC member should a member purposefully or accidentally breached personal data in the Board's custody.

***For the reasons above, staff recommends that the motion not be adopted.*** However, staff will work with CPIC to develop and update protocols for principals and CPSC to ensure timely communication from the CSPC is sent to parents via the school principals when needed.

**Motion D: Initiate Public Broadcasting of CPIC Monthly Meetings similar to Board of Trustee Meetings**

- a) Staff, want to note to the Board of Trustees that similar requests have been made by other committees such as SEAC. Should this trend to more online and/or meeting broadcasts continue past the COVID-19 epidemic, there will be a need to review a more sustainable staffing model for support evening meetings and, in turn, the need for additional staffing. Broadcast and/or online meeting can use between 3 to 5 ICT Services staff per meeting to support effectively. Some meetings require 6 to 8 hours of support including the setup, video management, and tear down of the meeting.



*Staff recommends this motion and, upon approval by the Board of Trustees will work CPIC on a more detailed plan to implement it.*

## **F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

1. Parent Engagement Staff will continue to work with CPIC to engage and utilize central resource departments to reduce structural barriers as appropriate for improvement in transparency and communication.

### Motion A: Parent Reaching Out (PRO) Grant Application and Allocation Process

Carry over the PRO allocations to the appropriate schools for the 2020-21 school year and allow for local self-determined adjustments to the school plan as allowable by any future Ministry of Education PRO Grant guidelines.

### Motion B: Use of Escribe platform and assistance of Board staff:

Initiate and implement with the recommended considerations.

### Motion C: Use of SOAR to Collect Parent Contact Information on Behalf of CPIC:

Staff require more opportunity to consider appropriate collection and sharing of parent contact information.

### Motion D: Initiate Public Broadcasting of CPIC Monthly Meetings similar to Board of Trustee Meetings

Initiate and implement with the recommended considerations.

## **G. STAFF RECOMMENDATION**

Staff recommend the following:

1. That with respect to **Motion A: Parent Reaching Out (PRO) Grant Application and Allocation Process**, it is recommended to wait and follow the direction from the Ministry of Education and, in the event of PRO Grant

carryover to 2020-21, that the original schools who were allocated such funding be permitted to execute their original or augmented plan.

2. That with respect to **Motion B: Use of Escribe platform and assistance of Board staff**, it is recommended that the Board of Trustees adopt this motion with the described protocol.
3. That with respect to **Motion C: Use of SOAR to Collect Parent Contact Information on Behalf of CPIC**, it is recommended that staff work with CPIC to develop and update protocols for principals and CPSC to ensure timely communication from the CSPC is sent to parents via the school principals when needed.
4. That with respect to **Motion D: Initiate Public Broadcasting of CPIC Monthly Meetings similar to Board of Trustee Meetings**, staff recommend approval of this motion, pursuant to a detailed implementation plan.



*Maria Rizzo  
Trustee Ward 5*

*E-mail: Maria.Rizzo@tcdsb.org*

*Voicemail/Fax: (416) 512-3407*

**To:** Student Achievement and Well-Being Committee Meeting, October 1, 2020

**From:** Maria Rizzo, Trustee Ward 5

**Subject:** Consideration of Motion – Graduation Ceremonies for the Class of 2020

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**MOVED BY:** Maria Rizzo, Toronto Catholic District School Board

**SECONDED BY:** Norm Di Pasquale, Toronto Catholic District School Board

**WHEREAS:** Due to Covid-19, students were unable to celebrate graduation in the traditional ways;

**WHEREAS:** Families were saddened that they were unable to recognize and acknowledge their sons and daughters of the class of 2020;

**WHEREAS:** Many school communities acknowledged graduating students in different and varied ways at the end of the school year;

**WHEREAS:** Students and parents were disappointed with the inconsistent methods adopted by each school community to celebrate the graduates;

**WHEREAS:** Parents and students have requested that graduating students be formally acknowledged by holding commencement ceremonies when possible;

**WHEREAS:** Some schools are planning for graduation ceremonies when health protocols are lifted; and

**WHEREAS:** Some school communities are not planning any further ceremonies to recognize graduates.

**THEREFORE BE IT RESOLVED:** That all school communities plan and hold graduation celebrations for the Classes of 2020 whenever it is possible to do so based on public health protocols.



**REPORT TO**

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

**ANNUAL PARENT/GUARDIAN VOICE SURVEY 2020**

*Do not ignore the discourse of the aged, for they themselves learned from their parents; from them you learn how to understand and to give an answer when the need arises. Sirach 8:9*

Created, Draft	First Tabling	Review
July 16, 2020	September 3, 2020	<a href="#">Click here to enter a date.</a>

Rory McGuckin, Director of Education  
Marina Vanayan, Sr. Coordinator Research Department

**INFORMATION REPORT**

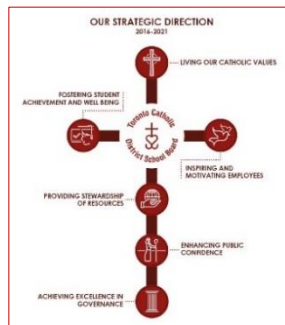
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## A. EXECUTIVE SUMMARY

One measure of the organization's commitment to strengthening public confidence and service excellence is informed by a stakeholder survey administered to all parents of TCDSB students.

The results of the 2020 *Annual Parent/Guardian Voice Survey* are compared to the data collected in the past two years.

The *Annual Parent/Guardian Voice Survey* was administered online at the beginning of June 2020.

The Research Department has provided a Thematic Summary based on emerging themes in the overall *Annual Parent/Guardian Voice Survey* in **Appendix A**, and has provided the overall survey summary in **Appendix B**.

*The cumulative staff time required to prepare this report was 8 hours.*

## B. PURPOSE

1. This report provides information about the *Annual Parent/Guardian Voice Survey* administered online to parents and guardians of TCDSB students in June 2020.

## C. BACKGROUND

1. **May-June 2018** – The *Annual Parent/Guardian Voice Survey* was first administered, and 2615 parents completed the survey.
2. **April 2019** – The 2018 *Annual Parent/Guardian Voice Survey* was reviewed based on feedback provided the previous year, and a final copy of the 2019 *Annual Parent/Guardian Voice Survey* was completed. Two questions were amended for greater clarity of understanding by parents in order to assess confidence in the TCDSB and its commitment to service excellence. These included wording on the Ontario Catholic School Graduate Expectations, and availability of translated material for parents.
3. **May-June 2019** – The *Annual Parent/Guardian Voice Survey* for 2019 was administered both online and on paper, and in total, 3405 parents completed the survey.

4. **June 2020** – The *Annual Parent/Guardian Voice Survey* for 2020 was administered online between June 1<sup>st</sup> and 12<sup>th</sup>, and 6266 parents completed the survey. When completing the survey, parents were asked to think about the school year from September 2019 to March 13, 2020.
5. **June 2020.** Parents were invited to provide feedback about their children's experiences doing school work at home since the March Break. *The Learning During the COVID-19 Pandemic Parent/Guardian Voice Survey* was available June 15 to June 26<sup>th</sup>.

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

1. The Research Department reviewed the results from the *2020 Annual Parent/Guardian Voice Survey* and discussed the results with the Director. Salient results include:
  - a. Participation in the *Annual Parent/Guardian Voice Survey* has increased greatly. Total respondents in 2020 is 6266. This represents an *increase of 2861* completed surveys compared with 3405 respondents in 2019.
  - b. Variable distribution of respondents across Trustee Wards:

<b>Ward</b>	<b>Frequency</b>	<b>Percent</b>
1	219	3.5%
2	652	10.4%
3	386	6.2%
4	715	11.4%
5	986	15.7%
6	292	4.7%
7	461	7.4%
8	431	6.9%
9	353	5.6%
10	342	5.5%
11	819	13.1%
12	546	8.7%
Unknown	64	1.0%

2. Questions were grouped into the following six (6) themes:
  - A. Nurturing Our Catholic Community
  - B. School Climate
  - C. Supporting Learning
  - D. Communication
  - E. Parental Involvement
  - F. Contact with TCDSB designated executives
3. The assessment of survey questions followed the similar assessment strategy used for the Board Learning Improvement Plan results:
  - a. On Target – 75% of Respondents Strongly Agree/Agree
  - b. Monitor – 50% - 74% of Respondents Strongly Agree/Agree
  - c. Action Required – below 50% of Respondents Strongly Agree/Agree
4. Overall, almost all of the 2020 survey questions indicate that the TCDSB is on target with a large majority of key indicators of public confidence and service excellence across all of the themes. The data in Appendix A and Appendix B indicate many positive results (over 75%) as well as improvements over time.
  - There is evidence that nurturing our Catholic community is strong. There is evidence of improvement in making connections with the parish. There is also improvement in students' awareness of Ontario Catholic School Graduate Expectations, and more awareness is needed.
  - There is evidence that parents/guardians feel that there is a positive school climate where students and parents feel welcomed, inclusive and students feel safe.
  - There is evidence that parents/guardians feel their child is supported in school with high expectations, and meeting student academic, spiritual, social, physical and mental well-being. There are improvements in the areas of evident classroom strategies and student access to technology that supports learning.



- There is evidence that parental involvement is positive. There is evidence of improvements in ensuring that parents/guardians have the opportunity to provide feedback and input at their child's school.
  - There is evidence that there are improvements in the overall communication with parents/guardians. The vast majority of parents indicate that they are comfortable communicating with their child's school in English. Continued work needs to be done so that all parents who need translation are aware of the Board's translation services and can receive translations as requested.
5. The final section of the survey assessed service excellence and public confidence with respect to the Board's designated executives. The 2020 *Annual Parent/Guardian Voice Survey* results indicate improvements in the following areas, relative to the 2019 results:
- i. Responding to parent/guardian contacts in a timely manner (2 business days)
  - ii. Addressing issues or concerns in a professional manner
  - iii. Resolving the matter
6. The Senior team will review the results to determine new strategies to improve results.

## **E. METRICS AND ACCOUNTABILITY**

1. Members of the executive team will monitor the results pertaining to specific portfolios.
2. The 2021 *Annual Parent/Guardian Survey* results will be presented at the Regular Board meeting in August 2021.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

## ANNUAL PARENT/GUARDIAN VOICE 2020 - SURVEY RESULTS

### Emerging Themes

#### Number of responses

2017-18	2018-19	2019-20
2615	3405	6266

#### A. Nurturing Our Catholic Community

1. My child's school promotes Catholic values and practices.

Agreement	2017-18	2018-19	2019-20
	92%	92%	96%



2. My child talks to me about the Ontario Catholic School Graduate Expectations learned at school.

Agreement	2017-18
	43%

**Revised Q:** My child is aware of the Ontario Catholic School Graduate Expectations

Agreement	2018-19	2019-20
	61%	70%



3. I feel my child is growing in faith and how to live it.

Agreement	2017-18	2018-19	2019-20
	92%	90%	92%



4. My child's school is working closely with the parish

Agreement	2017-18	2018-19	2019-20
	73%	76%	81%



20. There is a strong connection between school, home and parish.

Agreement	2017-18	2018-19	2019-20
	71%	72%	77%



**On Target**

There is evidence that nurturing our Catholic community is strong. There is evidence of improvement in making connections with the parish. There is also improvement in students' awareness of Ontario Catholic School Graduate Expectations and more awareness is needed.

#### B. School Climate

5. My child enjoys attending school.

Agreement	2017-18	2018-19	2019-20
	89%	90%	93%



6. My child's school is a welcoming place in which to learn.

Agreement	2017-18	2018-19	2019-20
	89%	89%	94%



7. I feel welcomed in my child's school.

Agreement	2017-18	2018-19	2019-20
	88%	89%	92%



8. My child feels safe at school.

Agreement	2017-18	2018-19	2019-20
	89%	89%	92%



9. My child's school is responsive to the needs of children from all cultural backgrounds and abilities.

Agreement	2017-18	2018-19	2019-20
	77%	80%	84%



**On Target**

There is evidence that parents/guardians feel that there is a positive school climate where students and parents feel welcomed, inclusive and students feel safe.

**Supporting Learning**

10. There are high expectations for students to achieve in literacy, numeracy and all other subjects.

Agreement	2017-18	2018-19	2019-20
	81%	82%	87%



11. My child's learning needs are met at school.

Agreement	2017-18	2018-19	2019-20
	78%	78%	83%



12. My child's school provides useful information to me regarding his/her achievement and well-being.

Agreement	2017-18	2018-19	2019-20
	79%	80%	85%



13. The school engages my child in activities that support learning in literacy and numeracy including assessments such as Education Quality and Accountability Office (EQAO).

Agreement	2017-18	2018-19	2019-20
	81%	83%	84%



14. The school engages my child in activities that support learning in all other subject areas.

Agreement	2017-18	2018-19	2019-20
	80%	80%	85%



15. My child's school supports spiritual, social, physical and mental well-being of students.

Agreement	2017-18	2018-19	2019-20
	84%	83%	87%



16. I have seen evidence of classroom strategies that support my child's learning (e.g., learning goals and success criteria).

Agreement	2017-18	2018-19	2019-20
	71%	73%	78%



17. My child has access to books, learning materials and other resources to support learning.

Agreement	2017-18	2018-19	2019-20
	85%	85%	89%



18. My child has access to technology that supports learning (e.g., computers, laptops, chrome books, tablets, software, applications, etc.).

Agreement	2017-18	2018-19	2019-20
	72%	73%	80%



**On Target**

There is evidence that parents/guardians feel their child is supported in school with high expectations, and meeting student academic, spiritual, social, physical and mental well-being needs. There are improvements in the areas of evident classroom strategies and student access to technology that supports learning.

**C. Communication**

19. My child's school provides parents with information regarding evaluation and assessment practices.

Agreement	2017-18	2018-19	2019-20
	77%	77%	85%



23. My child's school talks to me about factors that affect my child's education.

Agreement	2017-18	2018-19	2019-20
	68%	72%	79%



24. Our school regularly provides communications in a variety of formats (newsletters, twitter, email, website, SynreVoice/School Messenger, etc.)

Agreement	2017-18	2018-19	2019-20
	88%	91%	95%



25. I know about the Board's communications to parents available through the TCDSB website (e.g., the Director's Voice, Highlights from the Board, and Committee Meetings.)

Agreement	2017-18	2018-19	2019-20
	67%	75%	88%



26. My child's school provides adequate communication about school events and activities.

Agreement	2017-18	2018-19	2019-20
	86%	89%	92%



27. Open and timely communication occurs between parents and the school.

Agreement	2017-18	2018-19	2019-20
	80%	81%	87%



29. Translations of materials are available for parents whose first language is not English.

	2017-18
Agreement	34%
Don't know	58%

**Revised Q:** 29. a) Are you comfortable communicating with your child's school in the English language?

	2018-19	2019-20
Yes	98%	98%
No	1%	2%

b) Of those who said NO, are translations of school communications available to you?

	2018-19 (n = 45)	2019-20 (n = 111)
Yes and Don't know	62%	53%



### Monitor

There is evidence that there are improvements in overall communication with parents/guardians. The vast majority of parents indicate that they are comfortable communicating with their child's school in English. Continued work needs to be done so that all parents who need translation are aware of the Board's translation services.

## D. Parent involvement

21. There are opportunities for parents to attend information sessions and get involved in the life of the school.

Agreement	2017-18	2018-19	2019-20
	88%	87%	90%



22. I know about the Catholic School Parent Council (CSPC) at the school.

Agreement	2017-18	2018-19	2019-20
	87%	88%	87%



28. At my child's school, parents have the opportunity to provide feedback and input.

Agreement	2017-18	2018-19	2019-20
	73%	75%	81%



### On Target

There is evidence that parental involvement is positive. There is evidence of improvements in ensuring that parents/guardians have the opportunity to provide feedback and input at their child's school.

## ANNUAL PARENT/GUARDIAN VOICE 2020 Summary of Results

N = 6266

**Area**

	Frequency	Percent
1	779	12.4%
2	1108	17.7%
3	858	13.7%
4	912	14.6%
5	543	8.7%
6	695	11.1%
7	530	8.5%
8	772	12.3%
Unknown	69	1.1%

**Ward**

	Frequency	Percent
1	219	3.5%
2	652	10.4%
3	386	6.2%
4	715	11.4%
5	986	15.7%
6	292	4.7%
7	461	7.4%
8	431	6.9%
9	353	5.6%
10	342	5.5%
11	819	13.1%
12	546	8.7%
Unknown	64	1.0%

**My child is in grade:**

	Frequency	Percent
JK – Grade 3	2179	34.8%
Grade 4 – 6	1607	25.6%
Grade 7-8	1128	18.0%
Grade 9-12	1326	21.2%
No response	26	0.4%

**How many children do you have attending this school?**

	Frequency	Percent
1	4082	65.1%
2	1834	29.3%
3	292	4.7%
4	24	0.4%
5	5	0.1%
5 or more	5	0.1%
No response	24	0.4%

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	No response
1. My child's school promotes Catholic values and practices.	51.8%	44.0%	1.7%	1.0%	1.5%	0.1%
2. My child is aware of the Ontario Catholic School Graduate Expectations.	27.3%	42.3%	8.6%	2.8%	18.4%	0.6%
3. I feel my child is growing in faith and how to live it.	36.9%	54.9%	3.8%	1.0%	2.9%	0.5%
4. My child's school is working closely with the parish.	33.0%	48.1%	5.2%	1.5%	11.7%	0.6%
5. My child enjoys attending school.	49.1%	43.9%	4.7%	1.3%	0.5%	0.5%
6. My child's school is a welcoming place in which to learn.	48.1%	45.6%	3.2%	1.1%	1.3%	0.6%
7. I feel welcomed in my child's school.	47.0%	45.0%	4.1%	1.5%	1.7%	0.7%
8. My child feels safe at school.	43.5%	48.5%	4.0%	1.3%	1.9%	0.9%
9. My child's school is responsive to the needs of children from all cultural backgrounds and abilities.	37.3%	46.5%	4.5%	1.8%	9.1%	0.8%
10. There are high expectations for students to achieve in literacy, numeracy and all other subjects.	33.1%	54.0%	7.2%	1.9%	3.2%	0.6%
11. My child's learning needs are met at school.	29.0%	54.3%	11.4%	2.7%	2.1%	0.5%
12. My child's school provides useful information to me regarding his/her achievement and well-being.	32.7%	52.5%	10.6%	2.1%	1.2%	0.7%

## Appendix B

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	No response
13. The school engages my child in activities that support learning in literacy and numeracy including assessments such as Education Quality Accountability Office (EQAO).	31.4%	52.8%	5.4%	1.4%	8.0%	0.9%
14. The school engages my child in activities that support learning in all other subject areas.	30.5%	54.5%	7.6%	1.6%	4.9%	0.9%
15. My child's school supports the spiritual, social, physical and mental well-being of students.	34.0%	53.0%	6.3%	1.8%	4.1%	0.9%
16. I have seen evidence of classroom strategies that support my child's learning (e.g., learning goals; success criteria).	29.4%	49.0%	10.9%	2.5%	7.2%	1.0%
17. My child has access to books, learning materials and other resources to support learning.	35.4%	53.6%	5.3%	1.9%	2.7%	1.2%
18. My child has access to technology that supports learning (e.g., computers, laptops, chrome books, tablets, software, applications, etc.)	30.6%	49.2%	7.9%	3.3%	8.0%	1.0%
19. My child's school provides parents with information regarding evaluation and assessment practices.	32.0%	52.6%	9.7%	2.4%	2.4%	0.9%
20. There is a strong connection between the school, home and parish.	26.0%	50.7%	10.9%	2.4%	9.3%	0.7%
21. There are opportunities for parents to attend information sessions and get involved in the life of the school.	32.9%	57.1%	4.4%	1.0%	3.9%	0.7%
22. I know about the Catholic School Parent Council (CSPC) at the school.	29.4%	57.9%	4.3%	0.8%	6.7%	0.8%
23. My child's school talks to me about factors that affect my child's education.	25.6%	53.4%	13.8%	2.7%	3.8%	0.8%
24. Our school regularly provides communications in a variety of formats (newsletters, twitter, email, website, SynreVoice/School Messenger, etc.)	46.3%	48.3%	3.0%	0.9%	0.6%	0.8%
25. I know about the Board's communications to parents available through the TCDSB website (e.g., the <i>Director's Voice</i> , <i>Highlights from the Board</i> , and Committee Meetings).	33.1%	55.0%	4.6%	1.0%	5.3%	1.1%
26. My child's school provides adequate communication about school events and activities.	40.1%	51.5%	5.8%	1.4%	0.9%	0.5%
27. Open and timely communication occurs between parents and the school.	35.2%	51.3%	8.9%	2.2%	1.9%	0.7%

## Appendix B

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	No response
28. At my child's school, parents have the opportunity to provide feedback and input.	31.1%	49.8%	8.7%	2.9%	6.5%	0.9%

29. a) Are you comfortable communicating with your child's school in the English language?

	Frequency	Percent
Yes	6122	97.7%
No	111	1.8%
No response	33	0.5%

29. b) If NO, are translations of school communications available to you? (n=111)

	Frequency	Percent
Yes	34	30.6%
No	42	37.8%
Don't know	25	22.5%
No response	10	9.0%

30. Do you know the name of the Superintendent of your child's school?

	Frequency	Percent
Yes	2829	45.1%
No	2388	38.1%
Never needed to know	991	15.8%
No response	58	0.9%

31. Before the schools were closed because of the COVID-19 pandemic, did you have an opportunity to see or meet the Superintendent of your child's school? (E.g., visiting classrooms, or at a school event such as, school Mass, community barbecue, CSPC meeting, curriculum night, school production/concert, etc.)

	Frequency	Percent
Yes	1593	25.4%
No	3754	59.9%
I have not attended	873	13.9%
No response	46	0.7%

32. In the past year, have you contacted the <b>school Superintendent</b> to ask any questions and/or present concerns?		32i. If you answered "yes", were you contacted in a timely manner? (2 business days) (n=788)		32ii. Through your communication, were your questions and/or concerns addressed in a professional manner? (n=788)			32iii. Was the matter resolved? (n=788)	
Yes	No	Yes	No	Yes	No	Issue/ Concern not addressed	Yes	No
788 12.6%	5427 86.6%	571 72.5%	184 23.4%	565 71.7%	102 12.9%	99 12.6%	539 68.4%	227 28.8%



## Appendix B

33a. In the past year have you had any communication with other members of the Senior team: <b>Director of Education</b>		33ai. If you answered "yes", were you contacted in a timely manner? (2 business days) (n=318)		33aii. Through your communication, were your questions and/or concerns addressed in a professional manner? (n=318)			33aiii. Was the matter resolved? (n=318)	
Yes	No	Yes	No	Yes	No	Issue/Concern not addressed	Yes	No
318 5.1%	5478 87.4%	250 78.6%	44 13.8%	246 77.4%	34 10.7%	26 8.2%	233 73.3%	66 20.8%

33b. In the past year have you had any communication with other members of the Senior team: <b>Associate Director of Education, Academic Affairs</b>		33bi. If you answered "yes", were you contacted in a timely manner? (2 business days) (n=127)		33bii. Through your communication, were your questions and/or concerns addressed in a professional manner? (n=127)			33biii. Was the matter resolved? (n=127)	
Yes	No	Yes	No	Yes	No	Issue/Concern not addressed	Yes	No
127 2.0%	5312 84.8%	98 77.2%	14 11.0%	103 81.1%	5 3.9%	5 3.9%	94 74.0%	17 13.4%

33c. In the past year have you had any communication with other members of the Senior team: <b>Associate Director of Facilities, Business and Community Development/Chief Financial Officer</b>		33ci. If you answered "yes", were you contacted in a timely manner? (2 business days) (n=88)		33cii. Through your communication, were your questions and/or concerns addressed in a professional manner? (n=88)			33ciii. Was the matter resolved? (n=88)	
Yes	No	Yes	No	Yes	No	Issue/Concern not addressed	Yes	No
88 1.4%	5365 85.6%	60 68.2%	13 14.8%	66 75.0%	4 4.5%	4 4.5%	63 71.6%	13 14.8%

## Appendix B

33d. In the past year have you had any communication with other members of the Senior team: <b>Legal Counsel</b>		33di. If you answered "yes", were you contacted in a timely manner? (2 business days) (n=86)		33dii. Through your communication, were your questions and/or concerns addressed in a professional manner? (n=86)			33diii. Was the matter resolved? (n=86)	
Yes	No	Yes	No	Yes	No	Issue/Concern not addressed	Yes	No
86 1.4%	5342 85.3%	67 77.9%	11 12.8%	70 81.4%	4 4.7%	4 4.7%	69 80.2%	7 8.1%

33e. In the past year have you had any communication with other members of the Senior team: <b>Other Superintendents</b>		33ei. If you answered "yes", were you contacted in a timely manner? (2 business days) (n=283)		33eii. Through your communication, were your questions and/or concerns addressed in a professional manner? (n=283)			33eiii. Was the matter resolved? (n=283)	
Yes	No	Yes	No	Yes	No	Issue/Concern not addressed	Yes	No
283 4.5%	5222 83.3%	221 78.1%	45 15.9%	231 81.6%	17 6.0%	22 7.8%	206 72.8%	60 21.2%



REPORT TO

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

**SAFE SCHOOLS REPORT 2019-2020**

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

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

**INFORMATION REPORT**

**Vision:**

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

**Mission:**

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

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



Dr. B. Browne  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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

## A. EXECUTIVE SUMMARY

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

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

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

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

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

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

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

## **B. PURPOSE**

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

## **C. BACKGROUND**

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

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

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

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

## **SECTION 1: Suspension and Expulsion Data (Appendix A)**

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

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

## **ELEMENTARY SCHOOLS [Comparison with 2018-2019 data]**

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

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

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

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

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

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

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

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

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

## **SECONDARY SCHOOLS [Comparison with 2018-2019 data]**

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



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

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

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

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

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

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



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

## **SECTION 2: Student Perceptual Data**

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

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

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

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

## **OVERALL BOARD LEVEL RESULTS**

### **(i) Safe Schools Survey (Secondary)**

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

#### **Some highlights on safety (See Appendix B1):**

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

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

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

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

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

#### **Areas for continued dialogue:**

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

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

### **Elementary and Secondary Schools**

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

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

Some further highlights on safety (See Appendix B3):

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

Area for continued dialogue:

- The reporting of bullying remains an area for growth.

## **PERCEPTIONS BY GENDER**

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

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

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

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

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

### **PERCEPTIONS BY RACIAL IDENTIFICATION**

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

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

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

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

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

#### ***Student Voice: Secondary Schools***

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

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

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

#### **SECTION 4: Safe Schools Alternative Programs**

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

##### **1. The Expulsion Program**

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

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

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

## **2. TIPSS (Transitional Intervention Program for Suspended Students)**

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

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

## **SECTION 5: Professional Learning for TCDSB Stakeholders**

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

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

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

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

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

## E. METRICS AND ACCOUNTABILITY

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



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



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

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

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

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

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

## **G. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

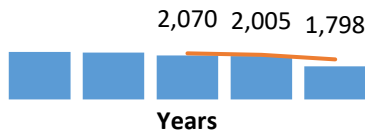
# Number of Students Suspended, Education Act §.306

# Appendix A

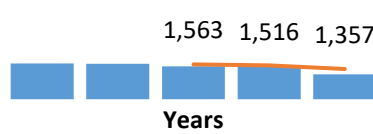
TCDSB	All Students	Secondary Students	Elementary Students
2015-2016	90,333	30,149	60,184
2016-2017	91,144	30,109	61,035
2017-2018	91,107	29,673	61,434
2018-2019	91,818	29,225	62,593
2019-2020	91,324	28,612	62,712

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

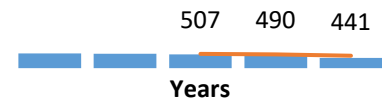
**Number of Students Suspended**



**Number of Male Students Suspended**

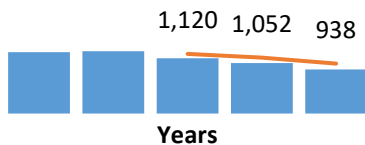


**Number of Female Students Suspended**

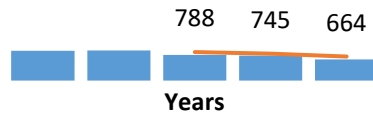


TCDSB	Sec #St Suspended	Rolling Avg Sec #St Susp	Sec #Male St Suspended	Rolling Avg Sec #Male St Susp	Sec #Female St Suspended	Rolling Avg Sec #Female St Susp	Elem #St Suspended	Rolling Avg Elem #St Susp	Elem #Male St Suspended	Rolling Avg Elem #Male St Susp	Elem #Female St Suspended	Rolling Avg Elem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

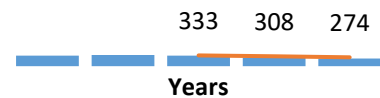
**Number of Secondary Students Suspended**



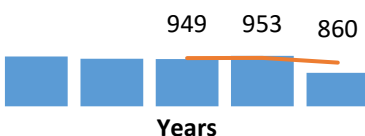
**Number of Secondary Male Students Suspended**



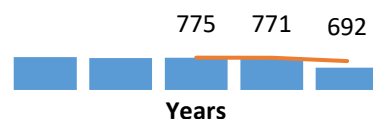
**Number of Secondary Female Students Suspended**



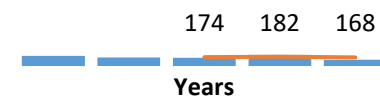
**Number of Elementary Students Suspended**



**Number of Elementary Male Students Suspended**

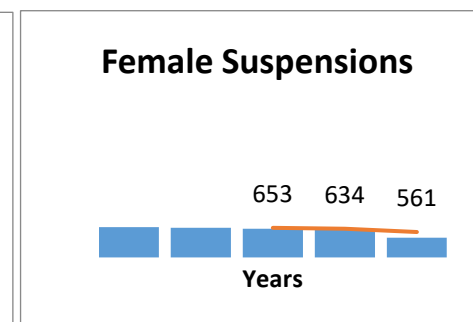
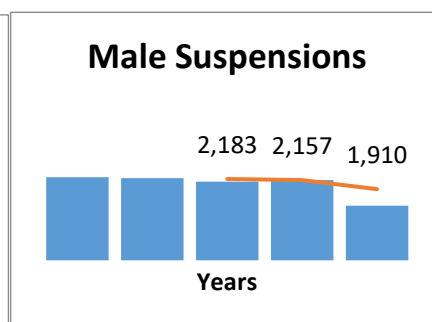
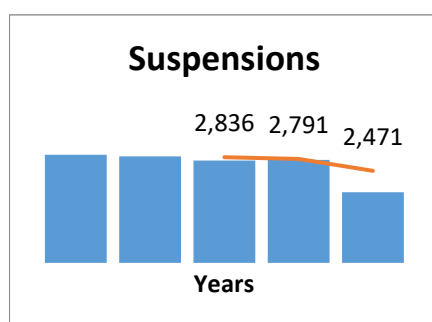


**Number of Elementary Female Students Suspended**

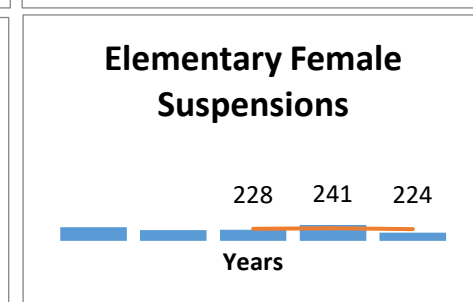
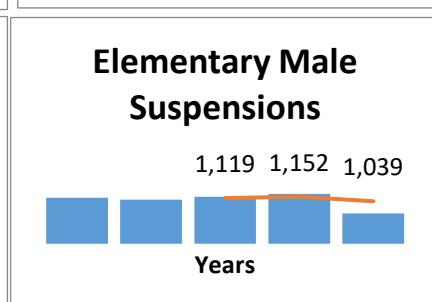
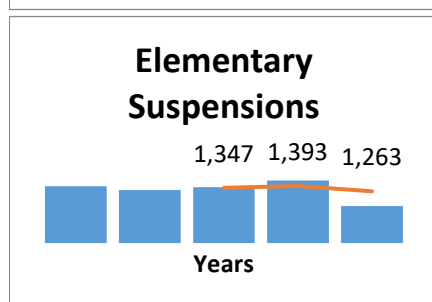
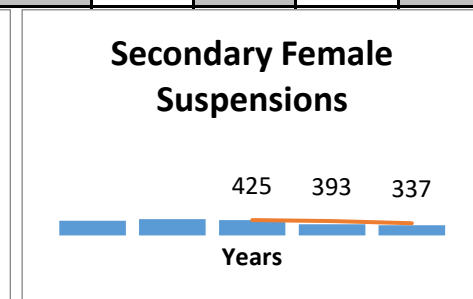
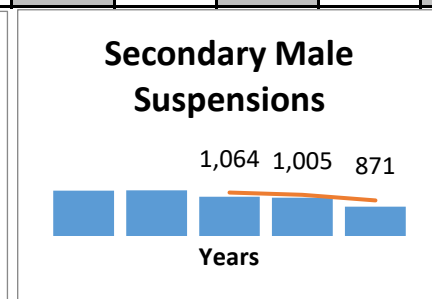
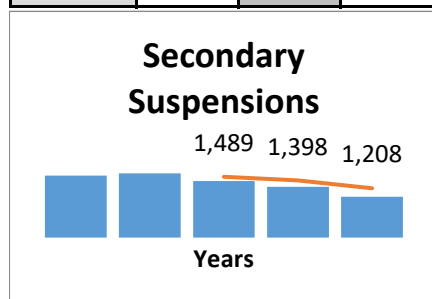


## Notice of Suspension, Education Act §.306 (number of suspensions)

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



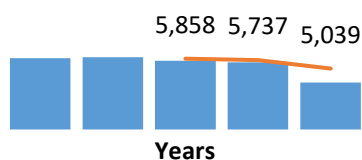
TCDSB	Sec 306 Suspension	Rolling Avg Sec Susp	Sec 306 Male Suspension	Rolling Avg Sec Male Susp	Sec 306 Female Suspension	Rolling Avg Sec Female Susp	Elem 306 Suspension	Rolling Avg Elem Susp	Elem 306 Male Suspension	Rolling Avg Elem Male Susp	Elem 306 Female Suspension	Rolling Avg Elem Female Susp
2015-2016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



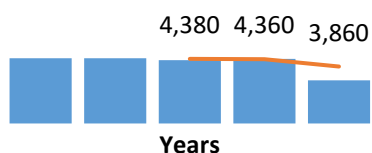
## Number of instructional days lost to §.306 Suspension

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

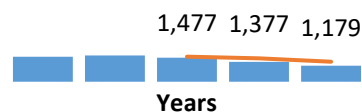
**Days Lost**



**Days Lost - Male**

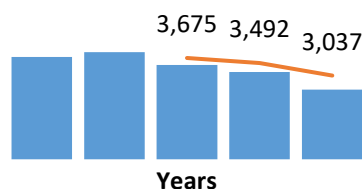


**Days Lost - Female**

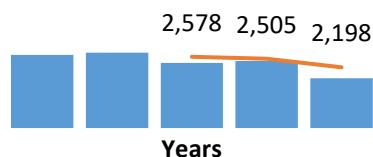


TCDSB	Sec Days Lost	Sec Rolling Avg Days Lost	Sec Days Lost Male	Sec Rolling Avg Days Lost Male	Sec Days Lost Female	Sec Rolling Avg Days Lost Female	Elem Days Lost	Elem Rolling Avg Days Lost	Elem Days Lost Male	Elem Rolling Avg Days Lost Male	Elem Days Lost Female	Elem Rolling Avg Days Lost Female
2015-2016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

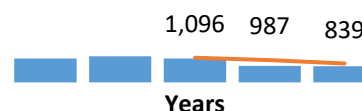
**Secondary Days Lost**



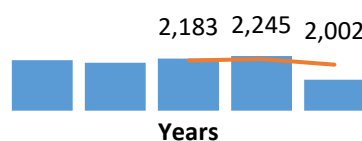
**Secondary Days Lost - Male**



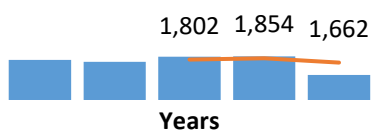
**Secondary Days Lost - Female**



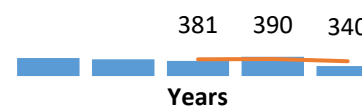
**Elementary Days Lost**



**Elementary Days Lost - Male**



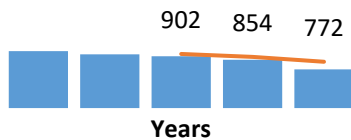
**Elementary Days Lost - Female**



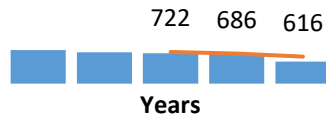
## Number of Students with an IEP Suspended (§.306)

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

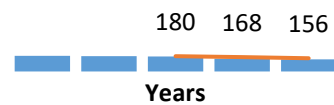
**Number of Students with an IEP Suspended**



**Number of Male Students with an IEP Suspended**

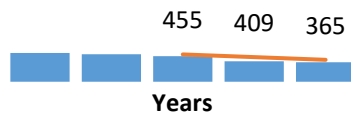


**Number of Female Students with an IEP Suspended**

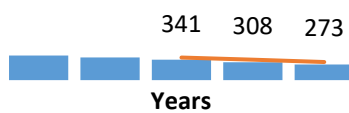


TCDSB	Sec #St IEP Susp	Rolling Avg #St IEP Susp	Sec #St IEP Male Susp	Rolling Avg Sec #St IEP Male Susp	Sec #St IEP Female Susp	Rolling Avg Sec #St IEP Female Susp	Elem #St IEP Susp	Rolling Avg Elem #St IEP Susp	Elem #St IEP Male Susp	Rolling Avg Elem #St IEP Male Susp	Elem #St IEP Female Susp	Rolling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

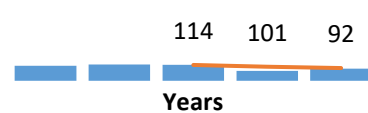
**Number of Secondary Students with an IEP Suspended**



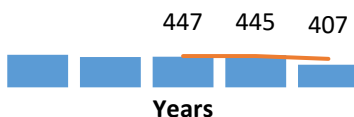
**Number of Secondary Male Students with an IEP Suspended**



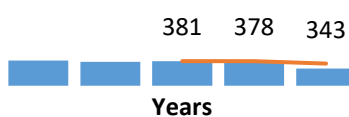
**Number of Secondary Female Students with an IEP Suspended**



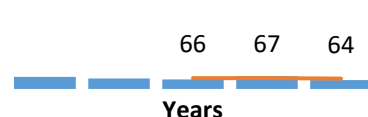
**Number of Elementary Students with an IEP Suspended**



**Number of Elementary Male Students with an IEP Suspended**



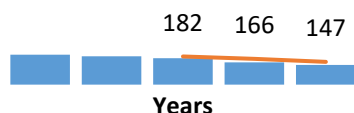
**Number of Elementary Female Students with an IEP Suspended**



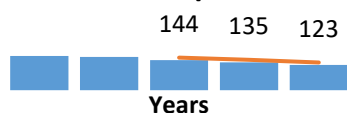
## Number of §.310 Suspensions Pending Possible Expulsion (SPX) Issued

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

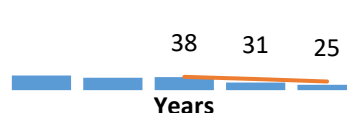
**Number of Suspensions Pending Possible Expulsion**



**Number of Male Suspensions Pending Possible Expulsion**

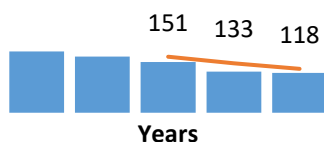


**Number of Female Suspensions Pending Possible Expulsion**

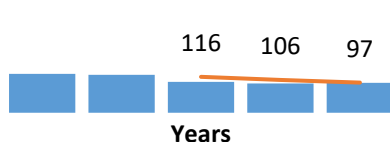


TCDSB	Sec 310 SPX	Rolling Avg Sec 310 SPX	Sec 310 SPX Male	Rolling Avg Sec 310 SPX Male	Sec 310 SPX Female	Rolling Avg Sec 310 SPX Female	Elem 310 SPX	Rolling Avg Elem 310 SPX	Elem 310 SPX Male	Rolling Avg Elem 310 SPX Male	Elem 310 SPX Female	Rolling Avg Elem 310 SPX Female
2015-2016	165	#N/A	126	#N/A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

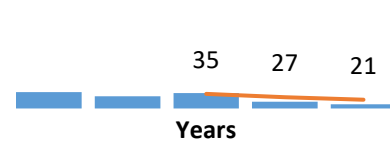
**Number of Secondary Suspensions Pending Possible Expulsion...**



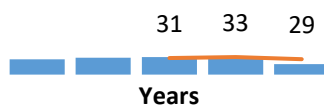
**Number of Secondary Male Suspensions Pending Possible Expulsion**



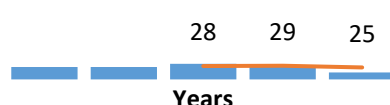
**Number of Secondary Female Suspensions Pending Possible Expulsion**



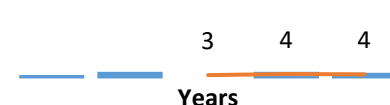
**Number of Elementary Suspensions Pending Possible Expulsion**



**Number of Elementary Male Suspensions Pending Possible Expulsion**



**Number of Elementary Female Suspensions Pending Possible Expulsion**



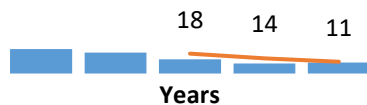


## Education Act §.310 Board Expulsions

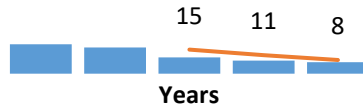
(Number of Board expulsions)

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

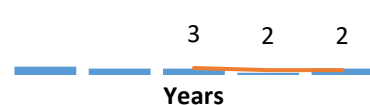
**Number of Board Expulsions**



**Number of Board Expulsions: Male**

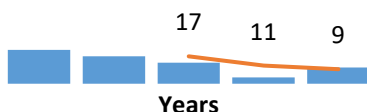


**Number of Board Expulsions: Female**

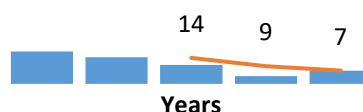


TCDSB	Sec Board Expulsion	Rolling Avg Sec Board Expul	Sec Board Expul-sion Male	Rolling Avg Sec Board Expul Male	Sec Board Expul-sion Female	Rolling Avg Sec Board Expul Female	Elem Board Expul-sion	Rolling Avg Elem Board Expul	Elem Board Expul-sion Male	Rolling Avg Elem Board Expul Male	Elem Board Expul-sion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

**Number of Secondary Board Expulsions**



**Number of Secondary Board Expulsions: Male**



**Number of Secondary Board Expulsions: Female**



**Number of Elementary Board Expulsions**



**Number of Elementary Board Expulsions: Male**



**Number of Elementary Board Expulsions: Female**

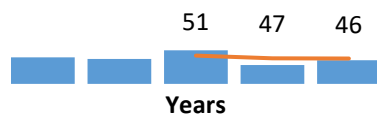


## Education Act §.310 School Expulsions

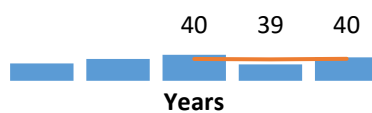
(Number of School expulsions)

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

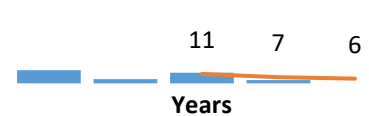
**Number of School Expulsions**



**Number of School Expulsions: Male**

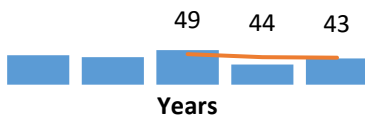


**Number of School Expulsions: Female**

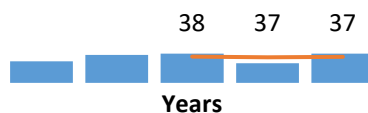


TCDSB	Sec School Expulsion	Rolling Avg Sec School Expul	Sec School Expul Male	Rolling Avg Sec School Expul Male	Sec School Expul Female	Rolling Avg Sec School Expul Female	Elem School Expulsion	Rolling Avg Elem School Expul	Elem School Expul Male	Rolling Avg Elem School Expul Male	Elem School Expul Female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

**Number of Secondary School Expulsions**



**Number of Secondary School Expulsions: Male**



**Number of Secondary School Expulsions: Female**



**Number of Elementary School Expulsions**



**Number of Elementary School Expulsions: Male**



**Number of Elementary School Expulsions: Female**



### Number of §.310 Board Expulsions (IEP)

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

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

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

### Number of §.310 School Expulsions (IEP)

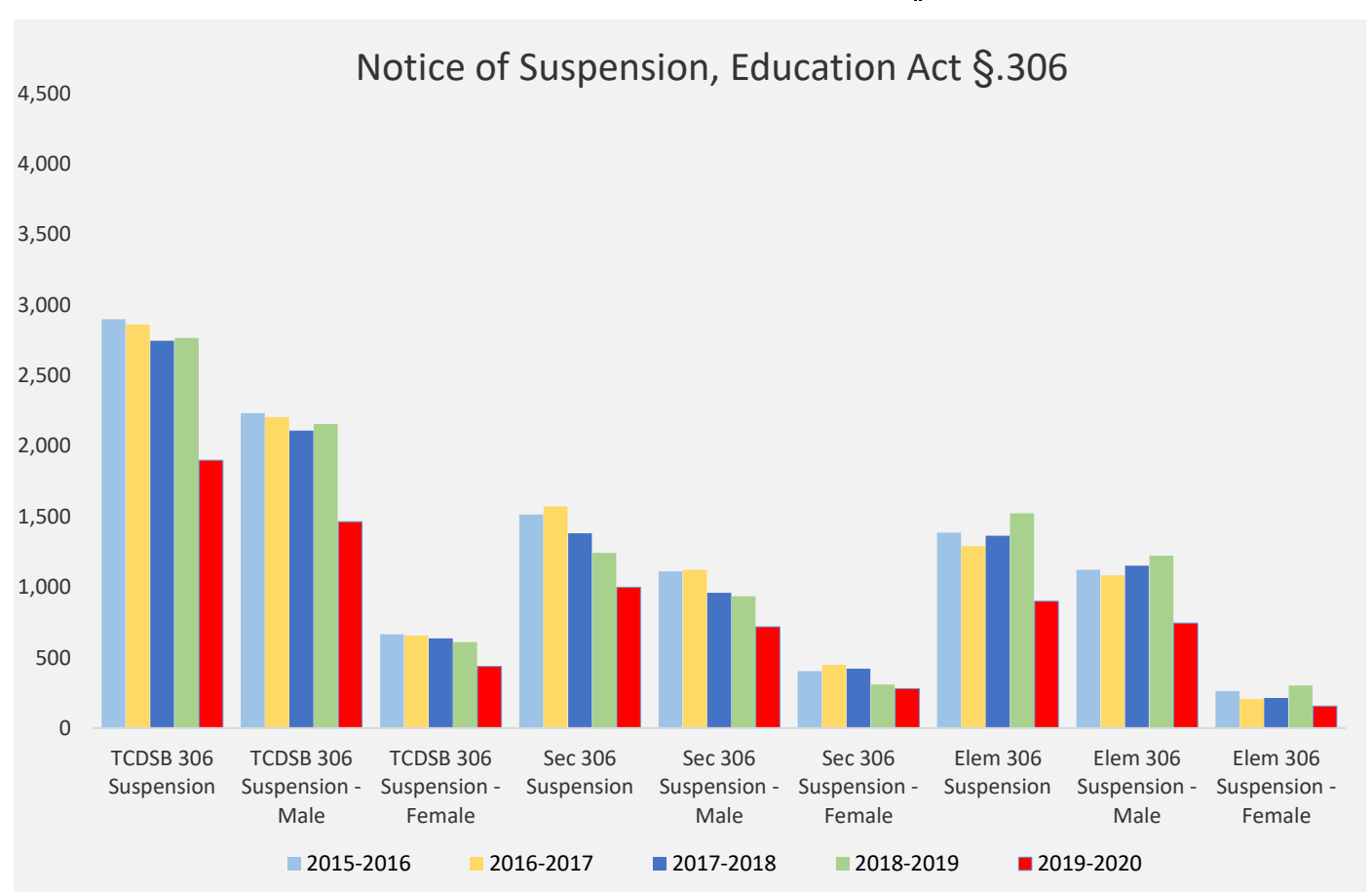
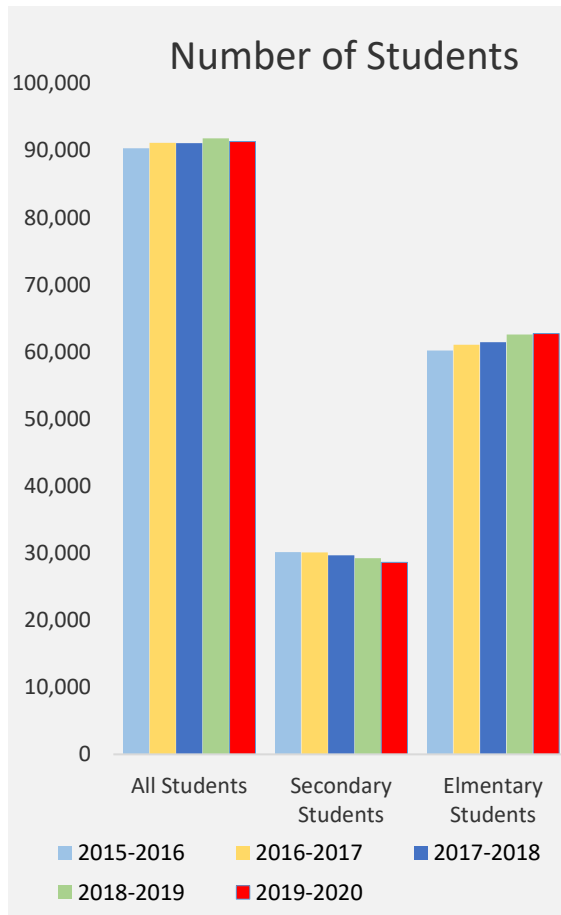
TCDSB	Total TCDSB Students	Total School Expulsion	Total TCDSB IEP Students	Total IEP School Expulsion
2018-2019	91818	34	17480	16
2019-2020	91324	43	16925	18

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

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

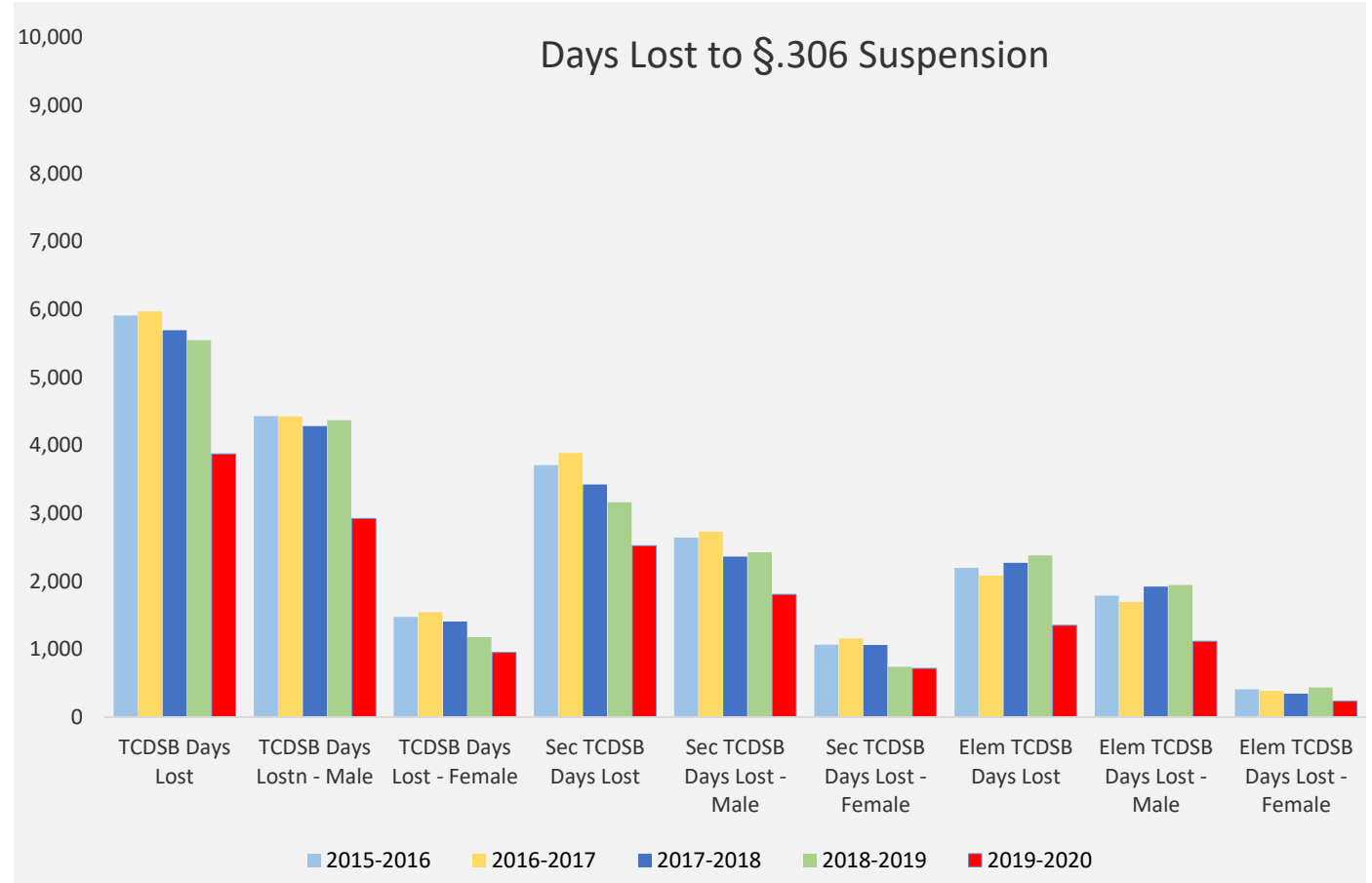
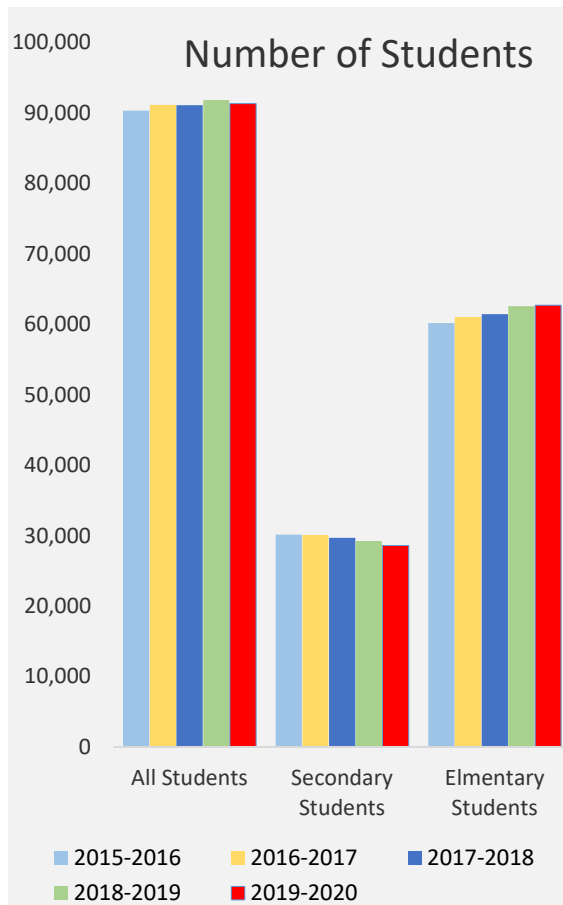
**Notice of Suspension, Education Act §.306**

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



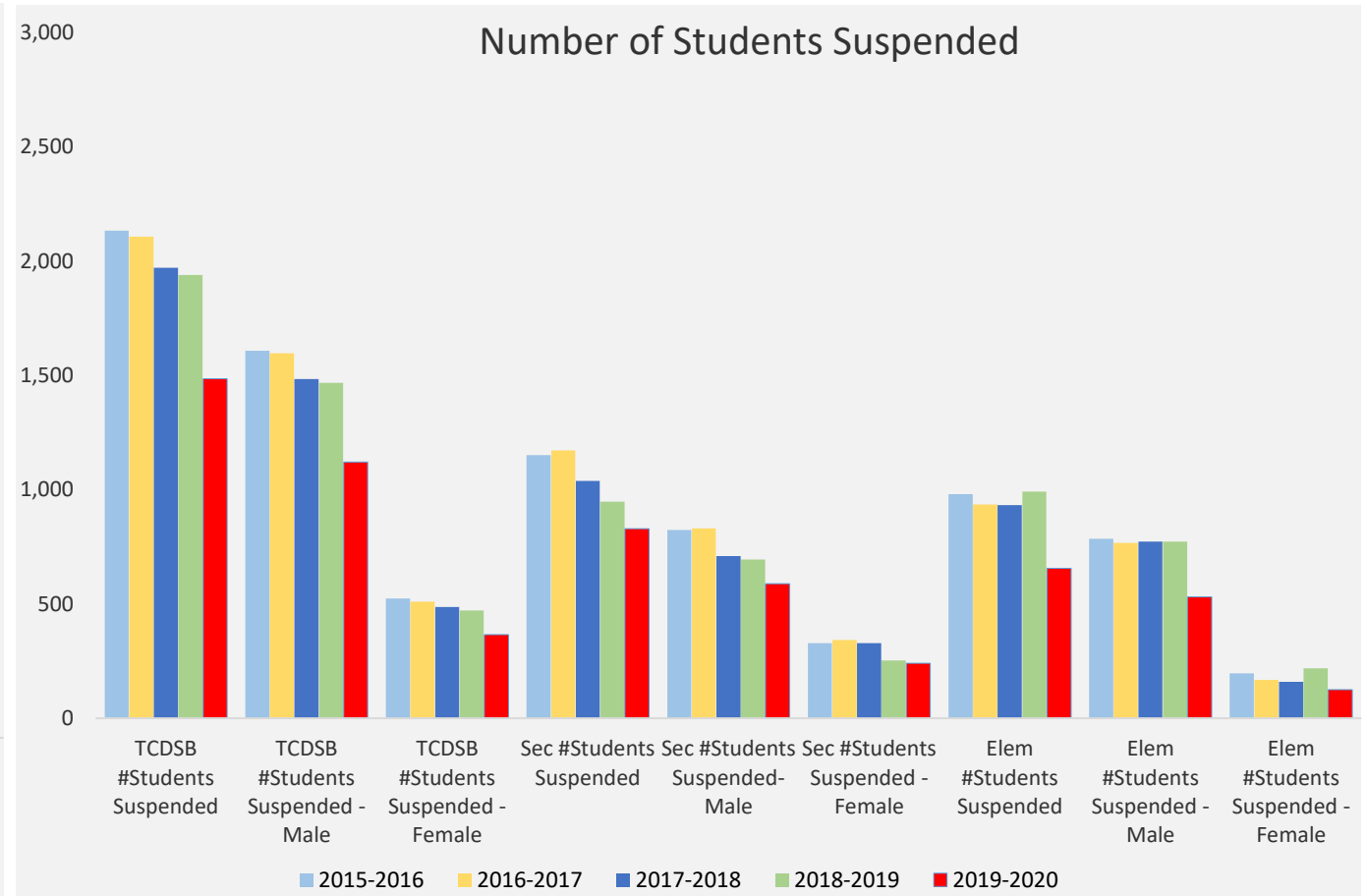
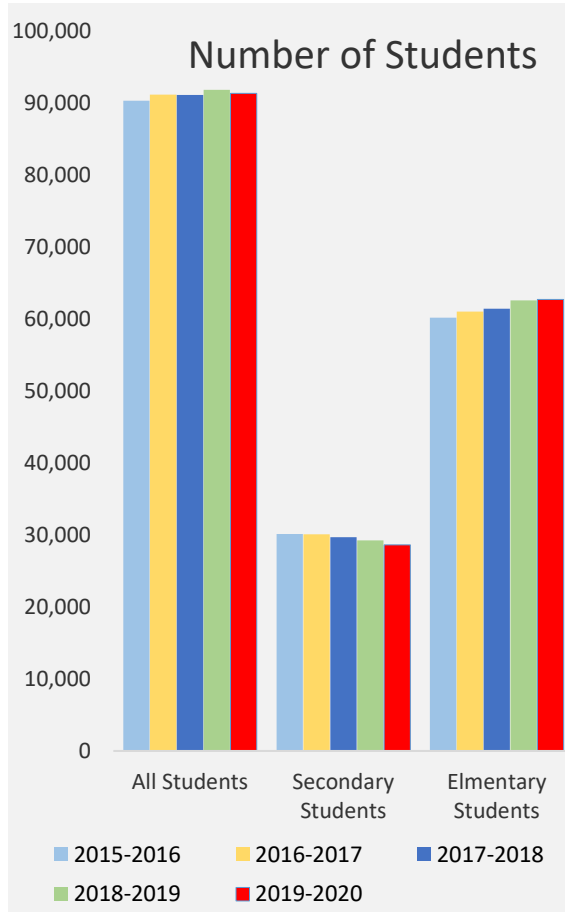
## Days Lost to §.306 Suspension

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



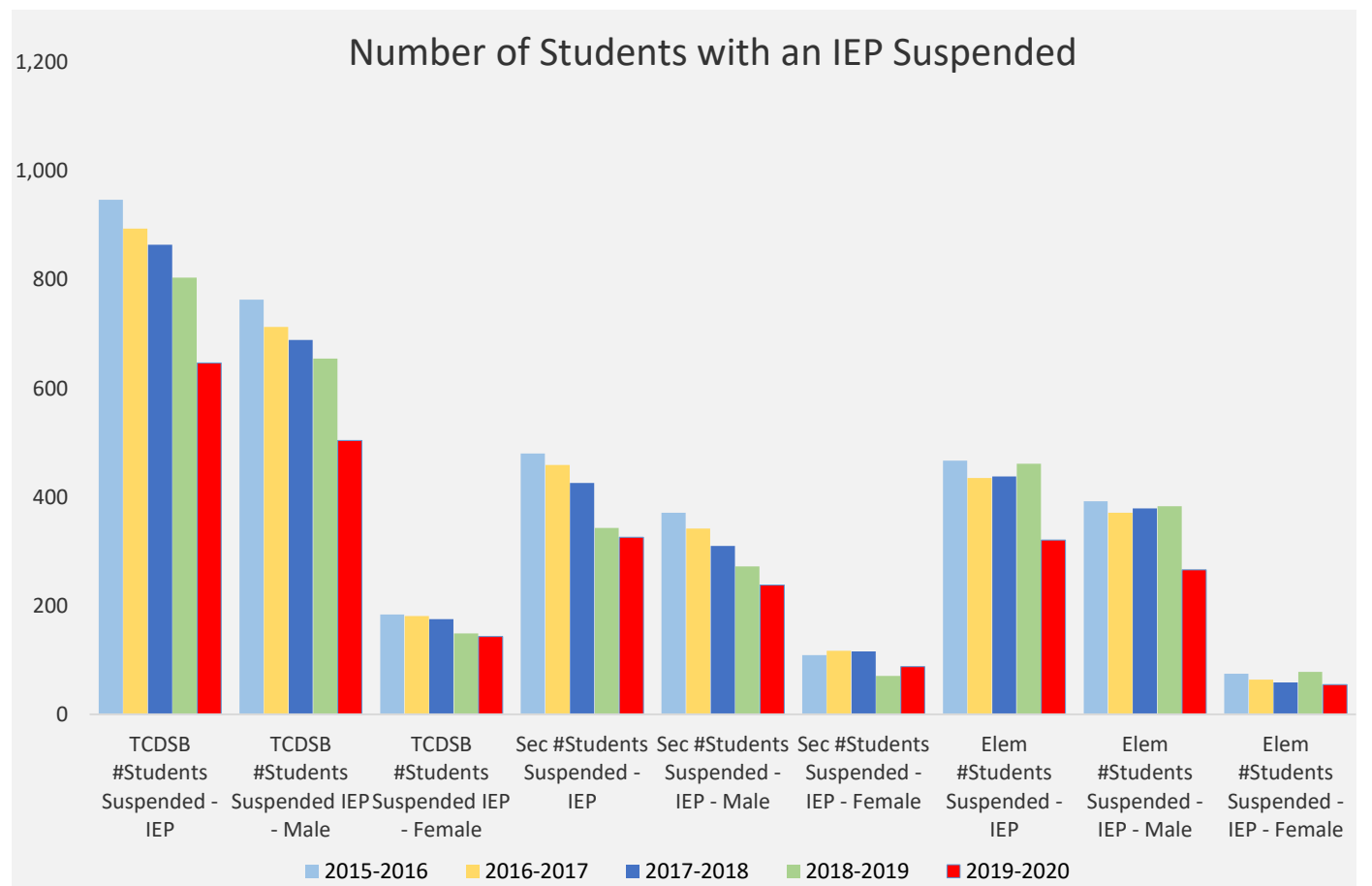
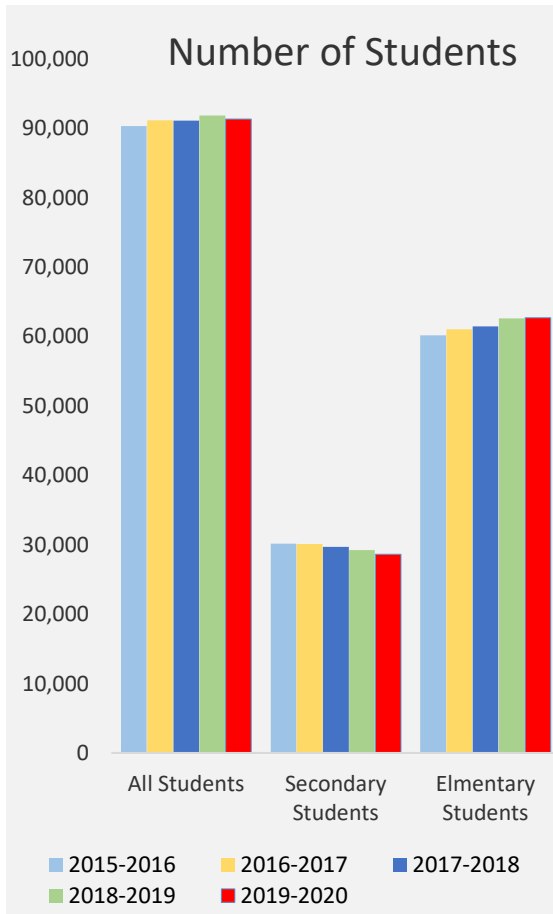
## Number of Students Suspended

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



# Number of Students with an IEP Suspended

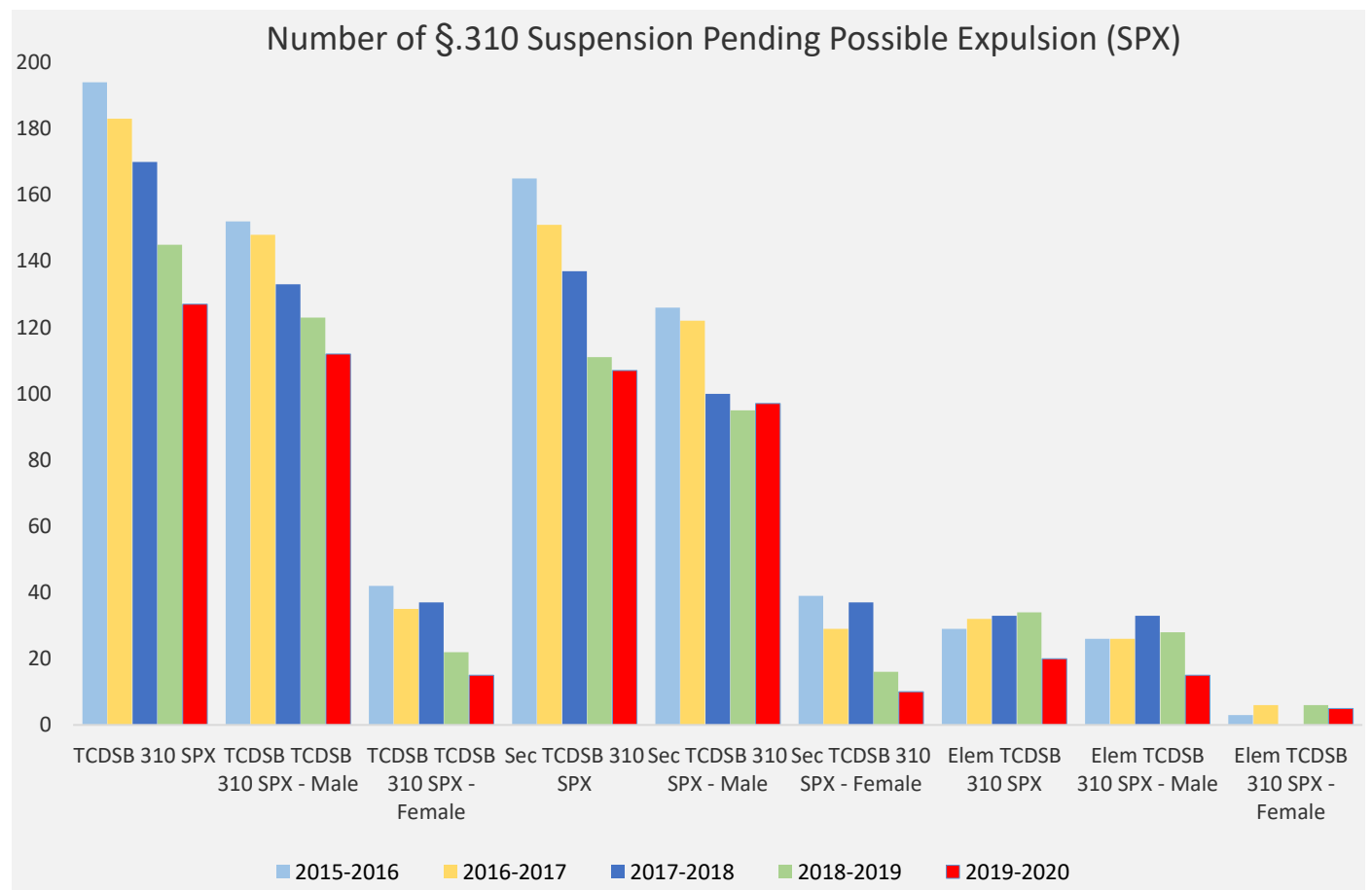
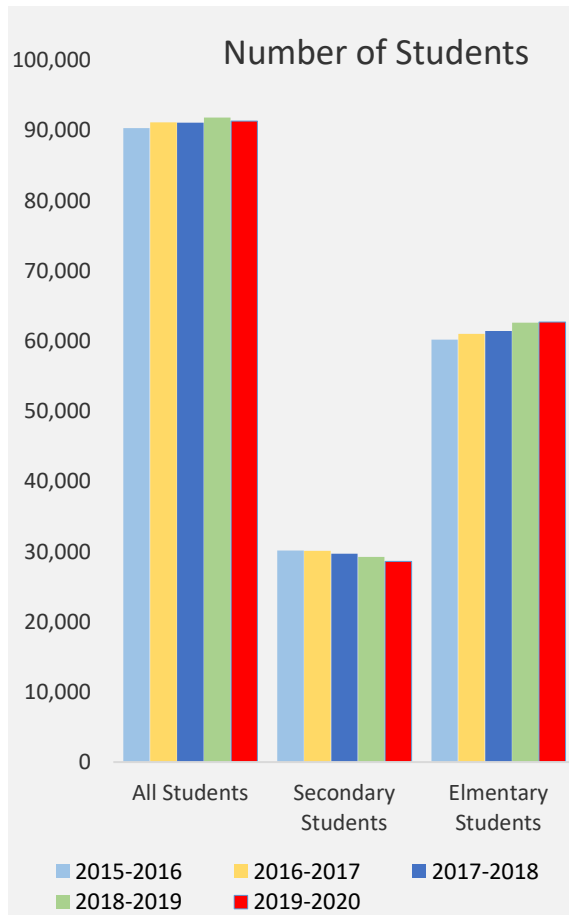
TCDSB	All Students	Secondary Students	Elementary Students	TCDSB #Students Suspended - IEP	TCDSB #Students Suspended - IEP - Male	TCDSB #Students Suspended - IEP - Female	Sec #Students Suspended - IEP	Sec #Students Suspended - IEP - Male	Sec #Students Suspended - IEP - Female	Elem #Students Suspended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



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

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

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

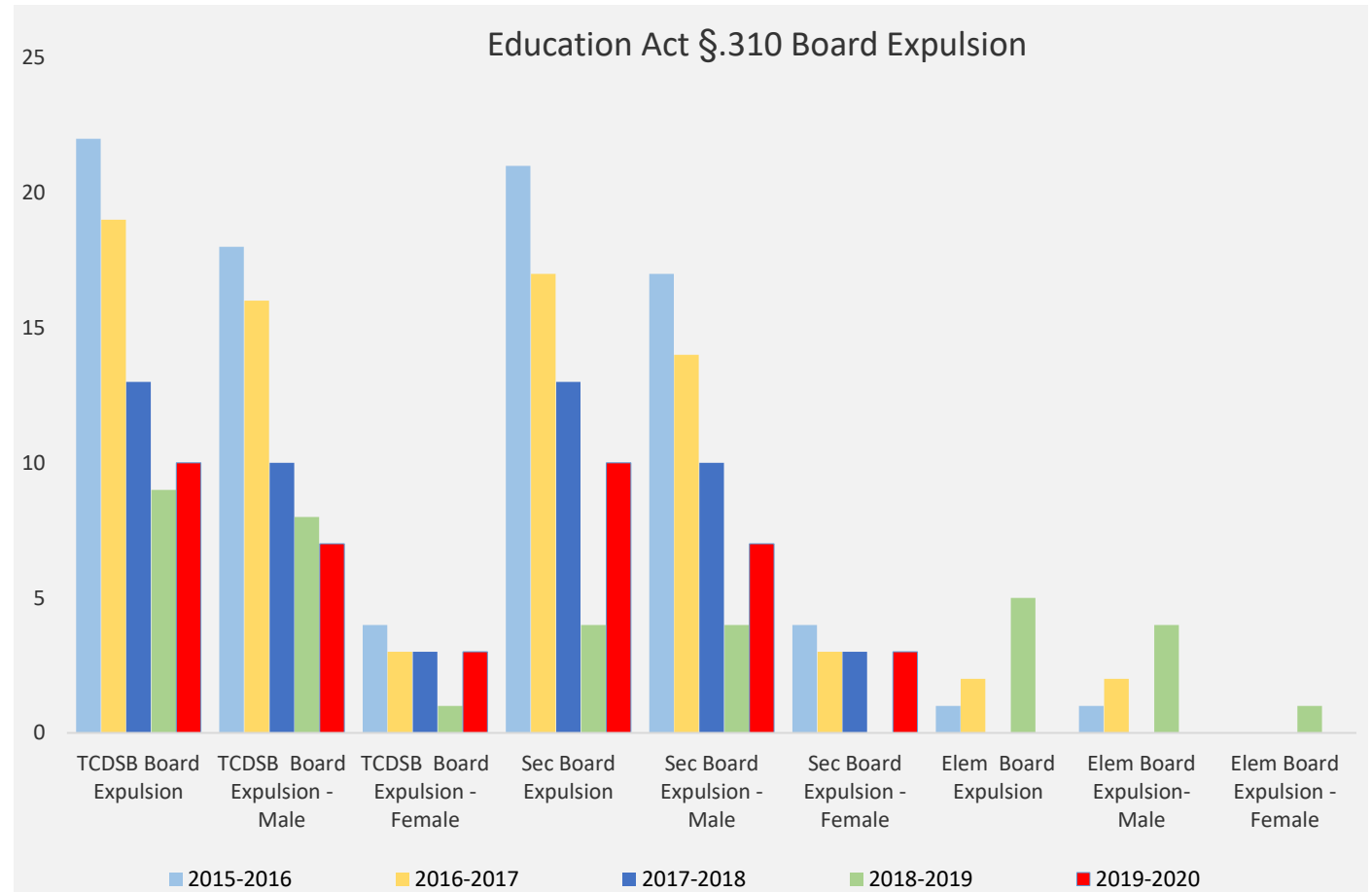
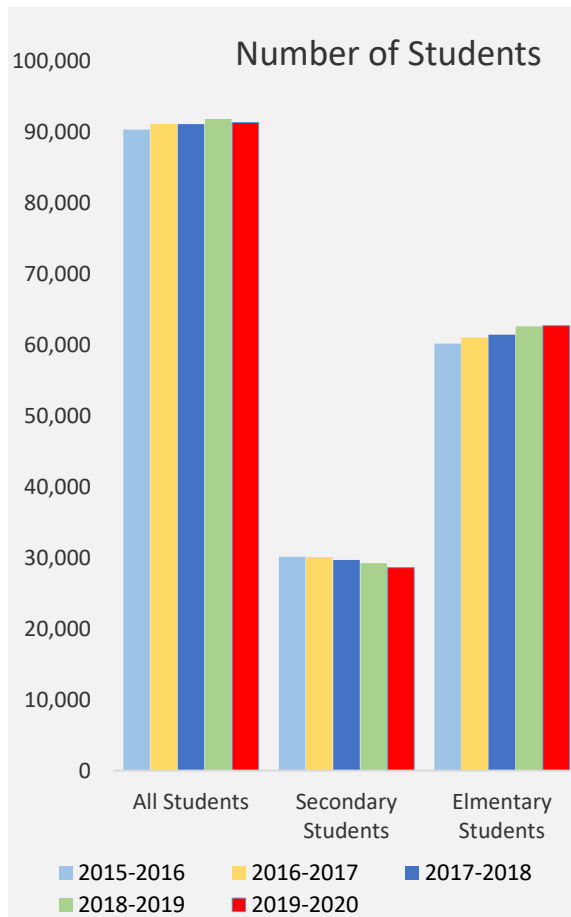




## Education Act §.310 Board Expulsions

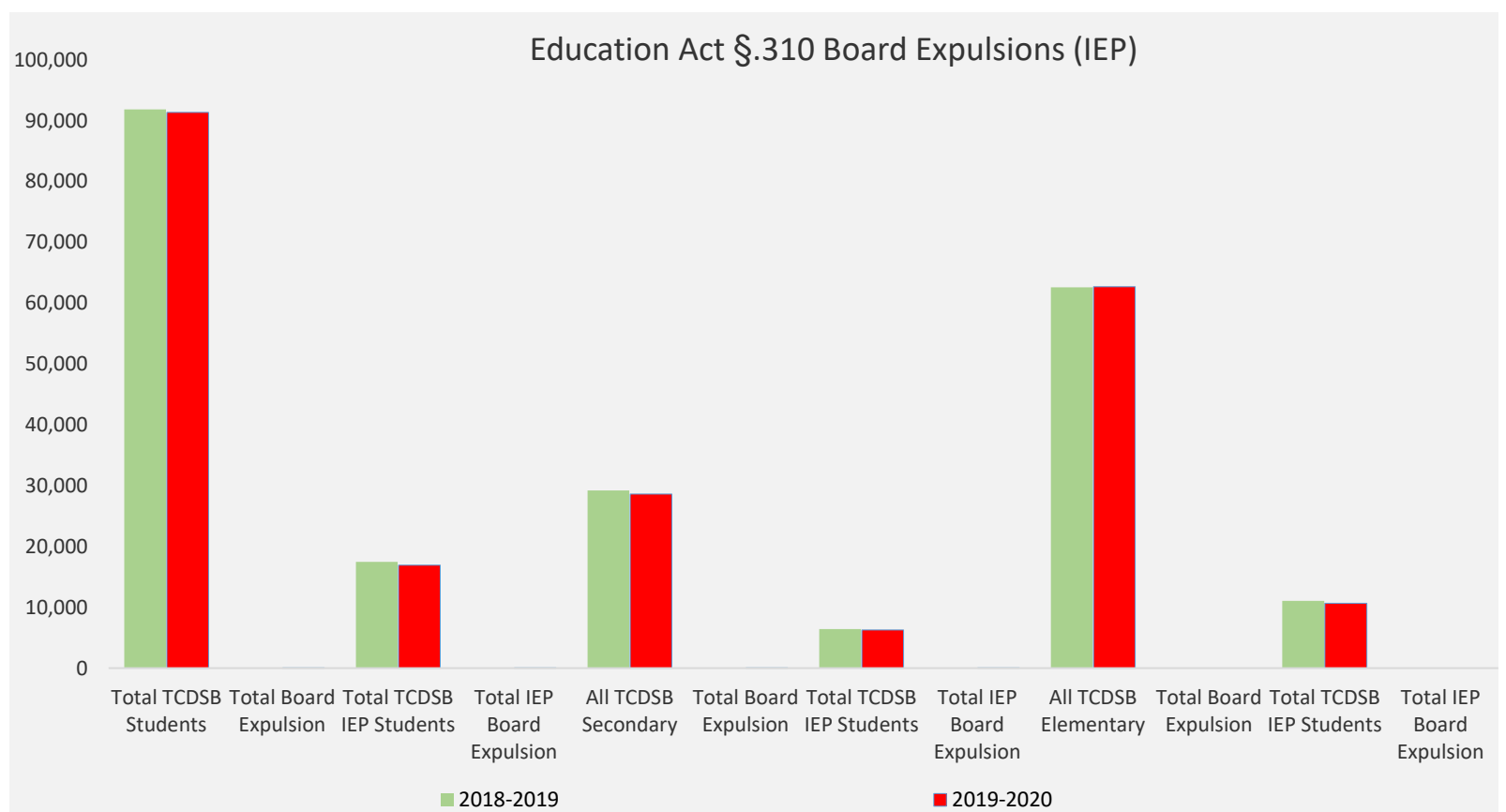
TCDSB	All Students	Secondary Students	Elementary Students
2015-2016	90,333	30,149	60,184
2016-2017	91,144	30,109	61,035
2017-2018	91,107	29,673	61,434
2018-2019	91,818	29,225	62,593
2019-2020	91,324	28,612	62,712

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



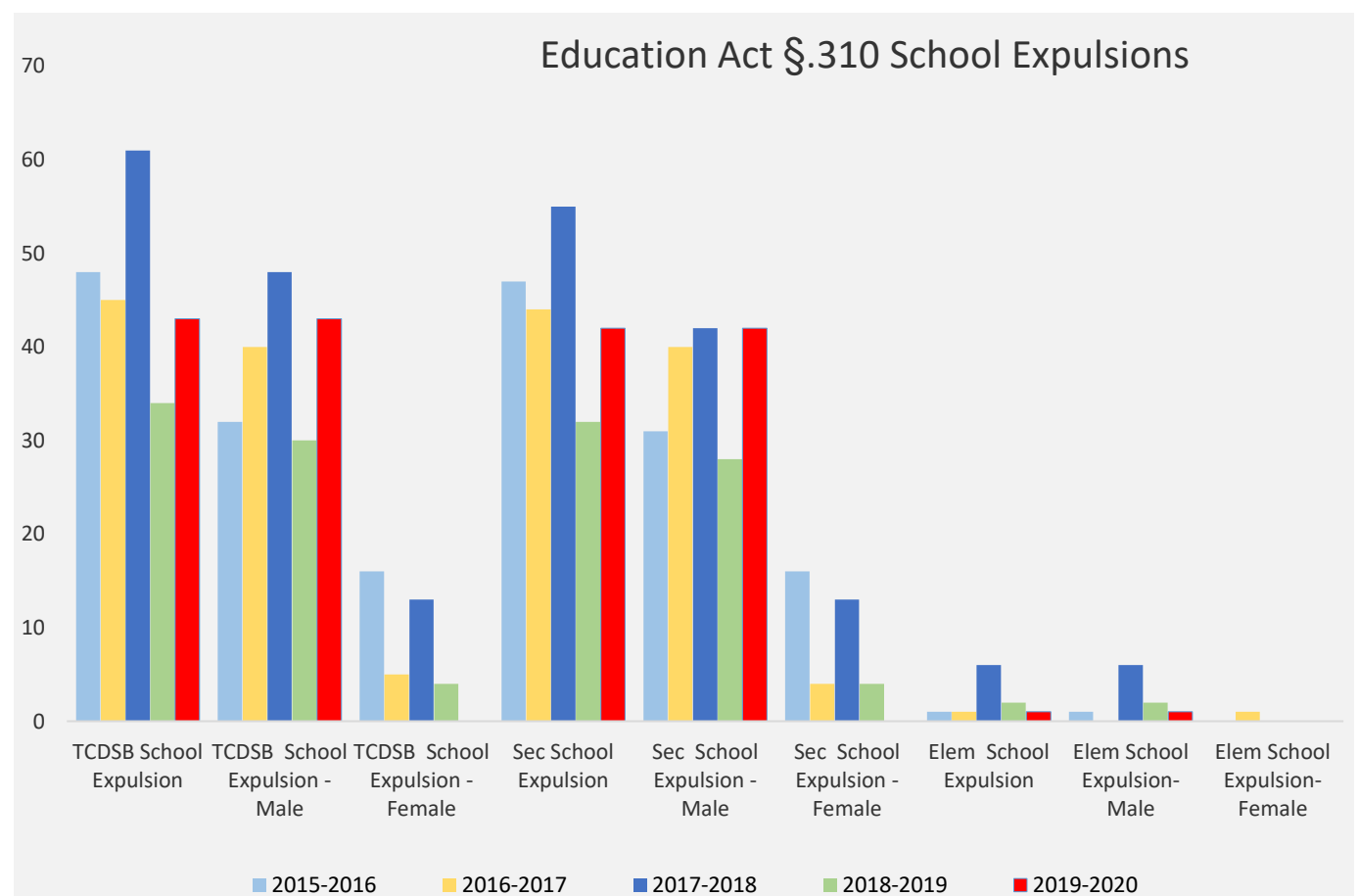
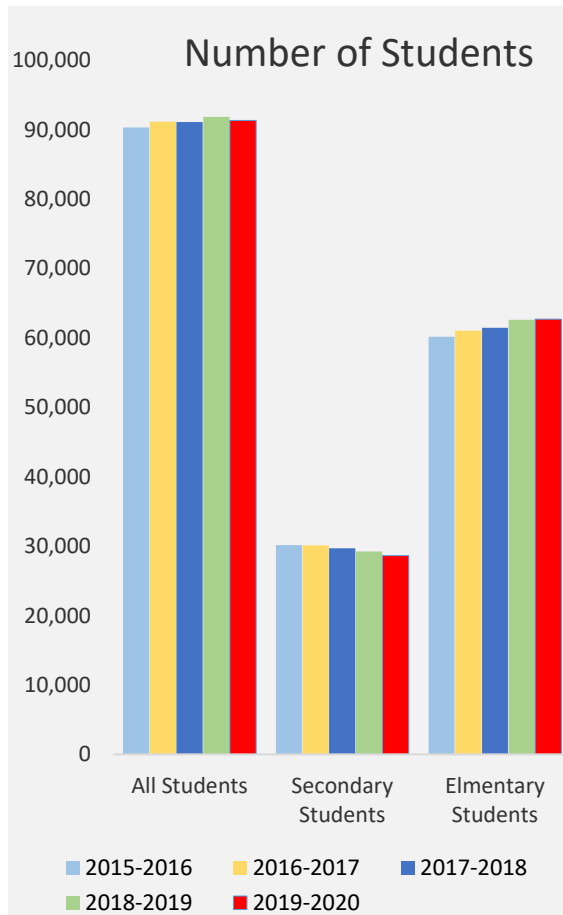
### Education Act §.310 Board Expulsions (IEP)

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



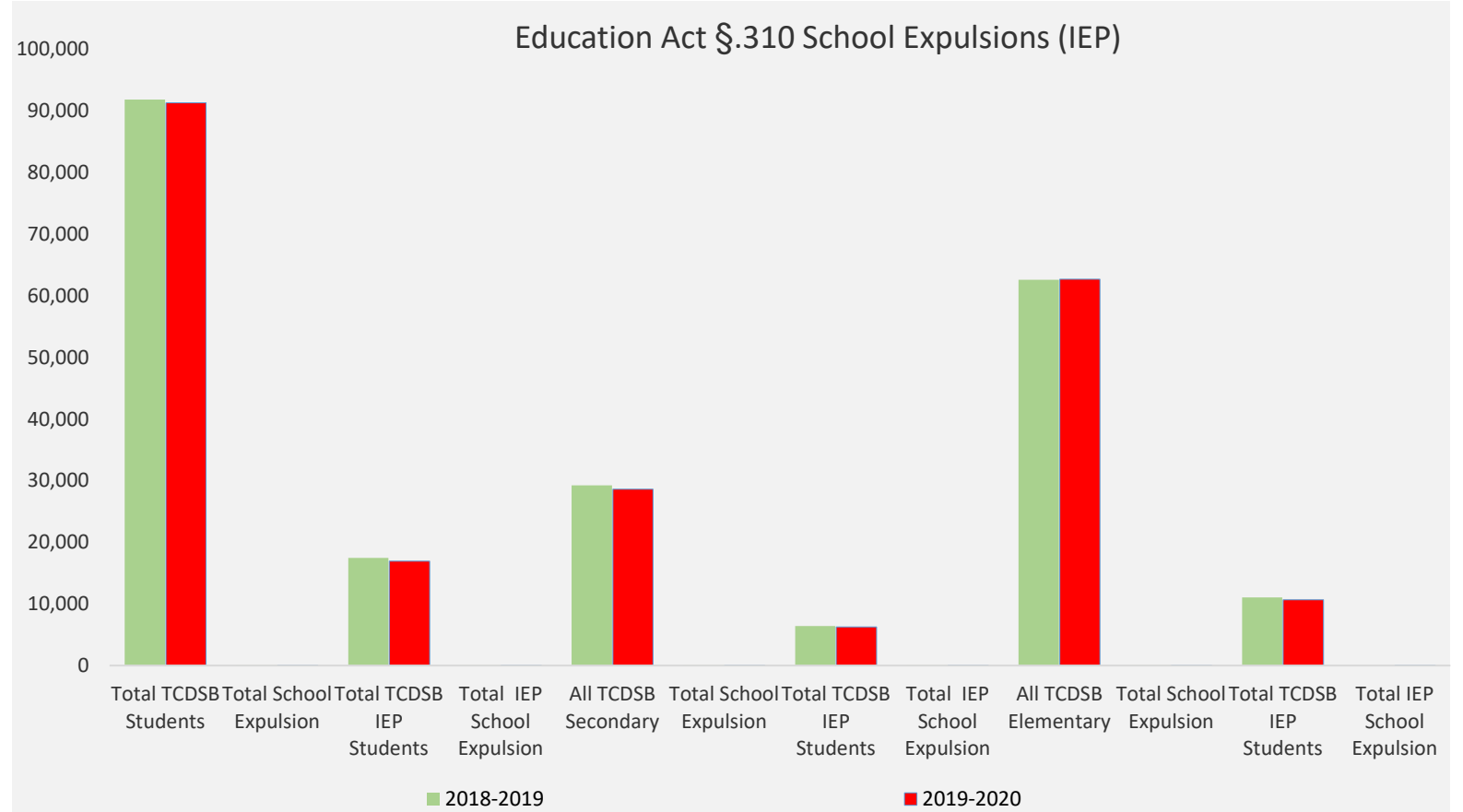
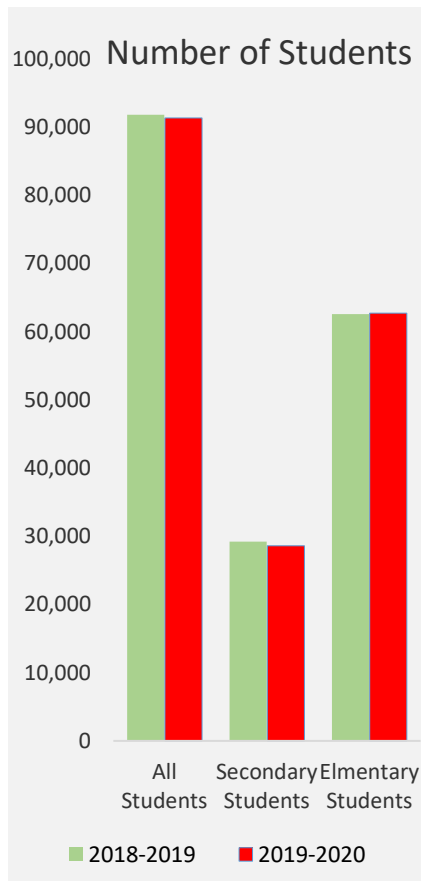
## Education Act §.310 School Expulsions

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



## Education Act §.310 School Expulsions (IEP)

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





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

**Appendix B1**

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

**A. SCHOOL SAFETY**

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

**B. BULLYING**

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

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

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

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

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

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

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

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

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

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

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



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

**Appendix B2**

	Female	Male
Number of respondents	2,860	2,586

**A. SCHOOL SAFETY**

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

**B. BULLYING**

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

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

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

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

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

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

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

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

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

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

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



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

**Elementary**

**Number of Respondents: 7,531**

**A. SAFETY**

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

**B. BULLYING**

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

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

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

Did you report the bullying?	Yes
	35%

**Secondary**

**Number of respondents: 4,839**

**A. SAFETY**

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

**B. BULLYING**

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

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

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

Did you report the bullying?	Yes
	28%

## GENDER BREAKDOWN

### **ELEMENTARY**

	Female	Male
Number of respondents	3,944	3,333

#### **A. SAFETY**

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

#### **B. BULLYING**

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

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

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

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

### **SECONDARY**

	Female	Male
Number of respondents	2,782	1,803

#### **A. SAFETY**

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

#### **B. BULLYING**

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

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

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

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

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

**Appendix C**

**FALL 2019: Safe Schools Survey – Secondary Schools**

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

**A. SCHOOL SAFETY**

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

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

South Asian	Southeast Asian	White
88%	93%	92%

**B. BULLYING**

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

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

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

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

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

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

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

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

### **Elementary Schools**

Which most closely describes your racial background?

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

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

## A. SAFETY

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

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

## B. BULLYING

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

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

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

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

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

## Secondary Schools

Which most closely describes your racial background?

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

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

### A. SAFETY

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

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

### B. BULLYING

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

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

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

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

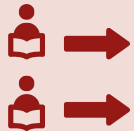




# Supporting Student Safety in a Virtual Environment Using Video to Nurture a Sense of Belonging Tips for Parents

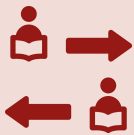
## Types of Video and Benefits

### 1. Prerecorded Video or Audio:



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

### 2. Video Conferencing:



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

---

## Keep in Mind when Engaging in Video Conferencing



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



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



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

### Good Judgment While Using Video

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

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



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

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

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

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### Resources

**CAMH:** Youth, Family Interactive Online Brochure

**Psychology Foundation of Canada:** Managing Screen Time





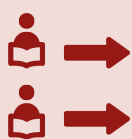
## Supporting Student Safety in a Virtual Environment

### Stay Safely Connected While Learning Online

#### Tips for Students

#### How is video used when learning online?

##### 1. Prerecorded Video or Audio:



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

##### 2. Video Conferencing:



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

---

#### Good Judgment While Using Video

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

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



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

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

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



## Supporting Student Safety in a Virtual Environment

### Stay Safely Connected While Learning Online

#### Tips for Students

#### Expectations when learning online

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

#### When engaging in video conferencing

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



#### Remember self-care

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



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



REPORT TO

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

**FAIR PRACTICE IN HIRING AND PROMOTION POLICY  
METRIC 2019-2020**

*"We put no obstacle in anyone's way, so that no fault may be found with our ministry."  
2 Corinthians 6:3*

Created, Draft	First Tabling	Review
August 26, 2020	September 3, 2020	<a href="#">Click here to enter a date.</a>

Adrian Della Mora, Executive Superintendent of Human Resources & Employee Relations  
Mark Moffett, Sr. Coordinator, Academic Services, Human Resources

**INFORMATION REPORT**

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Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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

## **A. EXECUTIVE SUMMARY**

The TCDSB is committed to hiring and promoting the best, most qualified individuals, supportive of its Multi-Year Strategic Plan, subject to its denominational rights and in accordance with the Human Rights Code. The process of recruitment, selection and promotion at TCDSB is based on ability and qualifications and is conducted in a fair and transparent manner that is free from discrimination, nepotism and cronyism.

This report provides an annual statistical summary of Human Resources recruitment activity at the TCDSB from September 2019 to June 2020. It also highlights the Board's continuing efforts to realize its commitment to a fair and transparent hiring process.

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

## **B. PURPOSE**

1. In alignment with the principles of the Fair Practice in Hiring and Promotion Policy (H.M. 40), the Director of Education has committed to providing an annual recruitment statistical report to the Board.

## **C. BACKGROUND**

1. The staffing actions reflected in this report pertain to the external recruitment and selection of new employees during the academic school year. Staffing actions such as the hiring of teachers at the school level for Long Term Occasional teaching assignments or permanent positions are not included in this report primarily because these actions involve existing employees.
2. The Recruitment Team consists of a Sr. Manager, a Supervisor, two Talent Acquisition Specialists, a Recruitment Assistant and three secretarial staff. The Sr. Manager of Recruitment reports to the Sr. Coordinator of Academic Services.

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

1. The Human Resources department is continuing the transformation of the department with the procurement of an applicant tracking system (ATS) to

support recruitment processes, practices and reporting. Current COVID-19 pandemic priorities have delayed this procurement process.

2. **Transparent Recruitment Practices** - The Board continued to utilize recruitment practices that were open and transparent. Positions were advertised via numerous channels including the Board's website via the Director's Bulletin and Apply to Education (a job-posting site used by many boards in Ontario). Other transparent practices include the provision of assessed competencies to all candidates during interviews.
3. **Application Review** – Standardized procedures, albeit manual in nature, were in place for the scrutiny of employment applications. These procedures included the use of a template that reflects the required criteria of the position in question relative to the applicant's experience as documented in their application.
4. **Hiring Responsibilities and Conflicts of Interest** – As a standard practice, all panel members were required to sign a form indicating that they had no conflicts of interest when discharging their responsibility as a member of an interview panel.
5. **Unsuccessful Applicants** – Applicants who are unsuccessful in their attempts to secure employment with the Board, were afforded, subject to the Fair Practices in Hiring and Promotion policy, the opportunity for feedback upon request.

## **E. METRICS AND ACCOUNTABILITY**

1. The following statistical data reflects the diligent work of recruitment staff who address various annual job vacancies. Data from the 2018 – 2019 school year followed by the data from the 2019 – 2020 academic year has been included for comparison purposes.

**ANNUAL RECRUITMENT STATISTICS**  
**SEPTEMBER 2018 TO JUNE 2019**

<b>Group</b>	<b>Candidates Interviewed</b>	<b>Successful (Yes)</b>	<b>Unsuccessful (No)</b>	<b>Debriefs Granted</b>	<b>Hired (Yes letter)</b>
Occasional Teachers	774	589	185	3	544
Caretakers	46	31	15	0	31
Secretaries	34	32	2	0	32
Designated Early Childhood Educators	44	40	4	2	40
Educational Assistants	112	92	20	1	62
Library Technicians	27	20	7	0	20
Parenting/Family Literacy Centres	2	1	1	0	0
Non-Union	108	32	33	1	27
<b>Totals</b>	<b>1147</b>	<b>837</b>	<b>267</b>	<b>7</b>	<b>756</b>



**ANNUAL RECRUITMENT STATISTICS**  
**SEPTEMBER 2019 TO JUNE 2020**

<b>Group</b>	<b>Candidates Interviewed</b>	<b>Successful (Yes)</b>	<b>Unsuccessful (No)</b>	<b>Debriefs Granted</b>	<b>Hired (Yes letter)</b>
Occasional Teachers	337	256	81	0	256
Caretakers	23	16	7	0	16
Secretaries	24	20	4	0	20
Designated Early Childhood Educators	26	14	12	1	14
Educational Assistants	72	57	15	2	57
Library Technicians	17	10	7	0	10
Parenting/Family Literacy Centres	0	0	0	0	0
Non-Union	77	16	61	6	16
<b>Totals</b>	<b>576</b>	<b>389</b>	<b>187</b>	<b>9</b>	<b>389</b>

<b>Groups Not Previously Included</b>	<b>Candidates Interviewed</b>	<b>Successful (Yes)</b>	<b>Unsuccessful (No)</b>	<b>Debriefs Granted</b>	<b>Hired (Yes letter)</b>
APSSP	34	7	27	0	7
Uncertified French Teachers	35	22	13	0	22
Uncertified Music Teachers	0	0	0	0	0
<b>Totals</b>	<b>69</b>	<b>29</b>	<b>40</b>	<b>0</b>	<b>29</b>
<b>Totals*</b>	<b>645</b>	<b>418</b>	<b>227</b>	<b>9</b>	<b>418</b>

*\*include both charts*

2. **Overall Recruitment Trend** - The significant decrease in recruitment activity reported with respect to the number of candidates interviewed is in part attributable to the transition to a COVID-driven remote work environment for approximately 4 months of the academic year. This transition adversely impacted the recruitment process by limiting access to key physical recruitment documents as well as reducing the Board's capacity to conduct interviews.

In addition, the reduction in occasional teacher recruitment activity in comparison to 2018-2019, reflected a significant need to replenish the occasional teacher Roster in the 2017-18 and 2018-19 school years to respond to the needs of the Board with respect to teacher absenteeism.

3. **Overall Recruitment Trend** - On average, the board hired 100% of the candidates who were successful during the interview, in spite of significant competition from other boards. *This is an increase from 90% hired in the 2018-2019 school year.*
4. **Recruitment Trend - Occasional Teachers** – The Board successfully hired 100% of the candidates who were successful during the interview process. *This is an increase from 92% hired in the 2018-2019 school year.*
5. **Recruitment Trend - Education Assistants (EA)** – The board was able to attract and hire 100% of its successful EA interview candidates. *This is an increase from 67% hired in the 2018-2019 school year.*
6. **Recruitment Trend – Interview Success Rate** – Approximately 65% of candidates interviewed for the above occupational groups were successful. *This is down from 73% in the 2018-2019 school year.*
7. **Recruitment Trend – Uncertified French Teachers** – Approximately 9% of occasional teachers hired in the 2019–2020 academic year were uncertified French Teachers. This reflected the fact that the demand for French teachers outpaced the supply of certified candidates.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.



REPORT TO

REGULAR BOARD

## THE ESTABLISHMENT OF A RACE RELATIONS COMMITTEE

In your relationships with one another, have the same mindset as Christ Jesus.  
Philippians 2:5

Created, Draft	First Tabling	Review
September 3, 2020	September 17, 2020	<a href="#">Click here to enter a date.</a>

Derek Chen, Superintendent of Equity, Diversity, Indigenous Education, and Community Relations

### RECOMMENDATION REPORT

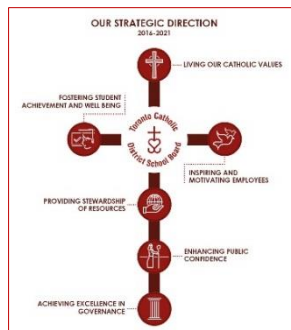
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Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

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

## **A. EXECUTIVE SUMMARY**

On August 20, 2020, a motion was passed that the TCDSB Board of Trustees establish a Race Relations Committee at the start (September) of the 2020-2021 with the composition of said committee as the first point of order.

*The cumulative staff time required to prepare this report was 2 hours.*

## **B. PURPOSE**

This report recommends the appointment of members of the Board of Trustees to serve on the newly-formed Race Relations Committee.

## **C. BACKGROUND**

On August 20, 2020, a motion was put forward and was passed that “the Board of Trustees establish a Race Relations Committee at the start (September) of the 2020-2021 school year with composition, terms and references that would be intentional, action-oriented, and outcome-focused, to address all the policies, issues and concerns of racialized communities and matters arising from acts of discrimination.”

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

Before the terms of reference for the Race Relations Committee is developed, Trustee members will be invited to the committee to work with staff on the creation of the terms of reference. Once established, the terms of reference will be developed using existing models to create language that fulfils the unique mission and meets the unique needs of the committee.

## **E. METRICS AND ACCOUNTABILITY**

1. After the appointment of Trustee members, the selection of other committee members will be based on the criteria established by the Trustee members, staff, and Community Advisory Committees from the Black, Indigenous, and People of Colour communities.

2. The terms of reference will be established by the committee at its inaugural meeting and subsequently reviewed by the committee on a yearly basis.
3. The Race Relations Committee will monitor the effectiveness of the terms of reference as they relate to the fulfilment of the committees' goals and objectives.
4. The Race Relations Committee is an advisory committee reporting to the Board of Trustees through an annual report.

## **F. STAFF RECOMMENDATION**

Staff recommends that the Board of Trustees appoint two Trustees to serve on the TCDSB Race Relations Committee.



## REPORT TO

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

### RETURN TO SCHOOL UPDATE

*"The Lord gives sight to the blind, the Lord lifts up those who are bowed down, the Lord loves the righteous."  
Psalm 146:8*

Created, Draft	First Tabling	Review
September 23, 2020	October 1, 2020	<a href="#">Click here to enter a date.</a>
Barbara Loporati, Senior Coordinator, Planning Services Shawna Campbell, Superintendent of Schools, Area 3 & Early Years Programs John Wujek, Superintendent of Schools, Area 5 Corrado Maltese, Coordinator, Occupational Health and Safety Department Shazia Vlahos, Chief of Communications and Government Relations Martin Farrell, Superintendent, Environmental Support Services Deborah Friesen, Superintendent, Capital Assets and Renewal Michael Loberto, Superintendent, Planning and Development Services Adrian Della Morra, Executive Superintendent of Human Resources		
<b>INFORMATION REPORT</b>		

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

## A. EXECUTIVE SUMMARY

The last update to the Reopening Action Plan was submitted to the September 17, 2020 Board meeting for information and consideration. The Plan is updated as necessary and is available on the TCDSB website. Key updates and strategies are provided for consideration.

We are in the process of undertaking the analysis of the operating budget for additional funding opportunities. We are also developing the resource allocation summary on a school by school basis. Both of these topics are targeted for the Return to School Update for the Corporate Services meeting.

TCDSB schools continue to adjust to in person routines and safety measures following guidance from Toronto Public Health.

St. Anne virtual school learning began September 21, 2020.

Several key events and communications have occurred since the shutdown of schools in March 2020 and were referenced in the Return to School Updates at the August 14, 20, Sept. 3, 10 and 17, 2020 Board Meetings. The following items that affect the TCDSB Reopening Action Plan have occurred in the past week:

<b>Sept. 21, 2020</b>	Virtual School (St. Anne) begins
-----------------------	----------------------------------

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

## B. PURPOSE

To provide the Board with updates as they pertain to the TCDSB Reopening Action Plan.

## C. BACKGROUND

1. *The TCDSB Reopening Action Plan continues to be updated to reflect recent changes.* Items from Board motions and Ministry updates that are confirmed have been included for parents to reference. The plan will continue to be updated as information changes moving toward a complete school reopening.

2. ***On September 21, 2020, TCDSB began welcoming most students and families to St. Anne Academy Virtual Learning school.*** Through a staggered approach in elementary and an adaptive secondary model, school began for a large portion of TCDSB families at the beginning of this week. Students and staff have spent time adjusting to new routines and environments over the past week. All secondary students have been assigned teachers, while there remains some unfilled positions in elementary. Staff continue to work to fill these positions. As a contingency for these elementary students who have not been assigned a teacher, real-time on-line learning will continue to be facilitated by our central team. This approach ensures continuity of teaching and learning in real-time for all students while the remaining unfilled teaching positions are filled.

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

### **Admissions and Registration**

3. ***A temporary hold has been imposed on transfer of students from in person to virtual learning*** to allow St. Anne to be staffed effectively and for online classes to begin, given the staffing challenges noted above. Students will be allowed to transfer between streams at pre-determined entry points going forward.
4. ***Schools continue to manage registration of students in person and virtual.*** Schools have been instructed to consider their entire enrolment when addressing waitlisted students to ensure spaces are held in school facilities for students who wish to return to in person learning from a virtual environment. Area Superintendents supported by Admissions staff continue to work with school administrative staff to address remaining waitlists.

### **Special Services:**

5. ***The Special Services staff is working in collaboration with both the in-person and virtual school staff to address student learning and mental health needs.***
6. ***Social Workers, Psychologists, Speech and Language Pathologists, Assessment and Programming Teachers, Programming and Assessment Teachers, and Autism Support Teachers are actively supporting students and staff. Staff are engaged in school team meetings and individual meetings with students.***



7. ***Collaboration on Individual Education Plans (IEP) has begun. Parents will be receiving letters inviting input.***
8. ***Identification, Placement and Review Committee meeting schedules have been created for the month of October.*** Parents will be receiving notification of their child's meeting from the school principal as the team works through the pending list. Additional staff have been hired to support the process.
9. ***Speech and Language and Psychology assessment teams have been confirmed.*** Assessment protocols consistent with TCDSB Health and Safety guidelines are in place enabling assessments to resume. Speech and Language Pathologists and Psychologists are connecting with administrators to begin assessments.
10. ***The Special Services Assistive Technology team, the Central Academic Resource team, and the 21C team have worked in collaboration to support the implementation of the virtual school.***

#### **EarlyON Centres**

11. ***City of Toronto Children's Services provided a further update, September 24, 2020, on the Safe Restart Agreement between the federal and provincial governments to help the child care sector adapt to the COVID-19 environment.*** The Safe Restart Funding will be available for EarlyON Service Providers until December 31, 2020.
12. ***This commitment provides stability for EarlyON centres operating in TCDSB schools.*** EarlyON centres have continued to operate virtually given the community access drop in nature of their programming. Confirmation of funding will continue to provide needed support for these programs.

#### **Staffing and Recruitment**

13. ***The Human Resources Department is deploying strategic additional staffing resources to both the face-to-face and virtual school models.***
14. ***HR staff continues to review and manage the significant number of employees requesting accommodation during this pandemic.*** The Sick Leave & Disability department is managing a greater incidence of cases for all employee groups.

15. *HR staff is accessing teachers, DECEs, and Support Staff from our supply rosters to address approved additional staffing allocations associated with high incidence areas.*
16. *Senior TCDSB staff members maintain a collaborative dialogue with our union partners representing teachers, support staff, and other non-teaching groups to address issues.*
17. *Elementary and secondary school Principals are diligently operationalizing board protocols and they attend weekly plenary Principal meetings designed to ensure consistency and assess exigent needs.* A Principal Leader Portal will serve as a conduit to ensure alignment and a consistent flow of information.
18. *HR staff is helping complete the challenging task of staffing the TCDSB virtual school.* Recruiting qualified elementary Occasional Teachers into long-term virtual school assignments has been a priority.
19. *HR staff plays a significant role in contingency planning during these unique times both in terms of fulfilling immediate staffing needs as well as planning for a potential transition back to a full virtual model (requiring a robust on-line teacher presence).*
20. *The Virtual School has been assigned teacher allocations for a diverse range of classes including Special Education and French Immersion allocations.* French Immersion staffing remains a concern within the face to face and virtual settings. This is the result of ongoing provincial demand exceeding supply and compounded by attrition and apprehensiveness of retired and uncertified teachers to accept assignments during the COVID pandemic. In light of the above, staff is exploring options on how to deliver core French within the virtual school.
21. *In addition to the previously noted infusion of additional transitional staff, the Senior team is reviewing the roles of specific employee groups and how roles will need to change given new challenges associated with operating our schools during a pandemic (i.e. assigning of additional supervision and screening tasks to ensure safety).*
22. *Senior staff is identifying centrally-based Ontario College of Teacher certified staff that can be deployed to a face-to-face or virtual school to assist with student instruction.*

### **St. Anne Virtual School**

23. ***St. Anne Catholic Academy has been created to support approximately 25,000 K-12 students who have selected an online learning option.*** Beginning September 21st, elementary students began to connect with their teachers synchronously. During the rolling start, students waiting to hear from their teachers were able to participate in various live learning sessions to engage students and support student learning. Due to the inability to staff all of the virtual elementary classes, the online learning sessions will continue for the week of September 28th. Communications were sent to families and check and connect phone calls were also made.
24. ***There are approximately 1050 staff that will be setting up virtual classroom(s) using either Brightspace or Google Classroom as their primary tool for communicating for the purpose of teaching and learning.*** The school website will continue to provide ongoing program updates and will be the main platform for sharing information with students and families.
25. ***Students who were participating in a French Immersion or Extended French program have been provided with a similar opportunity at St. Anne.***
26. ***Intensive Support Programs will be provided for students who have special education programming in their in-person school. We continue to work closely with the Special Services department.***
27. ***We recognize the importance of student connections with their in-person school and will continue to foster these connections.*** The IT Department has created an additional application within School Messenger that will allow principals to connect all virtual school students with their home school. Instructions related to the procedures for including the virtual students within School Messenger were sent to principals this past week. Students with Individual Education Plans and/or with guidance needs will continue to be supported in the virtual school by their in-person school staff including guidance, special education, social work, speech and language and psychology.

### ***September 20-25***

28. ***The central academic staff and some student leaders have been offering live learning streams and connected asynchronous activities all week.*** The sessions were divided into the following categories: K, Gr 1-2, Gr 3-4, Gr 5-6, Gr 7-8 and Gr 9-12. The sessions have been getting rave reviews as they have

modeled promising practices for synchronous and asynchronous learning. Sessions included a variety of topics including religion and family life, literacy, numeracy, science, digital citizenship, student leadership, etc. Many of the streams also included special guests and interviews. *If you missed them you can view the recorded streams [by clicking here](#).*

29. *Due to the inability to staff all of the elementary virtual classrooms at this point in time, these live stream lessons will continue throughout the week of September 28th - October 2nd.*

### **COVID-19 Reporting**

30. *The Ministry requires Boards to post an advisory on the Board website with information related to confirmed COVID cases; as such, an [Advisory page](#) has been created.*

31. *Toronto Public Health has created a highly effective, one page flowchart that guides Principals through the various COVID related scenarios involving students and staff. This flowchart starts at the beginning of the screening process and takes you through various responses and outcomes. <https://www.toronto.ca/wp-content/uploads/2020/09/9858-COVID-19-Decision-Guide-for-Schools.pdf>*

32. *The TCDSB Reopening Plan created during the summer has served the School Board well in guiding the system through the first two weeks of school. However, guidance and direction from TPH is constantly evolving. As such, staff are asked to follow the TPH COVID-19 Decision Flowchart.*

33. *TPH's one page flowchart complements nicely the one page [School reporting protocol for positive cases of covid-19](#) which continues to be reinforced at Principal meetings. Staff are encouraged to reference both resources to ensure protocols are followed.*

### **Toronto Public Health Nurses**

34. *TPH has provided a list of COVID-19 Liaison Public Health Nurses (PHN) available on their website: <https://www.toronto.ca/community-people/health-wellness-care/health-programs-advice/liaison-public-health-nurse/>*
35. *Additionally there is a tab ("liaison public health nurse tab") linking to the above page from the [Elementary & Secondary Schools](#) page. The schools are listed by name and school board. Principals can look up the name of their*

school in the search tab and then see whom the Public Health Nurse that is assigned.

36. *TPH has also provided some New Parent Resources available on their website:*

- [\*How to Self Monitor if Someone Tests Positive for COVID-19\*](#)
- [\*What to do if your child has symptoms\*](#)

### **Handwashing Stations**

37. *Additional Portable handwashing stations have been provided based on identified needs.* Following the initial delivery of 84 units to schools identified as having floors without washrooms prior to the start of school, requests from principals for additional units have been considered as they arise. Additional units have been delivered to address conditions such as boys and girls washrooms on different floors, a large number of classrooms served by one washroom and other handwashing challenges.

### **HEPA Purifiers**

38. *The initial delivery of 1,000 HEPA purifier units has begun for schools without mechanical systems and schools in the high transmission areas (Quintile 5) as identified by Toronto Public Health (TPH).* Purifiers will then be distributed to other schools identified by quintiles in descending order (Q4-Q1). Additional HEPA purifiers will be ordered and provided to schools with interior rooms without ventilation or other unique circumstances.

### **Outdoor Classrooms**

39. *Installation of tents for outdoor classrooms at 10 pilot schools has been scheduled from September 24 – 29.* The installation dates for each of the 10 schools is listed in *Appendix 'A'*. Authorization from the City of Toronto Building Department is required before tents are cleared for use. Guidelines have been provided to school principals regarding safe and secure use of the tents and the sites will be monitored and any security issues addressed. A form is being developed to obtain principal feedback online. Selection of schools for a second phase of the pilot program based on a wider geographical distribution is being finalized (one per ward that did not receive a tent in the first phase).

### **Indoor Air Quality**

40. *A contract has been awarded to Pinchin Ltd. Building Science consultants to undertake an investigation of apparent ventilation rates in three sample schools.* The investigation will estimate ventilation rates by measuring carbon

dioxide concentrations in classrooms and administration areas in schools representing three window type/ventilation scenarios:

- Vertical sliding windows and no mechanical ventilation
- Vertical sliding windows with mechanical ventilation
- Double awning windows with mechanical ventilation

41. ***These three scenarios are representative of most of the schools across the Board. Carbon dioxide is an ideal indicator of ventilation in occupied buildings.*** Indoor steady state carbon dioxide concentrations rise with occupant load and respiration rates and are reduced based on the amount of outdoor air being introduced. In typical indoor air quality investigations, a steady state concentration of approximately between 1,000 ppm and 1,150 ppm is indicative of adequate ventilation for occupant comfort. With ASHRAE's current recommendation to maximize ventilation and avoid recirculation to help minimize transmission of the SARS-CoV-2 virus, indoor carbon dioxide concentrations should be considerably lower (600-800ppm).

42. ***This investigation will provide information on ventilation in classrooms and other functional spaces, so informed, data driven decisions can be made with respect to occupant loading, window operation, and HVAC function.***

#### **Cycling to School**

43. ***A process for installation of bicycle racks at all schools that do not currently have them is underway.*** A survey completed last year indicated that there are 89 schools that do not have bike racks. Implementation of Playground Reserve projects is temporarily on hold to provide the staff resources needed to visit the schools to determine locations and any site work required for the bicycle racks, and to tender and oversee a contract for installation at as many schools as possible this fall. Cost is estimated at approximately \$5,000 per school. City of Toronto funding received last year for supply of bicycle racks will cover a portion of the cost (approximately \$200K), with the remainder (approximately \$300K) being allocated from the Emerging Issues Contingency amount from the Federal government.

44. ***A cross functional staff team is investigating implementation of the remainder of the Board motion related to encouraging cycling and other alternate means of transportation to school to alleviate crowding on school busses.*** This work will continue as part of the TCDSB Active School Travel Planning.



### **Student Transportation**

45. ***Regular transportation service began smoothly on Sept. 20, 2020.***

- Driver shortages are minimal and being well managed by bus carriers.
- Upcoming reorganization of classes by both Boards may affect existing routes.
- TSTG anticipates consideration of empty seat requests starting within the next few weeks.

### **Technology**

46. ***To date, this fall, we have received 504 requests for students devices in virtual school and in secondary schools. Of these, 45 families also require internet services.*** Requests are being processed and should be delivered to home schools for distribution late next week.

## **E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN**

1. ***FAQs continue to be gathered from parent feedback.*** The board continues to provide updates, frequently asked questions and answers on the board website, social media channels, and shared with families via School Messenger.
2. ***Local planning considerations will continue in collaboration with school principals.*** Input gained through continued consultation with stakeholders will be considered during this process.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

### Outdoor Classroom Tent Pilot - Phase 1 Installation Schedule

School	Installation Date
Blessed Margherita of Citta Castello	Thursday, Sept. 24
Immaculate Conception	Thursday, Sept. 24
Father Serra	Friday, Sept. 25
St. Eugene	Friday, Sept. 25
St. Fidelis	Friday, Sept. 25
St. Simon	Friday, Sept. 25
St. Jerome	Monday, Sept. 28
St. John Vianney	Monday, Sept. 28
St. Conrad	Tuesday, Sept. 29
St. Michael's Choir	Tuesday, Sept. 29





REPORT TO

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

**ANNUAL REPORT 2019-2020: COMMUNICATIONS  
AND COMMUNITY ENGAGEMENT**

Peace be to the whole community, and love with faith,  
from God the Father and the Lord Jesus Christ. *Ephesians 6:23*

Created, Draft	First Tabling	Review
September 21, 2020	October 1, 2020	<a href="#">Click here to enter a date.</a>
Derek Chen, Superintendent of Equity, Diversity, Indigenous Education, and Community Relations Shazia Vlahos, Chief of Communications and Government Relations John Wujek, Superintendent, Area 5 and Parent Engagement Manuela Sequeira, Coordinator, International Languages, Parent Engagement, Equity, and Community Relations		
<b>INFORMATION REPORT</b>		

**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.*



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## Executive Summary

The Toronto Catholic District School Board is committed to continuous improvement through authentic community engagement. It continues to leverage the expertise and resources within the broader community to enhance programs and services, and continues to be responsive to the needs and input of all Catholic stakeholders through accessible, effective, and transparent communication, as well as authentic consultation and engagement opportunities.

This report highlights key staff-planned, supported, and executed system-wide communications and consultation initiatives, learning opportunities, community and cultural engagement events, and advisory committee undertakings for the 2019-2020 academic year.

The scope of communications and community engagement initiatives undertaken by staff in the 2019-2020 school year is comprehensive and supports all six strategic directions of the Multi-Year Strategic Plan, with particular emphasis on *Enhancing Public Confidence*, *Achieving Excellence in Governance* and *Living our Catholic Values*.

The 2019-2020 year was unique, impacted and affected by labour disruption and a system-wide school closure due to the COVID-19 pandemic. Therefore, the number of events and activities that took place are fewer than in an average year. As we are now learning to adapt to the new reality of distance learning, the hope is that programming and activities in the future will be modified to meet whatever learning environment in which students are engaged, so that the resumption of more programming can occur.

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

### A. PURPOSE

1. This report is submitted in compliance with mandatory reporting requirements in two policies: Communications Policy (A. 37) and Community Engagement Policy (T. 07).
2. The Communications Policy (A. 37) states:  
*The effectiveness of this policy in supporting comprehensive best practice communications across the Toronto Catholic District School Board (TCDSB) will be evaluated annually. The highlights, analysis and findings will be*

*documented and published in a formal annual report and presented to the Board of Trustees in September of each year for review.*

3. The Community Engagement Policy (T.07) stipulates:  
*A report of the community engagement process as reported by staff is to be reviewed by the Board annually.*
4. The appendices in this report contain the main communications, consultation, community engagement and cultural events, as well as promising practices to promote student achievement and wellbeing undertaken by the Board's various community advisory committees in the 2019-2020 school year.

## **B. BACKGROUND**

1. As per Board instructions of September 2016, this report is structured in two parts:
  - a. Communications report related to community engagement to include description levels, purpose, and outcomes; and
  - b. A separate listing of community engagement initiatives featuring major learning opportunities and cultural events.
2. The Community Engagement, Communications, and Community Consultations, activities summarized in Appendices A and B seek to capture the scope and breath of community outreach and involvement within the TCDSB.
3. Appendix C summarizes promising practices and initiatives undertaken by staff in consultation with the Board's Community Advisory Committees in the 2019-2020 school year.

## **C. EVIDENCE/RESEARCH/ANALYSIS**

1. The TCDSB strives to involve parents/guardians, stakeholders, and community members in meaningful ways on matters under the Board's purview to better understand priorities and community concerns when making decisions. The variety of community engagement and initiatives is evidence of the Board's commitment to effective community involvement to foster relationships, promote equity, and garner stakeholder input.

2. In 2019-2020, the broader TCDSB community was engaged in person and virtually on matters related to the budget, capital and planning projects, learning during the pandemic parent/guardian survey, return to school surveys, parent/guardian registration questionnaires and an annual parent voice survey.
3. In 2019-2020, learning opportunities afforded through workshops, monthly cultural and heritage celebrations and events, demonstrated the Board's commitment to creating and sustaining a rich environment of learning, inclusion, diversity, and equity. During the school closure, heritage celebrations took the form of videos that were shared across the system.
4. The TCDSB Community Consultation webpage continues to provide the public with information about all active TCDSB public consultations and opportunities for involvement. (<https://www.tcdsb.org/Board/TCDSB-Community-Consultations/Pages/Default.aspx>)
5. The Communications Department continues to amplify the TCDSB's reputation, profile and reach through the use of various communication tools including:
  - a. School Messenger has been used more than ever to disseminate pertinent information (labour, COVID-19, return to school, etc) directly to TCDSB parents/guardians;
  - b. Social media (twitter, Instagram and Facebook);
  - c. Weekly Wrap-up (targets everyone on exchange);
  - d. Daily digest of pertinent communications to school administrators and business leaders via Message Management Forum;
  - e. Monthly updates for schools to include in their newsletters;
  - f. Trustee newsletters; and
  - g. TCDSB website continues to be updated with COVID-19 and return to school information including daily FAQ updates; and is undergoing an internal user-friendly assessment as we work to finalize an RFP for the website overhaul.
6. The Communications Department constantly monitors and evaluates the effectiveness of communication tools, including social media platforms and trends to ensure content and messages are received by intended audiences including parents, students and staff.
7. The Communications Department has been developing TCDSB's first-ever social media guidelines and will be sharing more in the weeks ahead.

8. In the 2019-2020 academic year, advisory committees have worked with Board staff to implement a variety of wise practices to support student achievement and well-being through cultural responsiveness and equity.

## **D. METRICS AND ACCOUNTABILITY**

1. The outcome/impact of each initiative in Community Engagement and Outreach, Communications, and Advisory Committees undertakings is outlined in a dedicated column in each of Appendix A, B and C. Outcome/impact is measured both qualitatively and quantitatively in accordance with the nature and purpose of the initiative.
2. An important guiding principle of community engagement and consultation at the TCDSB is broad-based accessibility. The Board strives to engage the greatest number of stakeholders meaningfully and authentically. To this end, the Board routinely uses a variety of web-based tools, virtual and actual town-hall forums, face-to-face meetings, workshops, and information sessions.
3. The Communications Department's social media strategy has led to enhanced reach and profile for the TCDSB. With the addition of a TCDSB Facebook profile and through content creation/curation, the use of tools to schedule posts to maintain a constant presence and the use of active content (ie. videos, quality images and graphical interchange formats (GIFs), all TCDSB managed accounts have seen a significant increase in followers and impressions.
  - a. TCDSB Twitter saw an increase of 9,913 followers since September 2019 (currently there are 46,713 followers), with an average of more than 1.04M impressions per month, up from an average of 750,000 per month;
  - b. Instagram followers have increased to 5,057 up from 2,209 last year; and
  - c. We continue to explore additional social media channels to engage the TCDSB community including the use of Facebook (introduced in October 2019).

## **E. CONCLUDING STATEMENT**

This report is for the information and consideration of the Board.

## ANNUAL REPORT 2019 - 2020: TCDSB COMMUNITY ENGAGEMENT/OUTREACH

### Learning Opportunities and Cultural Events

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
<b>2020 TCDSB Mass and Cultural Expose: In commemoration of African-Canadian Heritage Month</b>	02/20	<ul style="list-style-type: none"> <li>• Involve</li> <li>• Collaborate</li> <li>• Consensus</li> <li>• Empower</li> </ul>	TCDSB Community Relations Department initiative featuring a mass and celebration of African Canadian culture, to inform students of African Canadian culture and to celebrate its contributions to Catholicity, Canada and the globe.	<ul style="list-style-type: none"> <li>• Attended by over 800 students, staff and community from over 17 schools.</li> <li>• African Canadian Heritage was recognized through a celebratory mass followed by artistic pedagogical presentations of students work as it relates to the black experience in Canada and the globe.</li> </ul>
<b>Anti-Black Racism Workshop for Educators @ Immaculate Conception C. S</b>	10/19	<ul style="list-style-type: none"> <li>• Involve</li> <li>• Collaborate</li> <li>• Consensus</li> <li>• Empower</li> </ul>	Provide a lens to understand that the current social, economic, and political system have been grounded in systemic and institutionalized racism.	<ul style="list-style-type: none"> <li>• The workshop/in-service used student narratives, video clips and media stills to articulate how anti-Blackness is constructed, maintained and, experienced.</li> <li>• Topics included systemic bias that targets Blacks, and particularly Black males, for differentiated and unequal treatment in the education system, the labour market, the</li> </ul>

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
				<p>criminal justice system, housing and the media (the web of anti-Black racism) to name a few.</p> <ul style="list-style-type: none"> <li>It provided the audience with current anti-Black racism stats in the City of Toronto (i.e., Black Torontonians are 20 times more likely to die in police encounters than their white counterparts), as well as, steps that can be taken to combat anti-Black racism.</li> </ul>
<b>Arts and Artificial Intelligence (AI) Project</b>	2/5/20 2/19/20 3/11/20	<ul style="list-style-type: none"> <li>Inform</li> <li>Involve</li> <li>Collaborate</li> </ul>	To offer culturally relevant art workshops about Chinese Brush Painting augmented by Artificial Intelligence (AI) in partnership with York University and IBM.	<ul style="list-style-type: none"> <li>Eighty students from grades 8 and 9 from St. Maria Goretti and James Cardinal McGuigan participated in the workshops.</li> <li>This pilot project will be expanded to ten schools in the upcoming year, and will involve Asian, African and Indigenous arts.</li> </ul>
<b>Asian Canadian Heritage Virtual Celebration</b>	5/20	<ul style="list-style-type: none"> <li>Inform</li> <li>Involve</li> </ul>	To celebrate, educate and honor the Asian Canadian contributions to Canada via a virtual celebration due to COVID-19.	<ul style="list-style-type: none"> <li>The virtual celebration was posted on YouTube and on TCDSB website.</li> </ul>

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
<b>Community Resources</b>	5/20	<ul style="list-style-type: none"> <li>• Inform</li> </ul>	To support vulnerable families during the COVID-19 pandemic, a list of resources and supports from the various communities was created.	<ul style="list-style-type: none"> <li>• The list of resources and community supports for food and nutrition, mental health, tutoring and job opportunities, was shared and posted on the TCDSB website.</li> </ul>
<b>ELDER in Residence Program</b>	10/19 - 05/20	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Involve</li> <li>• Collaborate</li> </ul>	To support Aboriginal students, the Community Relations Department works in collaboration with community partners and Elders to identify and address topics relevant to the health, including mental health and wellbeing, of Aboriginal students.	<ul style="list-style-type: none"> <li>• Increased Indigenous focused professional development and resources.</li> <li>• Increased participation of Indigenous parents in education.</li> </ul>
<b>Equity In-Service for Secondary School Secretaries</b>	12/19	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Involve</li> </ul>	To offer a professional learning opportunity for secondary school secretaries on implicit bias and equity.	<ul style="list-style-type: none"> <li>• Seventy secondary school secretaries were in attendance.</li> </ul>
<b>Equity Walk</b>	1/20 and 2/20	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Involve</li> </ul>	To involve school community members and volunteers in an equity walk initiative in order to get their opinion and ideas on how to make the school environment more welcoming and equitable.	<ul style="list-style-type: none"> <li>• Staff, parent council members and volunteers participated in equity walks at St. Theresa Shrine, Our Lady of Grace and St. Martin de Porres.</li> <li>• The experience allowed for participants to reflect on how</li> </ul>



ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
				to make their school more welcoming.
<b>Filipino Canadian Heritage Month Virtual Celebration</b>	6/20	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Involve</li> <li>• Collaborate</li> </ul>	To engage the Filipino community on a virtual celebration to honor Filipino contributions to Canada during the Philippine Independence Day on June 12 <sup>th</sup> .	<ul style="list-style-type: none"> <li>• Approximately 200 community members and partner agencies participated in the webinar.</li> <li>• The virtual celebration was posted on YouTube and on TCDSB website.</li> </ul>
<b>Food Donation Initiative with Sheraton Hotel And Convention Center (Airport Road)</b>	9/19 – 6/20	<ul style="list-style-type: none"> <li>• Collaborate</li> </ul>	To support Student Nutrition Programs (SNP) in E-PAN schools, the Community Relations Department partnered with the Sheraton Hotel C.C. (Airport Location) to disburse excess food to SNP programs.	<ul style="list-style-type: none"> <li>• Students and families from Several Equity Poverty Action Network (EPAN) schools received hundreds of donated meals.</li> </ul>
<b>GIA Productions History and Identity Through Artistic Expression</b>	01/20	<ul style="list-style-type: none"> <li>• Involve</li> <li>• Collaborate</li> <li>• Consensus</li> <li>• Empower</li> </ul>	GIA Productions is a community arts group whose main objective is to engage, inspire, and educate audiences, by providing educational, motivational, spiritual, and entertaining dramatic presentations.	<ul style="list-style-type: none"> <li>• Over 400 students, staff and community members from several TCDSB schools were engage, inspires, educated, and challenged to look through a different lens when interpreting and various aspects of the African/Black Diaspora.</li> </ul>

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
				<ul style="list-style-type: none"> <li>Topics included: shadeism (i.e., skin tone bias); the N-word; the state of the Black family; the unique complexities of Black females; and other pressing issues within the African/Black diaspora.</li> </ul>
<b>Indigenous Education History Month</b>	06/20	<ul style="list-style-type: none"> <li>Inform</li> <li>Collaborate</li> </ul>	To celebrate Indigenous culture, history and spiritual connections with high school and elementary students, teachers, staff, administrations, parents and community organizations, the Community Relations Department organized a virtual celebration.	<ul style="list-style-type: none"> <li>A video was posted on the TCDSB website.</li> </ul>
<b>Latin-Hispanic Canadian Heritage Month Mass and Cultural Expose</b>	10/19	<ul style="list-style-type: none"> <li>Inform</li> <li>Involve</li> <li>Collaborate</li> </ul>	To celebrate and educate students about Latin-Hispanic heritage and culture, the Community Relations Department organized a cultural mass and expose.	<ul style="list-style-type: none"> <li>The event had over 350 students and 4 participating schools.</li> <li>In attendance was the local trustee, several TCDSB staff and parents.</li> </ul>
<b>List of Community Resources</b>	5/20	<ul style="list-style-type: none"> <li>Inform</li> </ul>	To develop and make available a comprehensive and culturally relevant list of resources to support vulnerable families during the COVID-19 pandemic.	<ul style="list-style-type: none"> <li>A comprehensive list of resources containing assistance for food and nutrition, mental health, and newcomers'</li> </ul>

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
				services was posted on the TCDSB website.
<b>Motion Ball Sports, Lunchtime Basketball Mentoring Program @ St. Angela and St. Benedict</b>	01/20	<ul style="list-style-type: none"> <li>• Involve</li> <li>• Collaborate</li> <li>• Empower</li> </ul>	Motion Ball Sports provide community based lunchtime mentoring programs through recreational basketball, to promote and facilitate positive behaviour, creative expression, and cooperation among marginalized students.	<ul style="list-style-type: none"> <li>• Staff reported major improvements in participating students, behaviors, social, emotional, and academic skills.</li> </ul>
<b>Navigating the School System: Workshop for Parents</b>	12/19	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Collaborate</li> </ul>	To support the On-Your-Mark After School Tutoring Program, the Community Relations Department delivered a presentation for parents on topics, such as: admissions, school protocol, TCDSB policies and procedures, and parental and community engagement.	<ul style="list-style-type: none"> <li>• Thirty parents participated in the workshop held at the Working Women's Centre.</li> <li>• Parents were provided with resources and information on the topics presented.</li> </ul>
<b>Newcomers Conference</b>	10/19	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Involve</li> </ul>	To provide newcomer students with information on navigating the Canadian educational system, on health and wellness, as well as, information on adjusting life in Canada.	<ul style="list-style-type: none"> <li>• Three hundred and fifty students from grades 6 to 12 were in attendance.</li> <li>• Thirty-eight teachers attended the session.</li> </ul>
<b>Northern Spirit Games 2020</b>	02/20	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Collaborate</li> </ul>	To introduce students to Indigenous sports and activities still practiced in northern Indigenous communities, the	<ul style="list-style-type: none"> <li>• One thousand and three-hundred grade 4, 5 and 6 students, staff, and community</li> </ul>

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
			Community Relations Department organized the annual games.	members participated in the games, which also included storytelling, music and cultural teachings.
<b>Orange Shirt Day</b>	09/30	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Collaborate</li> </ul>	To educate students on residential schools and to honor its survivors and victims, the Community Relations Department Orange continued its tradition of providing orange shirts to Indigenous students.	<ul style="list-style-type: none"> <li>• Pictures of the day were posted on the TCDSB website.</li> </ul>
<b>Partnership Between the TCDSB and Maple Leaf Sports and Entertainment (MLSE)</b>	9/19 – 6/20	<ul style="list-style-type: none"> <li>• Collaborate</li> </ul>	To provide articles of athletic clothing for distribution to schools in need, and during special events. The Community Relations Department continued its partnership with MLSE.	<ul style="list-style-type: none"> <li>• Multiple Equity-Poverty Action Network (EPAN) schools and several elementary schools received hundreds of clothing and sporting items that were distributed to students.</li> </ul>
<b>Partnership Between the TCDSB and Kids Up Front</b>	9/19 – 6/20	<ul style="list-style-type: none"> <li>• Collaborate</li> </ul>	To provide schools, students and parents with opportunities to attend local city sporting events and different art performances free of charge, the Community Relations Department continued its partnership with Kids up Front.	<ul style="list-style-type: none"> <li>• Several hundred sporting, arts, and educational event tickets were distributed to TCDSB students.</li> </ul>

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
<b>Partnership Between the TCDSB and Give and Go</b>	11/19-12/19	<ul style="list-style-type: none"> <li>Collaborate</li> </ul>	To provide several identified families with a gingerbread house at Christmas.	<ul style="list-style-type: none"> <li>Multiple schools received hundreds of donated gingerbread homes to disburse to families.</li> </ul>
<b>Partnership Between TCDSB and Skate to Great</b>	9/19 – 6/20	<ul style="list-style-type: none"> <li>Collaborate</li> </ul>	To provide schools with limited skating resources free skates and helmets, the Community Relations Department continued its partnership with Skate to Great.	<ul style="list-style-type: none"> <li>Hundreds of new Bauer helmets and skates were donated to schools.</li> <li>Several newcomer students were able to participate and experience a new Canadian sport.</li> </ul>
<b>Partnership with Creative Zone Arts Center</b>	12/19-6/20	<ul style="list-style-type: none"> <li>Collaborate</li> </ul>	To provide TCDSB schools with a variety of free supplies and materials.	<ul style="list-style-type: none"> <li>The Community Relations and Curriculum Leadership &amp; Innovation Departments distributed supplies to multiple schools to be used for science, math, and arts and crafts.</li> </ul>
<b>Partnership with Knights of Columbus Council # 13443</b>	11/19 - 12/10	<ul style="list-style-type: none"> <li>Collaborate</li> </ul>	To provide families in financial need with a free winter jacket.	<ul style="list-style-type: none"> <li>The Community Relations and the Social Work Departments distributed free winter jackets to families in need.</li> </ul>

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
<b>Polish - Canadian Heritage Month Celebration</b>	05/20	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Involve</li> <li>• Collaborate</li> </ul>	To celebrate and educate students about Polish heritage and culture, and to mark the inaugural Polish Canadian Heritage month, the Community Relations Department organized a virtual celebration.	<ul style="list-style-type: none"> <li>• A video highlighted the Polish contributions to TCDSB and Canadian society.</li> <li>• The celebration was promoted through all TCDSB communication mediums, and the video was posted on TCDSB website and YouTube channel.</li> </ul>
<b>Polish Canadian Heritage Virtual Celebration</b>	5/20	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Involve</li> </ul>	To celebrate and honor the Polish Canadian contributions to Canada via a virtual celebration due to COVID- 19.	<ul style="list-style-type: none"> <li>• The virtual celebration was posted on YouTube and on the TCDSB website.</li> </ul>
<b>Portuguese - Canadian Heritage Month Celebration</b>	06/20	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Involve</li> <li>• Collaborate</li> </ul>	To celebrate and educate students about Portuguese heritage and culture, the Community Relations Department organized a virtual celebration.	<ul style="list-style-type: none"> <li>• A video highlighted the Portuguese contributions to the TCDSB and Canadian society.</li> <li>• The celebration was promoted through all TCDSB communication mediums, and the video was posted on the TCDSB website and YouTube channel.</li> </ul>
<b>Power to Girls Foundation After-School Program @St. Angela</b>	01/20	<ul style="list-style-type: none"> <li>• Involve</li> <li>• Collaborate</li> <li>• Empower</li> </ul>	Power to Girls Foundation is a not-for-profit organization that helps empower Afro-diaspora girls in the Greater Toronto Area, with the goal to motivate, inspire and empower.	<ul style="list-style-type: none"> <li>• Young girls discovered their individual identity, and creative gifts by developing qualities that help them become leaders and</li> </ul>

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
				contributing members of society.
<b>Semana de la Salud (Health Week)</b>	11/19	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Involve</li> <li>• Collaborate</li> </ul>	To provide parents with information on mental health and well-being, the Community Relations Department in collaboration with members of the Latin-Hispanic community, and the Consulates of Mexico and Colombia, participated in the <i>Semana de la Salud</i> forum.	<ul style="list-style-type: none"> <li>• Mental health and special education resources were provided to parents.</li> </ul>
<b>Settlement workers Info Session and Meet and Greet</b>	2/20	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Involve</li> <li>• Collaborate</li> </ul>	To deliver an information session about TCDSB's equity action plan, mental health strategies, international student support and newcomer best practices to settlement workers in a 'meet and greet' setting.	<ul style="list-style-type: none"> <li>• Fifty settlement workers and managers from five settlement agencies were in attendance</li> </ul>
<b>Supporting Staff Learning-Equity Workshop for Staff @ St Bonaventure</b>	12/19	<ul style="list-style-type: none"> <li>• Involve</li> <li>• Collaborate</li> <li>• Consensus</li> <li>• Empower</li> </ul>	Provide staff with a lens to understand equity through an Anti- Racism lens and to differentiate equality.	<ul style="list-style-type: none"> <li>• Participants were provided with resources as to how they can incorporate equity into their teaching practices.</li> </ul>
<b>Supporting Staff Learning-Equity Workshop for staff @ St.</b>	12/19	<ul style="list-style-type: none"> <li>• Involve</li> <li>• Collaborate</li> <li>• Consensus</li> <li>• Empower</li> </ul>	Provide staff with a lens to understand equity through an Anti- Racism lens and to differentiate equality.	<ul style="list-style-type: none"> <li>• Participants were provided with resources as to how they can incorporate equity into their teaching practices.</li> </ul>

ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
<b>Fidelis Catholic School</b>				
<b>Tamil Canadian Heritage Month Celebration</b>	1/20	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Involve</li> </ul>	To celebrate and educate students about the Tamil heritage and culture, and to honor the contributions of students of Tamil heritage to Canadian culture.	<ul style="list-style-type: none"> <li>• Six hundred students from Jean Vanier were in attendance.</li> </ul>
<b>Trust 15/ Boys of excellence @ St. Dorothy E.S.</b>	10/19	<ul style="list-style-type: none"> <li>• Involve</li> <li>• Collaborate</li> <li>• Consensus</li> <li>• Empower</li> </ul>	This programs supports the unique social, emotional and academic needs of African Canadian students.	<ul style="list-style-type: none"> <li>• Students were provided with a safe, nurturing space for to discuss and find solutions for real life issues surrounding self-esteem, conflict-resolution, abuse, violence, peer pressure, and family life.</li> <li>• Students connected and networked with mentors, professionals, and community leaders who provided them with crucial tips for success and inspiring them to believe in themselves.</li> </ul>
<b>Ukrainian Canadian Heritage Month Celebration</b>	09/19	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Involve</li> <li>• Collaborate</li> </ul>	To celebrate and educate students about the Ukrainian heritage and culture, the Community Relations Department organized a cultural mass and expose.	<ul style="list-style-type: none"> <li>• The event had 180 students and 6 participating schools Students, parents, community members, trustees and TCDSB staff were in attendance.</li> </ul>



ENGAGEMENT	DATE (MM/YY)	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
<b>Virtual Forum on Education, Immigration and the Work Force</b>	05/20	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Collaborate</li> </ul>	To provide students, parents and the community with information on navigating the education system, immigration, and the work force, the Community Relations Department in partnership with members of the Latin-Hispanic community, and the Consulates of Mexico, Colombia and Uruguay, organized the <i>Virtual Forum on Education, Immigration and the Work Force</i> .	<ul style="list-style-type: none"> <li>• Panelists and community participated in a virtual event.</li> <li>• Parents were provided with resources and information on the topics presented.</li> </ul>
<b>Visiting Educational Delegations</b>	10/19 and 11/19	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Collaborate</li> </ul>	To promote TCDSB's educational best practices and to share educational trends with visiting educational delegations from the Netherlands and Australia.	<ul style="list-style-type: none"> <li>• Bishop Marrocco/Thomas Merton and Loretto College co-hosted eighty educational delegates.</li> <li>• Promising practices were shared and exchanged.</li> </ul>

## APPENDIX B - ANNUAL REPORT 2019-2020: TCDSB COMMUNICATIONS

### Community Consultation and Engagement

ENGAGEMENT		LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
Date  (MM/YY)				
St. Andrew: Parking Lot and Site Reconfiguration	09/19	<ul style="list-style-type: none"><li>• Consult</li><li>• Involve</li><li>• Collaborate</li></ul>	<ul style="list-style-type: none"><li>• In order to ensure the needs of the various stakeholders (school, church, community center) in this project are met, multiple consultations and design reviews have taken place</li></ul>	<ul style="list-style-type: none"><li>• Pedestrian movement through the reconfigured parking area was discussed</li><li>• Elements were added/removed based on feedback</li></ul>
St. Simon: Basketball & Funnel Ball	09/19	<ul style="list-style-type: none"><li>• Involve</li><li>• Collaborate</li><li>• Consensus</li></ul>	<ul style="list-style-type: none"><li>• Parents, custodians and administration met with the Landscape Supervisor to determine the best locations element installation</li></ul>	<ul style="list-style-type: none"><li>• Elements were rearranged to consider yard use, snow storage and future, potential portable placement</li></ul>
Local Design Committee (LDC) Meetings	09/19 – 07/20	<ul style="list-style-type: none"><li>• Inform</li><li>• Consult</li><li>• Involve</li><li>• Consensus</li><li>• Empower</li></ul>	<ul style="list-style-type: none"><li>• To present ongoing design development of new schools and additions with representatives of the school community</li><li>• To solicit input from the school community to inform design development</li><li>• To achieve consensus from the community on new school design. Signed approval of the LDC is required before a project can move from design development into construction documentation</li></ul>	<ul style="list-style-type: none"><li>• The LDC is made up of the Trustee, SO, Principal, 2-3 staff and 2-3 parent representatives. Consultants and Capital staff also attend</li><li>• The following LDC meetings have been held: 11/09/19 – St Fidelis 24/09/19 – St. JH Newman 08/10/19 – Holy Angels 15/10/19 – Dante Alighieri / Regina Mundi 21/10/19 – St. Antoine Daniel 28/10/19 – St. Matthias</li></ul>

				7/01/20 – St. JH Newman 22/01/20 – St. Barbara 06/02/20 – St. Dominic Savio 19/02/20 – St. Fidelis 09/03/20 – Regina Mundi 10/03/20 – St. Fidelis 10/03/20 – St. Matthias 24/03/20 – St Michael's Choir 01/04/20 – St. Fidelis 14/05/20 – St. JH Newman 19/05/20 – St. John Vianney 17/06/20 – Dante Alighieri 23/07/20 – St. Andre
Loretto College: Master Plan	10/19	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Consult</li> <li>• Involve</li> <li>• Collaborate</li> </ul>	The purpose of the meeting was for the consultants to meet with the school community to understand their concerns, needs and wishes for a redeveloped site	<ul style="list-style-type: none"> <li>• Priorities were identified</li> <li>• CSPC, students and staff were provided the opportunity to share ideas and opinions</li> </ul>
Our Lady of Sorrows: Master Plan	10/19	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Consult</li> <li>• Involve</li> <li>• Collaborate</li> </ul>	The purpose of the meeting was for the consultants to meet with the Outdoor Committee and Administration, whom present their community consultation and research on school yard additions; as well as familiarizing everyone with the restrictions of the site and budget	<ul style="list-style-type: none"> <li>• Priorities were identified, major site restrictions were identified and explained</li> </ul>
Father John Redmond, Transfiguration, St. Wilfrid: Pollinate TO Pollinator Gardens	10/19	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Consult</li> <li>• Involve</li> </ul>	The purpose of these meetings was to provide grant recipients with a direct meeting with City of Toronto Staff	<ul style="list-style-type: none"> <li>• Garden locations were confirmed; procedure for next steps were identified</li> </ul>
St. Norbert: Site Expansion	10/19	<ul style="list-style-type: none"> <li>• Consult</li> <li>• Involve</li> <li>• Collaborate</li> </ul>	The purpose of this meeting was for the consultant to meet with the Expansion	<ul style="list-style-type: none"> <li>• The consultants were able to determine any revisions required to the plan, prior to</li> </ul>

			Committee to review design development and project progress	discussions with the larger City of Toronto as we moved towards SPA Amendment Submissions
St. Vincent de Paul: Master Plan: Operational Meeting	10/19	<ul style="list-style-type: none"> <li>• Consult</li> <li>• Involve</li> <li>• Collaborate</li> </ul>	The purpose of this meeting was for the parent/consultant, administration, and custodial staff to determine the waste storage/pick up constraints, snow removal and daily operation of the facility and site	<ul style="list-style-type: none"> <li>• Parent/consultant was able to include this information in developing Master Plan that takes into account the operation of the facility</li> </ul>
St Joseph Morrow Park Open House	10/19	<ul style="list-style-type: none"> <li>• Inform</li> </ul>	To provide information on the new school building to prospective grade 9 students and their parents	<ul style="list-style-type: none"> <li>• A short presentation to the larger group followed by informal questions</li> </ul>
Loretto College: Master Plan	11/19	<ul style="list-style-type: none"> <li>• Consult</li> <li>• Involve</li> <li>• Collaborate</li> </ul>	The purpose of this meeting was to review the draft Master Plan prepared by the consultants with the school community and collect feedback on the plan	<ul style="list-style-type: none"> <li>• The consultants were able to determine any changes required to the draft plan, prior to discussions with the larger community and City of Toronto</li> </ul>
Our Lady of Sorrows: Master Plan	11/19	<ul style="list-style-type: none"> <li>• Consult</li> <li>• Involve</li> <li>• Collaborate</li> </ul>	The purpose of this meeting was to review the draft Master Plan prepared by the consultants with the school community and collect feedback on the plan	<ul style="list-style-type: none"> <li>• The consultants were able to determine some of the priorities for the community as well as which elements required more exploration</li> </ul>
St. Andrew: Preliminary Design Review	11/19	<ul style="list-style-type: none"> <li>• Consult</li> <li>• Involve</li> <li>• Collaborate</li> </ul>	The purpose of this meeting was to review the preliminary design prepared by the consultants with the community stakeholders and collect feedback on the plan	<ul style="list-style-type: none"> <li>• The consultants were able to determine some of the priorities for the community, the site's operation as well as which areas of the design required more development</li> </ul>
St Raymond CSPC – Project Update	11/19	<ul style="list-style-type: none"> <li>• Inform</li> </ul>	To present the design of the new school to the current CSPC	<ul style="list-style-type: none"> <li>• Consultant and Board staff responded to all questions</li> </ul>

				<ul style="list-style-type: none"> <li>Positive feedback on design provided.</li> </ul>
St. Raymond Public Meeting	12/19	<ul style="list-style-type: none"> <li>Inform</li> <li>Consult</li> <li>Empower</li> </ul>	To present the new school design and anticipated construction to the school community and neighbour and solicit input for development of annex area	<ul style="list-style-type: none"> <li>Approximately 40 community members attended</li> <li>Feedback obtained to further inform site plan</li> <li>A commitment to present and review the construction management plan with neighbours prior to commencement of construction</li> </ul>
St. Conrad: Playground Project Review	12/19	<ul style="list-style-type: none"> <li>Inform</li> <li>Involve</li> </ul>	The purpose of this meeting was to review the next steps for the Playground Project with the school community and discuss efficiencies in including the Waste Storage Area in the project	<ul style="list-style-type: none"> <li>Determined next action steps to combine the Playground Project with the Waste Storage Area</li> </ul>
St. Sebastian: Master Plan Open House	12/19	<ul style="list-style-type: none"> <li>Inform</li> <li>Consult</li> </ul>	The purpose of this open house was for the Pauline Street Public School's Outdoor Committee to present their ideas to the Pauline and St. Sebastian school communities	<ul style="list-style-type: none"> <li>St. Sebastian CSPC representatives were able to express their opinions about the project</li> <li>The Landscape Supervisor was made familiar with the project, allowing for planning of next steps with TCDSB and TDSB staff</li> </ul>
St. Vincent de Paul: Master Plan Workshop	01/20	<ul style="list-style-type: none"> <li>Consult</li> <li>Involve</li> <li>Collaborate</li> <li>Empower</li> </ul>	<ul style="list-style-type: none"> <li>The purpose of this workshop was to involve the school community in the design process, understand their priorities and allow everyone an opportunity to participate</li> </ul>	<ul style="list-style-type: none"> <li>The Outdoor Committee was able to collect feedback from the community</li> <li>Key points of conflicting priorities were identified</li> </ul>
St. Andrew: Design Review	01/20	<ul style="list-style-type: none"> <li>Consult</li> <li>Involve</li> <li>Collaborate</li> </ul>	<ul style="list-style-type: none"> <li>The purpose of this meeting was to review the preliminary design prepared by the consultants with the</li> </ul>	

		<ul style="list-style-type: none"> <li>• Consensus</li> </ul>	community stakeholders and collect feedback on the changes made to the plan	
St. Conrad: Final Design Review	01/20	<ul style="list-style-type: none"> <li>• Involve</li> <li>• Consensus</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of this meeting was to ensure that the Outdoor Committee was satisfied with the design and provide sign off for progression to working drawings</li> </ul>	<ul style="list-style-type: none"> <li>• The consultant was able to prepare construction drawings and move towards project tendering</li> </ul>
St. Norbert: Final Design Review	01/20	<ul style="list-style-type: none"> <li>• Involve</li> <li>• Inform</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of this meeting was to ensure that the Outdoor Committee was satisfied with the design and provide sign off for progression to working drawings</li> </ul>	<ul style="list-style-type: none"> <li>• The consultant was able to begin a complete drawing set required for municipal approvals</li> </ul>
Loretto Abbey Relocation Consultation	01/20	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Consult</li> <li>• Involve</li> <li>• Collaborate</li> <li>• Consensus</li> <li>• Empower</li> </ul>	<ul style="list-style-type: none"> <li>• To inform the school community of options for accommodation of students during required building renewal work</li> <li>• To gather feedback on preferred options</li> </ul>	<ul style="list-style-type: none"> <li>• Approximately 350 parents, students, staff and school neighbours attended</li> <li>• Feedback obtained to inform site plan</li> <li>• Consultants and Board staff responded to questions at round tables and a larger question and answer forum after the presentation</li> <li>• Consensus to remain on site during renewal work</li> </ul>
St. Antoine Daniel Public Meeting	01/20	<ul style="list-style-type: none"> <li>• Inform</li> </ul>	<ul style="list-style-type: none"> <li>• To present the new school design and gather feedback from the larger school community, neighbours and community groups</li> <li>• To provide information on relocation process and timing</li> </ul>	<ul style="list-style-type: none"> <li>• Approximately 50 parents, staff and school neighbours, City Councilor and City staff attended</li> <li>• Consultants and Board Staff responded to questions both from individuals and during a larger question and answer forum after the presentation</li> </ul>

				<ul style="list-style-type: none"> <li>Consensus that relocation to be planned for September 2021</li> </ul>
St. Pius X: Playground Meeting	01/20	<ul style="list-style-type: none"> <li>Consult</li> <li>Involve</li> <li>Collaborate</li> </ul>	The purpose of this meeting was to discuss the preparation of construction drawings for the previously designed Phase I of the Master Plan	<ul style="list-style-type: none"> <li>The consultant was able to confirm timelines and deadlines, while discussing revisions to the original design</li> </ul>
Transfiguration: Pollinator Garden	01/20	<ul style="list-style-type: none"> <li>Consult</li> <li>Involve</li> <li>Collaborate</li> </ul>	The purpose of this meeting was to work with a Principal and a parent representative on the Pollinator Garden plan, review preliminary cost estimates and determine a plan for the planting of the garden	<ul style="list-style-type: none"> <li>The Landscape Supervisor was able to advise on next steps, required materials and planting design</li> </ul>
Holy Angels CSPC – Relocation	01/20	<ul style="list-style-type: none"> <li>Inform</li> <li>Consult</li> <li>Consensus</li> <li>Empower</li> </ul>	To present information about process, options and timing of relocation to the school CSPC and other school community members	<ul style="list-style-type: none"> <li>Consensus that relocation be planned for September 2021</li> </ul>
St. Norbert: Final Design Presentation	02/20	<ul style="list-style-type: none"> <li>Inform</li> <li>Involve</li> </ul>	The purpose of this meeting was to present the final design to the larger, school community	<ul style="list-style-type: none"> <li>The community was informed of the ongoing work of the Expansion Committee, consultants and Board Staff to produce a well thought out, site expansion design</li> </ul>
Dante Alighieri / Regina Mundi Relocation Consultation	02/20 03/20	<ul style="list-style-type: none"> <li>Inform</li> <li>Consult</li> <li>Involve</li> <li>Collaborate</li> <li>Consensus</li> <li>Empower</li> </ul>	<ul style="list-style-type: none"> <li>To inform the school community of options for accommodation of students during building construction</li> <li>To gather feedback on preferred options</li> <li>To present feedback received for further consultation</li> </ul>	<ul style="list-style-type: none"> <li>Approximately 250 parents, students, staff and school neighbours attended</li> <li>Feedback obtained to inform site plan</li> <li>Consultants and Board staff responded to questions at round tables and a larger</li> </ul>

				question and answer forum after the presentation
Playground Reserve Fund: Applications	02/20 – 06/20	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Consult</li> <li>• Involve</li> <li>• Collaborate</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of the application meetings was for the Landscape Supervisor to provide support to Outdoor Committees as needed while completing their Playground Reserve Applications, especially in determining feasibility, landscape design options and elements to include, cost estimation and school community consultation</li> <li>• Meetings that took place prior to March 13<sup>th</sup> were held in person, where the site could be reviewed with the Committee, while meetings after March 13<sup>th</sup> were conducted remotely</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Frequently Asked Questions’ document was prepared based on immediate, overwhelming response to grant</li> <li>• 67 Elementary and Secondary schools total applied for the Playground Reserve Grant (the majority of which worked with the Landscape Supervisor and/or Area SQS to complete their applications)</li> <li>• 59 schools were awarded funds for outdoor environment improvements</li> </ul>
Budget Consultations	04/20-05/20	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Consult</li> <li>• Involve</li> </ul>	<ul style="list-style-type: none"> <li>• The 2020-21 budget consultation offered TCDSB community and stakeholders with an opportunity to provide input in a number of different ways in advance of the provincial release of grants for student needs</li> </ul>	<ul style="list-style-type: none"> <li>• Staff met with various stakeholders including Principals, CPIC, OAPCE, CSLIT, ESCLIT, SEAC, TECT, TSU, MAPA, ETFO, CUPE, APSSP</li> <li>• A CEC Virtual Townhall was held and 326 attendees learned more about the budget setting process, potential COVID impacts and asked questions</li> <li>• Budget consultation survey received 4,549 responses, including 83 from CSPCs</li> </ul>



Parent/Guardian Voice June 2020 Annual Survey	06/01-06/12	<ul style="list-style-type: none"> <li>• Involve</li> <li>• Consult</li> </ul>	<ul style="list-style-type: none"> <li>• This annual survey seeks feedback from parents/guardians about their overall satisfaction with their child's school. This year, the survey covered the period between September 2019 and March 13, 2020. Topics include nurturing our Catholic community, school climate, supporting learning, communication, parental involvement, and service excellence</li> </ul>	<ul style="list-style-type: none"> <li>• 6,266 parents/guardians responded to the online survey</li> <li>• 79% of responses were based on children in elementary; 21% for secondary</li> <li>• Results were positive and showed continuous improvement</li> </ul>
Learning During the COVID-19 Pandemic: Parent/Guardian Voice June 2020 Survey	06/15-06/26	<ul style="list-style-type: none"> <li>• Involve</li> <li>• Consult</li> </ul>	<ul style="list-style-type: none"> <li>• Following the distance learning experience from March-June, staff wanted to hear from families what their families experience was during the shutdown</li> </ul>	<ul style="list-style-type: none"> <li>• 4,914 parents/guardians responded</li> <li>• Responses were received from parents/guardians from all schools</li> <li>• 79% of responses were based on children in elementary; 21% for secondary</li> </ul>
Playground Reserve Fund: Ward Selection Committee Meetings	06/20	<ul style="list-style-type: none"> <li>• Involve</li> <li>• Collaborate</li> <li>• Consensus</li> <li>• Empower</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of these meetings was for an Academic Superintendent, Business Superintendent, Ward Trustee and CPIC Parent Representative to discuss Playground Reserve Applications in their specific ward and determine the allocation of funds amongst applicants</li> </ul>	<ul style="list-style-type: none"> <li>• Playground Reserve Fund allocations were determined based on a consensus of the group, results were communicated to all applicants</li> </ul>
Return to School Survey	06/22-06/30	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Involve</li> <li>• Consult</li> </ul>	<ul style="list-style-type: none"> <li>• Families were surveyed about 3 Ministry of Education identified return to school scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• 24,842 families responded</li> <li>• 45% in-school classes resume</li> <li>• 35% in-school classes partially resume with blend</li> </ul>

				of in-class and distance learning <ul style="list-style-type: none"> <li>• 20% at home distance learning continues</li> <li>• 32% indicated transportation requirement</li> </ul>
Return to School Survey #2	07/13-07/20	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Involve</li> <li>• Consult</li> </ul>	<ul style="list-style-type: none"> <li>• Families were surveyed about their preferences for an adaptive learning model and had opportunities to provide questions/comments which were grouped and updated on the COVID-19 FAQs page</li> </ul>	<ul style="list-style-type: none"> <li>• 35,190 families responded</li> <li>• 49% alternating child between in-class and distance learning bi-weekly</li> <li>• 51% alternating child between in class and distance learning within the school week</li> <li>• Open ended comment box for secondary students received approximately 6,000 comments</li> </ul>
Annunciation: Site Renewal & Playground Reserve	07/20	<ul style="list-style-type: none"> <li>• Consult</li> <li>• Involve</li> <li>• Collaborate</li> <li>• Consensus</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of this meeting was to prioritize the use of the awarded Playground Reserve Funds as well as CSPC funds raised for Playground Improvements</li> </ul>	<ul style="list-style-type: none"> <li>• The Outdoor Committee reached a decision on which elements would be included in the design and where</li> <li>• The Landscape Supervisor communicated the necessary information to the consultant</li> </ul>
St. Conrad: Playground Additions & Memorial Garden	07/20	<ul style="list-style-type: none"> <li>• Consult</li> <li>• Involve</li> <li>• Collaborate</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of this meeting was to discuss additional elements to be included in the construction (benches, basketball equipment and a memorial garden)</li> </ul>	<ul style="list-style-type: none"> <li>• The Landscape Supervisor was able to provide the consultant and contractor with the necessary information for the new elements, including a drawing of the memorial garden</li> </ul>

Return to School Survey #3	08/10-08/16	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Involve</li> <li>• Consult</li> </ul>	<ul style="list-style-type: none"> <li>• Families were surveyed about their preference for in-class learning or distance learning</li> </ul>	<ul style="list-style-type: none"> <li>• Board approved motion called for a new registration questionnaire which was issued on Aug. 20</li> </ul>
Registration Questionnaire	08/20-08/26	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Involve</li> <li>• Consult</li> </ul>	<ul style="list-style-type: none"> <li>• Families were asked to select whether their child(ren) would be attending in-class or virtually to inform class schedules and staffing</li> </ul>	<ul style="list-style-type: none"> <li>• 95% overall response rate with 71% selecting in-class and 24% virtually</li> </ul>
St. Conrad: Memorial Garden	08/20	<ul style="list-style-type: none"> <li>• Consult</li> <li>• Involve</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of this meeting was to include the parents of the child for whom the memorial garden in tribute of in the design process and meet the current Principal and Landscape Supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• The tribute stone painting was coordinated and ongoing communication with parents was confirmed</li> </ul>
Return to School Virtual Townhall	08/26	<ul style="list-style-type: none"> <li>• Involve</li> <li>• Inform</li> </ul>	<ul style="list-style-type: none"> <li>• Staff presented the TCDSB Reopening Action Plan and answered questions</li> </ul>	<ul style="list-style-type: none"> <li>• 4,906 participants joined this session and were able to ask staff questions</li> </ul>
Return to School Registration Questionnaire	08/26	<ul style="list-style-type: none"> <li>• Consult</li> </ul>	<ul style="list-style-type: none"> <li>• Families were surveyed a number of times related to Ministry released scenarios and preferences. Most recently families were asked about their choice for in-class or virtual learning for their child which informed school timetables and classes</li> </ul>	<ul style="list-style-type: none"> <li>• Overall response: 95% In-class: 71% Distance: 24%</li> </ul>

## ANNUAL REPORT 2019-2020: ADVISORY COMMITTEES

### Highlights

ADVISORY COMMITTEE	DATE (MM/YY)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
<b>Advisory Committee for Portuguese Speaking Communities</b>	11/19 02/20 05/20	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Involve</li> <li>• Consult</li> <li>• Collaborate</li> </ul>	<p>To update membership of the Advisory Committee for Portuguese Speaking Communities in accordance with the Terms of Reference, the Community Relations Department followed the established procedures and process to update membership.</p> <p>To track the success and challenges of students of Portuguese descent, a request for data pertaining to the success of students of Portuguese descent was made by the committee.</p> <p>To support students and families during the COVID-19 pandemic, staff worked with the committee to create a</p>	<ul style="list-style-type: none"> <li>• Membership call-out was promoted through TCDSB media platforms (i.e., Weekly Wrap; e-News; CSPC, school newsletters; TCDSB twitter, Facebook, and Instagram).</li> <li>• Candidate applications were received, the selection process has not been completed.</li> <li>• Staff will work with the committee to identify supports and resources for student success.</li> <li>• Culturally sensitive and specific resources and supports were provided and posted on the TCDSB website.</li> </ul>

ADVISORY COMMITTEE	DATE (MM/YY)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
			list of TCDSB and community supports and resources specific to their diaspora.	
<b>Advisory Committee for Spanish Speaking Communities</b>	9/19 – 6/20	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Involve</li> <li>• Collaborate</li> </ul>	<p>To update membership in accordance with the Terms of reference of the Advisory Committee for Spanish Speaking Communities.</p> <p>To support students and families during the COVID-19 pandemic, staff worked with the committee to create a list of TCDSB and community supports and resources specific to their diaspora.</p>	<ul style="list-style-type: none"> <li>• Membership was promoted through all TCDSB communication mediums (i.e., Weekly Wrap; e-News blasts; school newsletters; TCDSB twitter, Facebook, and Instagram).</li> <li>• Candidates were reviewed via the TCDSB selection process however, report to Board to approve selected candidates was not completed due to COVID-19 school closure.</li> <li>• Culturally sensitive and specific resources and supports were provided and posted on the TCDSB website.</li> </ul>

ADVISORY COMMITTEE	DATE (MM/YY)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
<b>African Canadian Advisory Committee</b>	10/19 01/20 04/20	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Consult</li> <li>• Involve</li> <li>• Collaborate</li> </ul>	<p>The African Canadian Advisory Committee represents a platform of which members of the African Canadian diasporas can discuss issues and the concerns of the communities, as they relate to African Canadian students.</p> <p>To support students and families during the COVID-19 pandemic, staff worked with the committee to create a list of TCDSB and community supports and resources specific to their diaspora.</p>	<ul style="list-style-type: none"> <li>• This year some of the in-depth discussions, focused on: data collection; culturally responsive and relevant pedagogy; anti-Black racism – staff and student lived experiences; proposed review of the ACAC’s effectiveness in addressing Black student achievement and well-being; and responses to the COVID-19 pandemic, such as food and mental health supports.</li> <li>• Culturally sensitive and specific resources, through the engagement of African-Canadian organizations, and supports were provided and posted on the TCDSB website</li> </ul>
<b>Filipino Canadian Advisory Committee</b>	10/19 1/20 4/20	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Involve</li> <li>• Collaborate</li> </ul>	To discuss educational issues and barriers to Filipino student achievement and to collaborate on projects and strategies that support student success.	<ul style="list-style-type: none"> <li>• Discussions included: anti-racism education, data collection, graduation rates, culturally responsive and relevant resources.</li> </ul>

ADVISORY COMMITTEE	DATE (MM/YY)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
			<p>To provide secondary teachers with curriculum-based materials relevant to Filipino students through the Philippine Arts and Social Studies in the Ontario Curriculum (PASSOC) secondary project, staff continue to collaborate with the committee to develop curriculum support resources.</p> <p>To support students and families during the COVID-19 pandemic, staff worked with the committee to create a list of TCDSB and community supports and resources specific to their diaspora.</p>	<ul style="list-style-type: none"> <li>The PASSOC secondary curriculum is now available to secondary teachers in CWS and in English.</li> <li>Culturally sensitive and specific resources and supports were provided and posted on the TCDSB website</li> </ul>
<b>Indigenous Education Advisory Committee</b>	10/2019 12/2019 04/2020	<ul style="list-style-type: none"> <li>Inform</li> <li>Consult</li> <li>Involve</li> <li>Collaborate</li> </ul>	To develop the annual Board Action Plan for Indigenous Education, the committee provided input and feedback on TCDSB's Indigenous	<ul style="list-style-type: none"> <li>Pre-recordings of the Land acknowledgement was sent to all the schools to ensure correct pronunciation of Indigenous names</li> </ul>

ADVISORY COMMITTEE	DATE (MM/YY)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
			<p>education programming and initiatives</p> <p>To develop programming and provide specific resources to support student achievement and well-being among Indigenous students, the committee provided input self-identification strategies.</p> <p>To support students and families during the COVID-19 pandemic, staff worked with the committee to create a list of TCDSB and community supports and resources specific to their diaspora.</p>	<ul style="list-style-type: none"> <li>• Phone communication would be used by the Elder/Knowledge Keeper in Residence Program to provide community support for emotional well-being and mental health during the corvid 19 pandemic.</li> <li>• The Indigenous Education Department will provide funding for Orange t-shirts for all Indigenous students in our board for the school year 2020/21</li> <li>• On line resources were provided for our Indigenous community during the pandemic thorough the TCDSB's Indigenous Education website.</li> </ul>
<b>Ukrainian Canadian Advisory Committee</b>	11/19 02/20 04/05 05/20	<ul style="list-style-type: none"> <li>• Inform</li> <li>• Involve</li> <li>• Consult</li> <li>• Collaborate</li> </ul>	To support and guide students of Ukrainian descent in the Eastern Rite faith and history, the Ukrainian Advisory Committee is reviewing the contents the Ministry of Ontario K-12 curriculum in collaboration with the	<ul style="list-style-type: none"> <li>• Staff will collaborate with the committee on the Eastern Rite Catholic curriculum project in 2020-2021 academic year.</li> </ul>



ADVISORY COMMITTEE	DATE (MM/YY)	CONTINUUM OF ENGAGEMENT	PURPOSE/GOAL	OUTCOME/IMPACT
			<p>Eparchy, NC team and the Community Relations Department.</p> <p>To support students and families during the COVID-19 pandemic, staff worked with the committee to create a list of TCDSB and community supports and resources specific to their diaspora.</p>	<ul style="list-style-type: none"> <li>• Culturally sensitive and specific resources and supports were provided and posted on the TCDSB website.</li> </ul>



**REPORT TO**

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

**BOARD LEARNING IMPROVEMENT PLAN  
2019-2020 REPORT BACK**

*So then, each of us will be accountable to God. Romans 14:12*

Created, Draft	First Tabling	Review
September 17, 2020	October 1, 2020	<a href="#">Click here to enter a date.</a>

G. Iuliano Marrello, Superintendent of Student Success  
M. Vanayan, Senior Coordinator, Educational Research  
M. Artuso, Research Associate

**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**

The Toronto Catholic District School Board (TCDSB) Learning Improvement Plan K-12 (2018-2021) embodies a commitment to ensure student success through improved student learning and well-being. This annual report is on the progress of the Board Learning Improvement Plan (BLIP) for 2019-2020 to support student achievement and well-being.

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

## **B. PURPOSE**

This is an annual report on the Board Learning Improvement Plan 2019-2020 to support student achievement and well-being.

## **C. BACKGROUND**

1. It is a Ministry of Education requirement that all Ontario school boards create a Board Learning Improvement Plan (BLIP) to guide their System Improvement Learning Cycle. The Board Learning Improvement Plan is a living document that guides, supports and focuses our collective work in classrooms, schools, and the board, to promote student achievement and well-being.
2. The Board Learning Improvement Plan reflects the vision for education in Ontario, which is to support every child and reach every student through the following priorities:
  - Achieving Excellence: High Levels of Expectations
  - Ensuring Equity
  - Promoting Well-being
  - Enhancing Public Confidence
3. The 2018-2021 Board Learning Improvement Plan builds on our successes in literacy, numeracy and improved graduation rates within the TCDSB, focusing on the areas that require the most attention. A wide range of Ministry, TCDSB and other foundational resources have informed this plan.

4. The Board Learning Improvement Plan, aligned with the TCDSB Multi-Year Strategic Plan (2016-2021), and the Pastoral Plan (2018-2021), is informed by the Ontario Ministry of Education foundational strategies and the School Effectiveness Framework (SEF). The Board Learning Improvement Plan has four AREAS OF FOCUS, all of which support our strategic direction to Foster Student Achievement and Well-Being:
  - A. Home, School and Parish: Nurturing our Catholic Community
  - B. Curriculum, Teaching and Learning: A Focus On Assessment Practices
  - C. Pathways, Planning and Programming: Student Engagement and Well-being
  - D. School and Classroom Leadership: Professional Learning, Collaboration and Engagement
5. The TCDSB Learning Improvement Planning Cycle is used at the Board and School level to improve student learning and achievement:
  - Data Analysis identifies key areas of strength and need (2017-2018 baseline).
  - SMART (Specific, Measurable, Achievable, Realistic and Time-bound) Goals and Targets are informed by areas of need, building on strengths.
  - Evidence-based strategies include classroom strategies and professional learning opportunities.
  - Monitoring provides a framework for ongoing feedback using measurement tools and identifying responsibility.
6. The Toronto Catholic District School Board Learning Improvement Plan K-12, 2018-2021, spans three years and aims to improve student learning and well-being for each student in our care. It details targeted evidence-based strategies, professional learning opportunities and resources, as well as indicators of success (measures). The document may be accessed on the TCDSB website:  
<https://www.tcdsb.org/Board/BoardLearningImprovementPlan/Pages/default.aspx>

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

1. The TCDSB Board Learning Improvement Plan (2018-2021) includes SMART Goals to be achieved by the end of June, 2021. Throughout the year, using a variety of survey tools and quantifiable data sources, TCDSB staff continue to monitor progress against BLIP goals.
2. The Board Learning Improvement Plan Report Back describes the achievement of SMART Goals and targets by June 2020 (see **Appendix**). For each of the 4 Areas of Focus, the following elements are included.
  - SMART Goals
  - 2019-2020 Evidence
  - Status
  - Explanation if goals were not met
  - 2020-2021 Next Steps
3. The 2019-2020 school year was unprecedented. The early part was marked by labour sanctions across Ontario. On March 12, 2020, the Province of Ontario announced that all provincially-funded schools would be shut down to mitigate the impact of the COVID-19 pandemic. All schools remained closed until the end of the school year and ‘Distance Learning’ replaced ‘in-person’ learning for all students, K-12.
4. All K-12 EQAO assessments for the 2019-2020 school year were cancelled, as per direction from the Ministry of Education, due to the extraordinary circumstances facing the province. Likewise, within the TCDSB, administration of the Canadian Achievement Test (CAT) was cancelled as were the annual spring student, teacher and administrator surveys. For these reasons, some data that would ordinarily be available in a regular school year, were not available in June 2020.
5. The TCDSB Academic Emergency Response Team (AERT) was established and coordinated all efforts related to student learning during this unprecedented time. To help inform planning in the area of teaching and learning, in June 2020, a series of new surveys was developed for students, parents, teachers, and administrators.

6. In June 2020, a series of surveys on Distance Learning replaced the annual spring surveys. The surveys addressed a wide range of topics including the learning environment, attitudes and engagement, perceptions of safety, and mental health and wellness. The numbers participating in each of the *Distance Teaching and Learning* surveys are shown below.

Survey	Number Participating
Elementary Student Voice (Grades 6 & 8)	7,531
Secondary Student Voice (Grades 10 & 12)	4,839
Teacher Voice	1,982
Administrator Voice	171
Parent/Guardian Voice	4,914

7. Where relevant, data from the surveys are included in the BLIP Report Back (Appendix). Consistent with reports of educators from other jurisdictions, results pointed to several areas that require focus in support of an effective Distance Learning environment: student engagement, mental health and wellness (social-emotional connections), inequities that impact learning, methods of delivering quality instruction, and the access to and use of technology.

All of the above domains, which place the student at the centre of learning, need to be considered when planning for future improvement planning.

8. While the nature of the data available in 2019-2020 is not entirely consistent with previous years and does not allow strict measurement of the achievement of all the targets in the BLIP, there was sufficient evidence from various sources to inform planning and identify those areas that require continued attention.
9. The following structure is used for the Annual Board Learning Improvement Plan Report Back to assess overall progress during **Year 2** of the plan, namely between **September 2019 and June 2020**.

Status	Description
On Target (green)	On track
Monitor (yellow)	On track but requires additional support
Action Required (red)	Not on track

10. Significant initiatives took root during 2019-2020, with creative and innovative strategies introduced during Distance Learning. The status in each of the areas of focus remains consistent with last year's evaluation, except for A. Home, School and Parish which moved from 'Monitor' to 'On Track'.

The status of each of the Areas of Focus is summarized below.

	<b>Area of Focus</b>	<b>Status (2019-2020)</b>
A	Nurturing our Catholic Community Home, School and Parish	Monitor On Track
B	Curriculum, Teaching and Learning  A Focus On Assessment Practices	Literacy: Monitor Numeracy: Action Required Assessment: Monitor
AC	Pathways, Planning and Programming Student Engagement and Well-being	Monitor Monitor
D	School and Classroom Leadership Professional Learning, Collaboration and Engagement	Monitor Monitor

11. The Board Learning Improvement Plan Report Back (see Appendix) describes next steps for the 2020-2021 school year in each of the Areas of Focus. In the area of Curriculum, Teaching and Learning, implementation of the new Mathematics Curriculum will require significant focus.
12. In June 2020, the Minister of Education announced that there will be no Primary and Junior EQAO assessments in the 2020-2021 school year. The Grade 9 Mathematics Assessment and the Ontario Secondary School Literacy Test will be administered online.

These developments will inform changes to our methods and formulation of SMART Goals and targets in future years.

## **E. METRICS AND ACCOUNTABILITY**

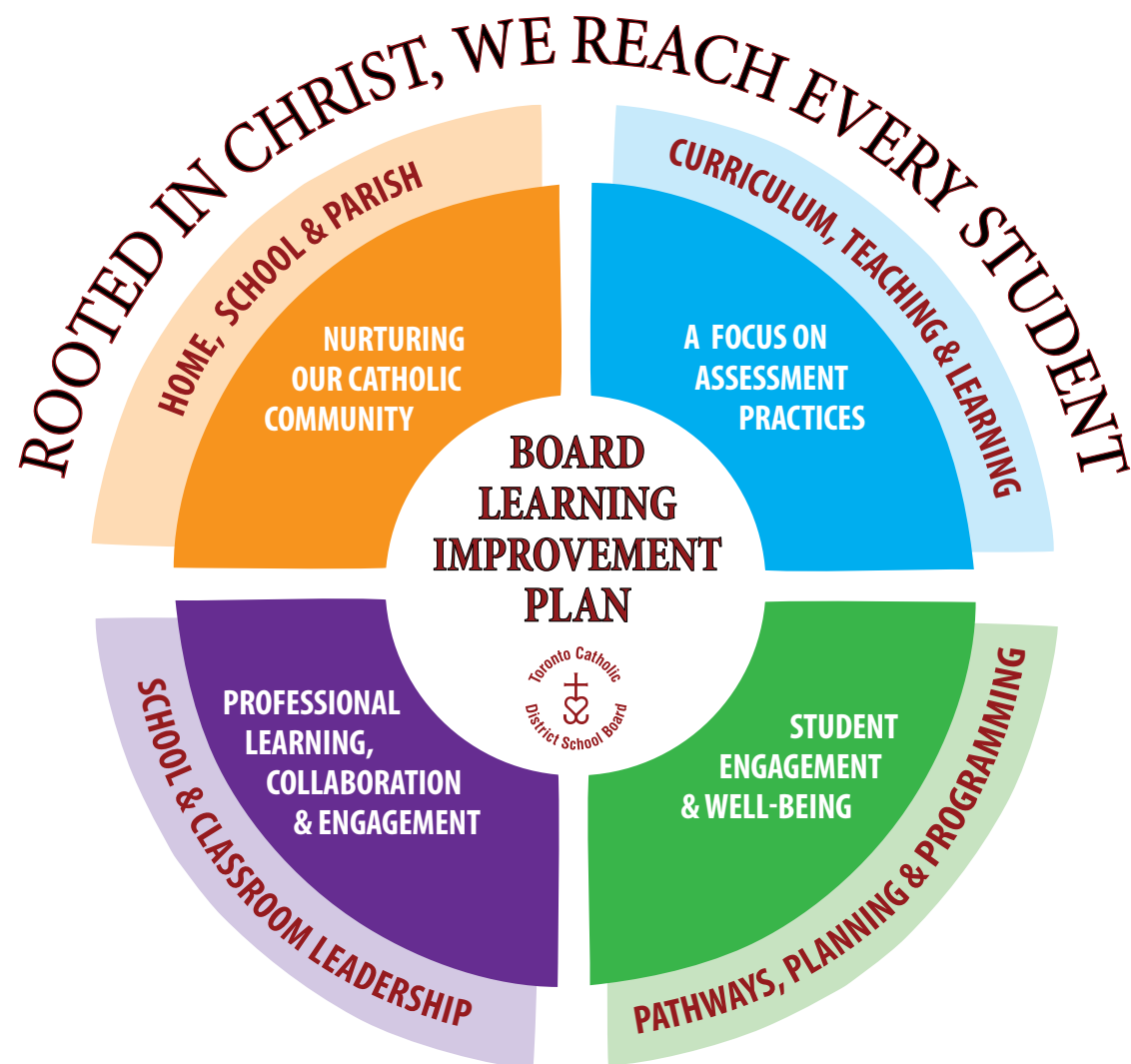
1. The TCDSB 2018-2021 Board Learning Improvement Plan provides a solid foundation upon which to grow and act. Considerations from research on school effectiveness, as well as feedback from the Ministry of Education and the TCDSB community have informed the Board Learning Improvement Plan.
2. Aligned with the BLIP, a separate report to Board in November will include the TCDSB Professional Learning Plan.
3. As a living document that guides, supports and focuses on our collective work in classrooms, schools, and the board, the BLIP is evaluated each year. The annual Report Back takes place each October to determine progress on the BLIP and to outline next steps required to ensure improvements in student learning and well-being in all of our schools.
4. The current BLIP expires in June, 2021. In the fall of 2021, there will be an assessment of how well the targets set out in the BLIP were met and a new Board Learning Improvement Plan will be created.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.



# BOARD LEARNING IMPROVEMENT PLAN - 2018 - 2021



## 2019 - 2020 REPORT BACK



## OUR MISSION

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

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

## OUR VISION

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



# ROOTED IN CHRIST

*"Live your lives in him, rooted and built up in him and established in the faith, abounding in thanksgiving." – Colossians, 2:6-7*

## OUR STRATEGIC DIRECTION

2016-2021

### FOSTERING STUDENT ACHIEVEMENT AND WELL BEING

To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations



### PROVIDING STEWARDSHIP OF RESOURCES

To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources



### ACHIEVING EXCELLENCE IN GOVERNANCE

To lead and model best practices in Board governance



### LIVING OUR CATHOLIC VALUES

To understand and apply Catholic Teaching to all that we do



### INSPIRING AND MOTIVATING EMPLOYEES

To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration

### ENHANCING PUBLIC CONFIDENCE

To create enhanced, regular communication with all stakeholders



<https://www.tcdsb.org/Board/MYSP/Pages/MultiYearStrategicPlan.aspx>

# BOARD LEARNING IMPROVEMENT PLAN

2018 - 2021

TORONTO CATHOLIC SCHOOL BOARD

80 Sheppard Ave East

Toronto, ON M2N 6E8

Phone (416) 222-8282

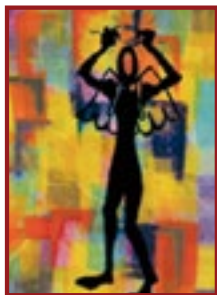
[www.tcdsb.org](http://www.tcdsb.org)

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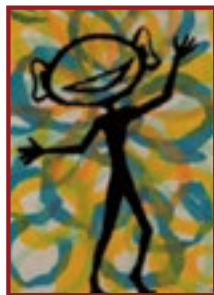
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## A CATHOLIC SCHOOL GRADUATE IS EXPECTED TO BE:



A DISCERNING BELIEVER



AN EFFECTIVE COMMUNICATOR



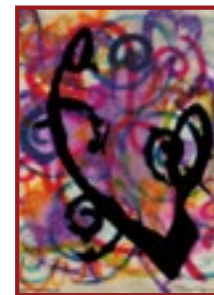
A REFLECTIVE, CREATIVE  
AND HOLISTIC THINKER



A SELF-DIRECTED, RESPONSIBLE,  
LIFELONG LEARNER



A COLLABORATIVE CONTRIBUTOR



A CARING FAMILY MEMBER



A RESPONSIBLE CITIZEN

## BOARD LEARNING IMPROVEMENT PLAN 2018 - 2021

It is a Ministry of Education requirement that all Ontario school boards create a **Board Learning Improvement Plan (BLIP)** to guide their System Improvement Learning Cycle. The Board Learning Improvement Plan is a living document that guides, supports and focuses our collective work in classrooms, schools, and the board, to promote student achievement and well-being.

The Board Learning Improvement Plan reflects the **VISION** for education in Ontario, which is to support every child and reach every student through the following priorities:

- **Achieving Excellence: High levels of expectations**
- **Ensuring Equity**
- **Promoting Well-being**
- **Enhancing Public Confidence**

The **2018-2021 Board Learning Improvement Plan** builds on our successes in literacy, numeracy and improved graduation rates within the TCDSB, focusing on the areas that require the most attention. Our plan is informed by a wide range of Ministry, TCDSB and other foundational resources (see Appendix B).





Aligned with the [TCDSB Multi-Year Strategic Plan](#) (2016 - 2021), and informed by the Ontario Ministry of Education foundational strategies and the School Effectiveness Framework (SEF, Appendix A), the Board Learning Improvement Plan has four **AREAS OF FOCUS**, all of which support our strategic direction to **FOSTER STUDENT ACHIEVEMENT AND WELL-BEING**:

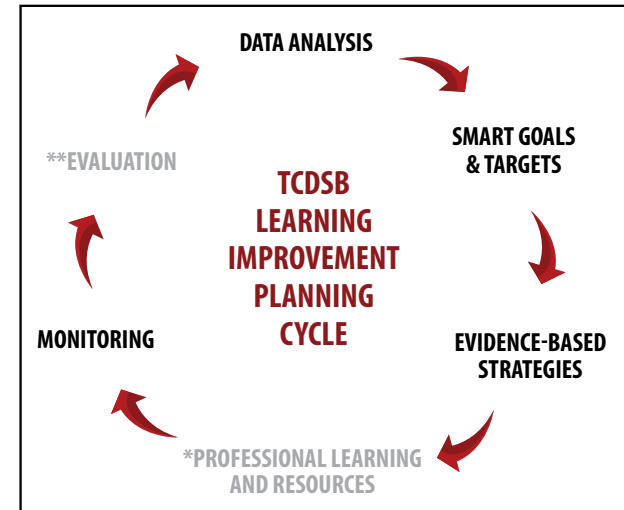
- A. HOME, SCHOOL AND PARISH: Nurturing our Catholic Community**
- B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES**
- C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING**
- D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION AND ENGAGEMENT**



## The TCDSB Learning Improvement Planning Cycle

The TCDSB Learning Improvement Planning Cycle is used at the Board and School level to improve student learning and achievement:

- **Data Analysis** identifies key areas of strength and need (2017 - 2018 baseline).
- **SMART (Specific, Measurable, Achievable, Realistic and Time-bound) Goals and Targets** are informed by areas of need, building on strengths.
- **Evidence-based Strategies** include classroom strategies and professional learning opportunities.
- **Monitoring** provides a framework for *ongoing* feedback using measurement tools and identifying responsibility.



### \*Professional Learning and Resources:

**Board:** The Annual TCDSB Professional Learning Plans outline K-12 professional learning opportunities and supporting resources for teachers. These documents are revised annually and presented to the Board in November.

**School:** School teams, supported by the central resource staff, collaboratively develop professional learning plans with superintendents. These plans are revised annually and posted on the school website by the end of October.

### \*\*Evaluation:

**Board:** The Annual Board Learning Improvement Plan Report Back occurs annually in October.

**School:** The school professional learning plan is evaluated at the end of each school year.

## TCDSB Board Learning Improvement Plan Report Back: OVERVIEW

The 2019-2020 school year was unprecedented. The early part was marked by labour sanctions across Ontario. On March 12, 2020 the Province of Ontario announced that all provincially-funded schools would be shut down to mitigate the impact of the COVID-19 pandemic. For these reasons, some planned activities did not take place and some data that would ordinarily be available in a regular school year, were not available in June 2020.

The following structure will be used for the Annual Board Learning Improvement Plan Report Back in October:

**SMART GOAL**

**EVIDENCE**

**NEXT STEPS**

The status of each goal will be reported using the following scale:

- **On Target** **On Track**
- **Monitor** **On Track but requires additional support**
- **Action Required** **Not on track**

In the Next Steps, links to SEF Indicators are specified.



## TCDSB System-wide Surveys

Comprehensive surveys that are administered system-wide will be referenced throughout the document.

	PANEL	SURVEY	SCOPE	N in 2019-2020
<b>STUDENT VOICE</b>	<b>Elementary</b>	Student Voice: Learning During the COVID-19 Pandemic <sup>1</sup>	All Grade 6 and 8 students	7,531
	<b>Secondary</b>	Student Transition	Sample of Grade 9 students	3,568
		Student Voice: Learning During the COVID-19 Pandemic <sup>2</sup>	All Grade 10 and 12 students	4,839
		Safe Schools	Sample of Grade 9 to 12 students	5,464
<b>TEACHER VOICE</b>	<b>Elementary &amp; Secondary</b>	Teacher Voice: Teaching and Learning During the COVID-19 Pandemic <sup>3</sup>	All teachers	1,982
<b>ADMINISTRATOR VOICE</b>	<b>Elementary &amp; Secondary</b>	Administrator Voice: Teaching and Learning During the COVID-19 Pandemic <sup>4</sup>	All principals and vice-principals	171
<b>PARENT/GUARDIAN VOICE</b>	<b>Elementary &amp; Secondary</b>	Annual Parent/Guardian Voice	All parents or guardians	6,266
	<b>Elementary &amp; Secondary</b>	Parent/Guardian Voice: Learning During the COVID-19 Pandemic	All parents or guardians	4,914

**NOTE:** <sup>1</sup> Replacing the Safe and Caring Catholic School Climate survey; <sup>2</sup> Replacing the My School My Voice survey; <sup>3</sup> Replacing the annual Teacher Voice survey; <sup>4</sup> Replacing the annual Administrator Voice survey.




## A HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY

SMART GOALS	2019-2020 EVIDENCE	2020-2021 NEXT STEPS
<p><b>1. Initiatives that promote Catholic values</b></p> <p>By June 2021, there will be increased engagement in centrally developed initiatives that promote Catholic values:</p> <p>School submissions for culminating celebrations (The Toronto Catholic Family Film Festival, Parish Family Day, and Spotlight on Your School, in support of the Pastoral Plan): 58% to 70%</p> <p>Attendance at events and initiatives</p> <ul style="list-style-type: none"> <li>A Catholic Call to Serve: 75% to 80% of secondary schools</li> <li>Province Wide Mass/Peace Walk: 75% to 80% of secondary schools</li> <li>Retreats <ul style="list-style-type: none"> <li>Principal: 84% to 90%</li> <li>Vice Principal: 63% to 75%</li> <li>Business Leaders: 38% to 50%</li> </ul> </li> <li>Growing in Faith, Growing in Christ, Elementary Religious Education program: 2018 - 2019 baseline</li> </ul> <p><b>2. School-parish connections</b></p> <p>By June 2021, positive response on survey questions related to school-parish connections will increase in:</p> <p>Parent Voice Survey</p> <ul style="list-style-type: none"> <li>72% to 80%</li> </ul> <p>Student Voice and Teacher Voice Survey</p> <ul style="list-style-type: none"> <li>2018-2019 baseline <b>NEW</b></li> </ul>	<p><b>1. Initiatives that promote Catholic values</b></p> <p>School submissions for culminating pastoral plan celebration were greatly impacted due to the pandemic:</p> <ul style="list-style-type: none"> <li>11% of schools submitted examples of how schools celebrated "we Believe"</li> <li><b>NEW:</b> NCC we Believe Liturgy and Culminating Event broadcast (NCC YouTube Channel June 18, 2020 premiere) - 1,774 views</li> </ul> <p>Attendance at events and initiatives:</p> <ul style="list-style-type: none"> <li>A Catholic Call to Serve - 63% of secondary schools</li> <li>Catholic Education Week Province Wide Mass &amp; Peace Walk - unable to conduct due to the pandemic <ul style="list-style-type: none"> <li><b>NEW:</b> NCC Liturgy and Reflection broadcast during Catholic Education Week (NCC YouTube Channel May 7, 2020 premiere) - 1,233 views</li> </ul> </li> <li>Retreats <ul style="list-style-type: none"> <li>Principals - unable to conduct due to the pandemic <ul style="list-style-type: none"> <li><b>NEW:</b> Principals' Liturgy and Reflection Video conference - 65%</li> </ul> </li> <li>Vice Principals - 90%</li> <li>Business Leaders - 70%</li> </ul> </li> <li>Growing in Faith, Growing in Christ elementary Religious Education program in-service - 72% of schools</li> <li><b>NEW:</b> NCC Liturgy and Reflection broadcasts (March to June, 2020) on NCC YouTube Channel - 13,986 views</li> <li><b>NEW:</b> "Our Daily Nurture" Reflections and Prayers (March to June, 2020) on NCC Twitter Account and Website - 8,282 views</li> <li><b>NEW:</b> Student participants in bi-weekly CSLIT "Let's Talk Faith" livestream (April to June, 2020) - 1,132</li> </ul> <p><b>DISTANCE LEARNING SURVEY</b></p> <p><b>Parent Voice:</b> TCDSB continues to offer opportunities to stay engaged in faith practices (e.g., weekly online liturgies offered by the Nurturing our Catholic Community [NCC] Team)</p> <ul style="list-style-type: none"> <li>63% agree or strongly agree; 20% don't know</li> </ul> <p><b>2. School-parish connection</b></p> <p><b>Survey questions:</b></p> <p><i>My child's school is working closely with the parish.</i></p> <p><i>There is a strong connection between school, home and parish</i></p> <ul style="list-style-type: none"> <li>Annual Parent Voice: 79% agree or strongly agree</li> </ul> <p><b>NEW:</b> Nurturing our Families of Faith Newsletter - periodic distributed to ALL TCDSB families and staff through School Messenger, linking families to parish and Archdiocese resources, and liturgical celebrations</p> <p><b>Status</b></p> <p><b>1. Initiatives that promote Catholic values</b>  <b>School-parish connections</b> </p> <p><b>Explanation if goals not met</b></p> <ul style="list-style-type: none"> <li>Some SMART goal specific data (from TCDSB surveys) were not available in 2019-2020</li> <li>Labour sanctions and the pandemic have impacted participation in events and initiatives, and/or have caused their cancellation</li> </ul>	<p><b>Nurturing Our Catholic Community Pastoral Plan 2018-2021</b></p> <ul style="list-style-type: none"> <li>Field Superintendents and Administrators will encourage staff and student engagement in faith development with a focus on the Pastoral Plan and the year of "we Become"</li> <li>provide in-services for elementary, "Growing in Faith, Growing in Christ" and continue to provide support and resources for secondary</li> <li>Central staff will review existing connections between parishes and schools and review with the Archdiocese ways to strengthen, including the sharing of resources</li> <li>add items to Administrator Voice Survey regarding participation in retreats</li> </ul> <p><b>Strategies for Living our Catholic Values during a Pandemic</b></p> <ul style="list-style-type: none"> <li>revisiting faith formation/animation through electronic communications, videoconferencing, live-streams, webcasts, social media: <ul style="list-style-type: none"> <li>Nurturing our Families of Faith Newsletters</li> <li>Monthly Newsletter and Virtues</li> <li>Bi-Monthly Digital Resources for Administrators and Teachers</li> <li>Email communications to Everyone on Exchange and through School Messenger</li> <li>Twitter account and YouTube Channel specifically for NCC</li> </ul> </li> <li>focus system initiatives for students and staff that promote Catholic values using the themes of: <ul style="list-style-type: none"> <li>"Rooted in Christ: we Become"</li> <li>"Nurturing Hope" in Catholic Education</li> </ul> </li> </ul> <p><b>(SEF 6.1-6.4)</b></p> <p><b>Communication and Alignment</b></p> <ul style="list-style-type: none"> <li>Central staff will explicitly communicate BLIP connection to all professional learning initiatives and directives</li> <li>Administrators will make more explicit connections between monthly virtues and school related activities</li> <li>Central staff will support principals and schools based on their urgent critical learning needs as related to NCC, Pastoral Plan and curriculum</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>Field superintendents will implement the BLIP (Dialogue Guide and Summary Template) and present twice per year at Education Council</li> <li>School Administrators, Central Staff, and Teachers will use the Dialogue Guides to support monitoring of the BLIP</li> <li>Continued collection of attendance and participation data</li> </ul>





## AREA OF FOCUS

### **B CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES**



SMART GOALS	2019-2020 EVIDENCE	2020-2021 NEXT STEPS
<p><b>1. Student Achievement</b></p> <p><b>By June 2021, student achievement in literacy and numeracy will improve in:</b></p> <p><b>EQAO</b></p> <ul style="list-style-type: none"> <li>Students achieving Levels 3 / 4 <ul style="list-style-type: none"> <li>Primary Reading 75% to 81%, Writing 75% to 81%, Math 58% to 64%</li> <li>Junior Reading 79% to 85%, Writing 81% to 87%, Math 47% to 53%</li> <li>Grade 9 Applied Math 49% to 55%</li> </ul> </li> <li>Students successful: <ul style="list-style-type: none"> <li>OSSLT Applied English: 37% to 43%</li> </ul> </li> <li>Students with Special Needs achieving Level 3 / 4 <ul style="list-style-type: none"> <li>Primary Reading 44% to 50%, Writing 51% to 57%, Math: 27% to 33%</li> <li>Junior Reading 48% to 54%, Writing: 51% to 57%, Math: 13% to 19%</li> <li>Grade 9 Academic 65% to 70%, Applied Math 36% to 42%</li> </ul> </li> <li>Students with Special Needs successful <ul style="list-style-type: none"> <li>OSSLT: 46% to 52%</li> </ul> </li> </ul> <p><b>2. Assessment for, as and of learning practices</b></p> <p><b>By June 2021, positive responses on system-wide surveys regarding assessment for, as and of learning practices will increase in:</b></p> <p>Secondary Student Voice Survey</p> <ul style="list-style-type: none"> <li>Timely feedback on how to improve their work, 62% to 75%</li> </ul> <p>Teacher Voice Survey</p> <ul style="list-style-type: none"> <li>Assessment for, as and of learning (based on a range of questions) <ul style="list-style-type: none"> <li>Elementary 74% - 85% to 80% - 90%</li> <li>Secondary 67% - 76% to 75% - 85%</li> </ul> </li> </ul> <p>Administrator Voice Survey</p> <ul style="list-style-type: none"> <li>Assessment for, as and of learning (based on a range of questions) <ul style="list-style-type: none"> <li>Elementary 53% - 72% to 60% - 80%</li> <li>Secondary 57% - 76% to 60% - 85%</li> </ul> </li> </ul>	<p><b>1. Student Achievement</b></p> <p>All K-12 EQAO assessments for the 2019-2020 school year were cancelled, as per direction from the Ministry of Education, due to the extraordinary circumstances facing the province. Various classroom assessments take place on an ongoing basis to inform instruction and planning.</p> <p><b>Percentage of students obtaining A or B (term 2 Report Card)</b></p> <p>Grade 3:</p> <ul style="list-style-type: none"> <li>Reading: 78%; Writing: 72%</li> <li>Mathematics across all strands: 81% to 85%</li> </ul> <p>Grade 6:</p> <ul style="list-style-type: none"> <li>Reading: 80%; Writing: 78%</li> <li>Mathematics across all strands: 78% to 83%</li> </ul> <p><b>Percentage of students obtaining 70% or more</b></p> <ul style="list-style-type: none"> <li>Grade 9 Mathematics Academic: 70%; Applied: 52%</li> <li>Grade 10 English Academic: 79%; Applied: 51%</li> </ul> <p><b>2. Assessment for, as and of learning practices</b></p> <p><b>DISTANCE LEARNING SURVEY</b></p> <p><b>Teacher Voice:</b> The ways in which teachers assessed student achievement during distance learning:</p> <ul style="list-style-type: none"> <li>Assessment of learning: 89% via assignments; 50% via quizzes; 49% via culminating activities</li> <li>Assessment for learning: 85% via daily work; 48% via observations; 47% via conversations</li> <li>Assessment as learning: 63% via self-assessments; 11% via peer assessments</li> </ul> <p><b>Status</b></p> <p><b>1. Student Achievement:</b> Literacy  Numeracy </p> <p><b>2. Assessment for, as and of learning practices</b> </p> <p><b>Explanation if goals not met</b></p> <ul style="list-style-type: none"> <li>SMART goal specific data were not available in 2019-2020</li> </ul>	<p><b>School Staff, supported by Central Resource</b></p> <ul style="list-style-type: none"> <li>will use non-EQAO data to assess student learning in the areas of Literacy and Numeracy (no Primary and Junior EQAO assessments will take place in the 2020-2021 school year)</li> <li>will use online tools to support student learning (OSSLT and Grade 9 Math assessments to be administered online)</li> <li>will begin implementing the new Math Curriculum Grades 1 -8 with a focus on culturally responsive pedagogy</li> <li>will work in cross panel teams to develop strategies to support students as they transition from elementary to secondary; focus on math, assessment, and mental health</li> </ul> <p><b>(SEF 1.1 -1.7; 4.1-4.7)</b></p> <p><b>Communication and alignment</b></p> <ul style="list-style-type: none"> <li>Central staff will communicate BLIP connection to professional learning initiatives</li> <li>K-12 Principal Meeting Agendas will explicitly identify connections to all 4 areas of BLIP</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>Field superintendents will implement the BLIP (Dialogue Guide and Summary Template) and present twice per year at Education Council; additional "check-ins" to monitor school progress related to SMART goals</li> <li>School Administrators, Central Staff, and Teachers will use the Dialogue Guides to support monitoring of the BLIP</li> </ul>

# C PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING

SMART GOALS	2019-2020 EVIDENCE	2020-2021 NEXT STEPS
<p><b>1. Pathways Programming</b> By June 2021, there will be an increase in the level of participation in Pathways Programming: SHSM (Grade 11 and 12 students): 14% to 25% Dual Credit usage of allocations (filling allocations): 56% to 70% Central co-op placements: 160 to 210 students OYAP: 465 to 495 students Experiential Learning: 35 to 70 school projects</p> <p><b>2. Student engagement and well-being</b> By June 2021, there will be an increase in usage of online tools that promote students' understanding of themselves as learners: All About Me: Primary Division: 3% to 15%; Junior Division: 9% to 20% myBlueprint: Elementary 57% to 70%; Secondary 52% to 70%</p> <p>By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners and well-being: Students build on experiences to explore and reflect upon interests, strengths, skills and education and career/life aspirations</p> <ul style="list-style-type: none"> <li>Teacher Voice surveys: Elementary 69% to 75%; Secondary 72% to 80%</li> <li>Administrator Voice surveys: Elementary 60% to 70%; Secondary 81% to 90%</li> </ul> <p>By June 2021, there will be an increase in positive responses regarding Secondary students' self image (based on a range of questions): Student Voice surveys: 2018-2019 baseline <b>NEW</b> Grade 3 to Grade 5 Student Voice surveys: 2018-2019 baseline <b>NEW</b></p> <p>By June 2021, there will be an increase in "Stop the Stigma" Mental Health and Well-being initiative from 34 to 80 elementary schools.</p>	<p><b>1. Pathways Programming</b> <b>Participation:</b></p> <ul style="list-style-type: none"> <li>SHSM (Grade 11 and 12 students): 17%, consistent with the Ministry's provincial student footprint.</li> <li>Dual Credit usage of allocations (filling allocations): 77%</li> <li>Central Co-op placements: 144 students</li> <li>OYAP: 451 students across 16 programs with eight community partners.</li> <li>Experiential Learning: 41 school-based projects; and 79 schools involved in experiential learning centrally supported projects.</li> </ul> <p><b>2. Student engagement and well-being</b> <b>Usage of online tools that promote students' understanding of themselves as learners (myBlueprint):</b></p> <ul style="list-style-type: none"> <li>All About Me: Primary Division - 3%; All About Me: Junior Division - 14.5%</li> <li>Education Planner: <ul style="list-style-type: none"> <li>Intermediate - 52%; Secondary - 88%</li> </ul> </li> </ul> <p><b>Mental Health and Wellbeing Initiative</b></p> <ul style="list-style-type: none"> <li>"Stop the Stigma" initiative expanded to 73 elementary schools</li> </ul> <p><b>DISTANCE LEARNING SURVEYS</b> <b>Student Voice: Grade 8</b> - In preparing for high school, helpful/very helpful:</p> <ul style="list-style-type: none"> <li>activities to discover strengths, interests, skills for success - 65%</li> <li>having a plan for achieving goals - 63%</li> </ul> <p><b>Grade 12</b> - High school experiences or programs helpful in exploring opportunities and interests for future:</p> <ul style="list-style-type: none"> <li>Co-curricular Activities - 48%; Community involvement/Volunteer activities - 40%; Experiential learning - 27%; Co-op courses - 26%</li> </ul> <p><b>Student Well-being</b> <b>Student Voice:</b> Felt stressed or very stressed since March Break: - Elementary 25%; Secondary 43%</p> <p><b>Parent Voice:</b> The most difficult part of distance learning for their child:</p> <ul style="list-style-type: none"> <li>student mental health and well-being: 29%</li> </ul> <p><b>Student Engagement</b></p> <ul style="list-style-type: none"> <li>a difficult part of distance learning</li> </ul> <p><b>Student Voice:</b> Elementary 33%; Secondary 57% <b>Teacher Voice:</b> 64%; <b>Administrator Voice:</b> 56%; <b>Parent Voice:</b> 46%</p> <p><b>Status</b></p> <p><b>1. Pathways Programming</b>  <b>2. Engagement and Well-being</b> </p> <p><b>Explanation if goals not met</b></p> <ul style="list-style-type: none"> <li>SMART goal specific data (from TCDSB surveys) were not available in 2019-2020</li> <li>myBlueprint usage decrease related to COVID-19 school closures</li> </ul>	<p><b>Pathways Programming</b> <b>Central staff will continue to:</b></p> <ul style="list-style-type: none"> <li>offer centrally organized virtual opportunities to meet SHSM requirements and collaborate with community partners; support SHSM teams and students in home schools and Virtual School to complete SHSM diploma requirements</li> <li>promote Dual Credit program, and how it can support Student Success (i.e. SHSM, OYAP and SWAC)</li> <li>support student access (in home schools and Virtual School), central co-op placements by connecting with community partners for virtual opportunities</li> <li>offer students OYAP opportunities through co-op at all levels (i.e. participant, registered, and/or certified level one apprentice); explore opportunities for new accelerated OYAP partnerships and programming</li> <li>focus on an integration of experiential learning opportunities across various curriculum areas</li> <li>work with Guidance, Principals and myBlueprint staff to continue to promote All About Me in Primary/ Junior Grades to ensure that all Gr. 8 and 12 students have access and opportunity to complete the Exit Survey; to focus on student transition from elementary to secondary</li> </ul> <p><b>Student Well-Being</b> <b>Central staff will:</b> support the expansion of Stop the Stigma to additional elementary schools and Virtual School; work with Mental Health team to offer PD of new Well-Being strategy to school based Well-Being teams</p> <p><b>Equity and Inclusive Education</b> In collaboration with Educational Research, implement plans to launch the collection of identity statistics. <b>(SEF 5.1, - 5.4)</b></p> <p><b>Communication and alignment</b></p> <ul style="list-style-type: none"> <li>Central staff will communicate BLIP connection to professional learning initiatives</li> <li>K-12 Principal Meeting Agendas will explicitly identify connections to all 4 areas of BLIP</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>Field superintendents will implement the BLIP (Dialogue Guide and Summary Template) and present twice per year at Education Council</li> <li>School Administrators, Central Staff, and Teachers will use the Dialogue Guides to support monitoring of the BLIP</li> </ul>

## AREA OF FOCUS

### **D SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT**

SMART GOALS	2019-2020 EVIDENCE	2020-2021 NEXT STEPS
<p><b>1. Inquiry-based professional learning, staff collaboration and engagement</b></p> <p><b>By June 2021, there will be an increase in positive responses regarding the level of inquiry-based professional learning, staff collaboration and engagement, guided by culturally relevant and responsive pedagogy in:</b></p> <p>Teacher Voice surveys (based on a range of questions): 65% - 75% to 70% - 80%</p> <p>Administrator Voice surveys (based on a range of questions): 55% - 70% to 65% - 80%</p> <p>Evidence of participation in job-embedded collaborative inquiry will be shared by field superintendents, administrators, central special services and curriculum staff, and classroom teachers (e.g., artefacts, student work, presentations, SO visits, student data, feedback forms): 2018 - 2019 baseline</p> <p><b>2. Staff well-being</b></p> <p><b>By June 2021, there will be an increase in positive responses regarding staff well-being:</b></p> <p>Teacher Voice (based on a range of questions): 55% - 57% to 65% - 70%</p> <p>Administrator Voice (based on a range of questions): 33% - 40% to 50% - 65%</p> <p>Classroom Support Staff Voice: 2018-2019 baseline</p>	<p><b>1. Inquiry-based professional learning, staff collaboration and engagement</b></p> <p><b>Common Feedback Forms</b></p> <p>Central resource teachers collected feedback on professional learning sessions. In 2019-2020 it was expanded to include professional learning for special services staff.</p> <ul style="list-style-type: none"> <li><b>Single/First session</b> (Before COVID-19: 58 sessions; 1600 forms. Online Distance Learning: 25 sessions; 355 forms): Over 90% agreed they would integrate what they learned into their planning and instruction and would recommend the session to a colleague</li> <li><b>Multi-session</b> (Very few took place in 2019-2020 due to labour sanctions and the COVID-19 school closure: 1 session in total; 90 forms completed): 83% agreed that their teaching/instruction changed and 79% agreed they observed a change in student learning achievement, as a result of the professional learning. In September 2020, central resource staff reviewed summaries of common feedback forms collaboratively to identify what was learned and planned for 2020-2021.</li> </ul> <p><b>DISTANCE LEARNING SURVEYS</b></p> <p><b>Professional Learning</b></p> <p><b>Teacher Voice:</b> Accessed TCDSB Professional Learning Resources - 71%; Accessed TCDSB live sessions - 49%; found beneficial - 75%</p> <p><b>Administrator Voice:</b> Shared TCDSB Professional Learning Resources: with parents - 52%; with staff - 95%; accessed TCDSB live sessions - 60%; found beneficial - 91%</p> <p><b>2. Staff well-being</b></p> <ul style="list-style-type: none"> <li>The Staff Well-Being committee (14 employee groups) met and completed a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to identify key areas of focus for the Staff Well-Being strategy.</li> <li>In February, support staff participated in a Staff Well-Being workshop (45 participants); feedback was positive (96% will integrate self-care strategies in their practice; 100% would recommend a workshop to a colleague).</li> </ul> <p><b>During Distance Learning:</b></p> <ul style="list-style-type: none"> <li>System wide communications regarding mental health resources was prepared and shared.</li> <li>Staff Well-Being live webinars were broadcast 3-4 times to 300 participants with positive feedback.</li> <li>The mental health employee portal was revamped.</li> </ul> <p><b>3285 staff participated in the TCDSB Workforce census online.</b> Preliminary results indicate 60% of all staff reporting work-related stress.</p> <p><b>DISTANCE LEARNING SURVEYS</b></p> <p>Stress level had increased since March Break: <b>Teacher Voice:</b> 72%; <b>Administrator Voice:</b> 74%</p> <p><b>Status</b></p> <p><b>1. Inquiry-based professional learning, staff collaboration and engagement</b> </p> <p><b>2. Staff well-being</b> </p> <p><b>Explanation if goals not met</b></p> <ul style="list-style-type: none"> <li>Some SMART goal specific data (from TCDSB surveys) were not available in 2019-2020</li> </ul>	<p><b>School Staff, supported by Central Resource:</b></p> <ul style="list-style-type: none"> <li>will focus on inquiry-based professional learning at the local level (new math curriculum, culturally responsive teaching)</li> <li>will collaborate in cross panel teams to address transition needs (new math curriculum, culturally responsive teaching)</li> </ul> <p>A Revised Dialogue Guide will be used by SOs, Principals, and Teachers to support staff engagement, professional learning and monitoring during the 2020-2021 school year. The guide will address areas of focus that emerged from the results of the <i>Teaching and Learning During the COVID-19 Pandemic</i> surveys (<i>Student Voice, Teacher Voice, Administrator Voice and Parent Voice</i>). These areas include student engagement, equity, and the use and access of technology</p> <p><b>(SEF 2.1- 2.5)</b></p> <p><b>Staff Well-Being</b></p> <p>Reconvene the Staff Well-Being Committee to review the draft Staff Well-Being Strategy based on earlier discussions in 2019, meeting with senior staff to secure a budget for this portfolio, launch Staff Well-Being survey, Guarding Minds, possibly with the help of a consultant from Canadian Mental Health Association.</p> <p><b>Equity and Inclusive Education</b></p> <p>In collaboration with Educational Research, an analysis of the Workforce census will take place.</p> <p><b>(SEF 3.1-3.4)</b></p> <p><b>Communication and alignment</b></p> <ul style="list-style-type: none"> <li>Central Staff will communicate BLIP connection to professional learning initiatives</li> <li>K-12 Principal Meeting Agendas will explicitly identify connections to all 4 areas of BLIP</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>Field superintendents will implement the BLIP (Dialogue Guide and Summary Template) and present twice per year at Education Council</li> <li>School Administrators, Central Staff, and Teachers will use the Dialogue Guides to support monitoring of the BLIP</li> </ul>



### Assessment for, as and of Learning

- 1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.
- 1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.
- 1.3 Students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria.
- 1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.
- 1.5 Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario curriculum and/or Individual Education Plan (IEP).
- 1.6 Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps.
- 1.7 Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning.

### School and Classroom Leadership

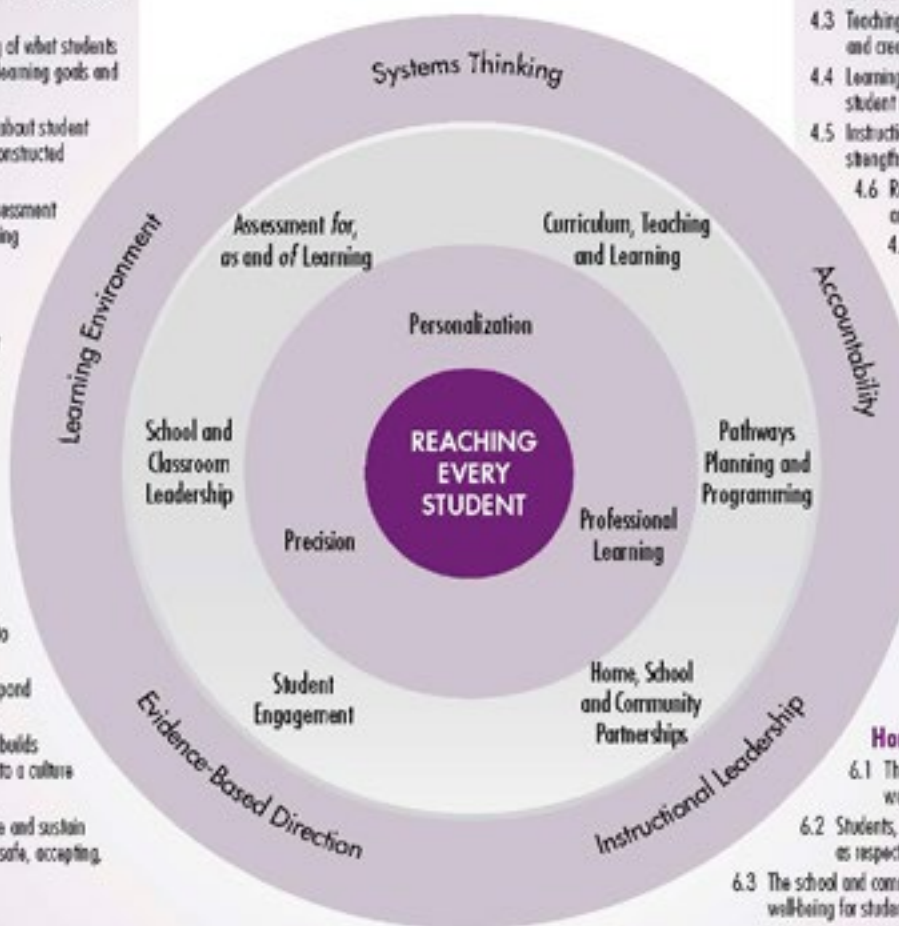
- 2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.
- 2.2 Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.
- 2.3 Organizational structures are coherent, flexible and respond to the needs of students.
- 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- 2.5 Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.

### Student Engagement

- 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.
- 3.2 Students' stated priorities that reflect the diversity, needs and interests of the student population are embedded in School Improvement Plans (SIPs).
- 3.3 Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population.
- 3.4 Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship.

## K-12 School Effectiveness Framework

A support for school improvement and student success



### Curriculum, Teaching and Learning

- 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.
- 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
- 4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.
- 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.
- 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- 4.6 Resources for students are relevant, current, accessible, inclusive and monitored for bias.
- 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs, and well-being.

### Pathways Planning and Programming

- 5.1 Comprehensive education and career/life planning programs meet the learning needs, interests and aspirations of all students.
- 5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms, schools and community programs.
- 5.3 Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available.
- 5.4 Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.

### Home, School and Community Partnerships

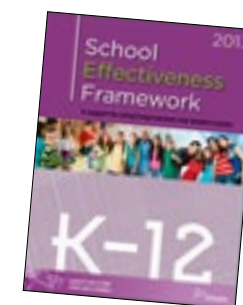
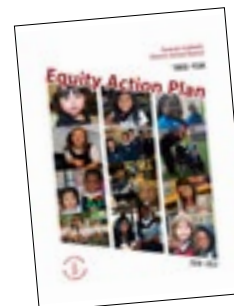
- 6.1 The School Council has a meaningful role in supporting learning, well-being and achievement for students.
- 6.2 Students, parents and community members are engaged and welcomed as respected, valued partners in student learning.
- 6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.
- 6.4 Learning opportunities, resources and supports are provided to help parents support student learning and have productive ongoing parent-teacher-student conversations.

2013

## TCDSB Board Learning Improvement Plan: RESOURCES

The following **RESOURCES** have informed our plan:

- [TCDSB Equity Action Plan \(2018-2021\)](#)
- [Focusing on the Fundamentals of Math: A Teachers Guide \(2018\)](#)
- [Mental Health and Well-Being Strategy \(2015-2018\)](#)
- [Truth and Reconciliation Commission: Calls to Action \(2015\)](#)
- [Achieving Excellence: A Renewed Vision for Education in Ontario \(2014\)](#)
- [Foundations for a Healthy School \(2014\)](#)
- [School Effectiveness Framework \(2013\)](#)
- [Creating Pathways to Success \(2013\)](#)
- [Ontario Catholic School Graduate Expectations](#)
- [Growing Success \(2010\); Addendum \(2016\)](#)
- [Supporting English Language Learners \(2008\)](#)
- [Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6 \(2005\)](#)
- [Learning for All - A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013](#)
- [Health and Physical Education in Grades 1-8 \(2019\)](#)
- [Policy/Program Memorandum \(PPM\) No. 159: Collaborative Professionalism](#)
- [Policy/Program Memorandum \(PPM\) No. 164: Requirements for Remote Learning](#)
- [The Ontario Curriculum Grades 1-8: Mathematics, 2020](#)





**TORONTO CATHOLIC DISTRICT SCHOOL  
BOARD TRUSTEES 2020 - 2021**

**Wards**

1. Joseph Martino	416-512-3401
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3. Ida Li Preti	416-512-3403
4. Teresa Lubinski	416-512-3404
5. Maria Rizzo	416-512-3405
6. Frank D'Amico	416-512-3406
7. Mike Del Grande	416-512-3407
8. Garry Tanuan	416-512-3408
9. Norm Di Pasquale	416-512-3409
10. Daniel Di Giorgio	416-512-3410
11. Angela Kennedy, Vice-Chair	416-512-3411
12. Nancy Crawford	416-512-3412
Keith Andre Baybayon, Student Trustee	416-512-3413
Kathy Nguyen, Student Trustee	416-512-3417

**Dr. Brendan Browne**, Director of Education  
**Joseph Martino**, Chair of the Board

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**SEPTEMBER 2020**



REPORT TO

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

**ANNUAL INFORMATION REPORT ON THE  
INTERNATIONAL LANGUAGES ELEMENTARY (ILE)  
PROGRAM FOR 2019-2020**

*“All of them were filled with the Holy Spirit and began to speak in other languages, as the Spirit gave them ability.”*

Created, Draft	First Tabling	Review
September 21, 2020	October 1, 2020	<a href="#">Click here to enter a date.</a>

L. Di Marco, Superintendent of Curriculum Leadership & Innovation; Academic ICT  
P. De Cock, Comptroller of Business Services  
M. Sequeira, Coordinator of International Languages, Parent Engagement & Community Relations

**INFORMATION REPORT**

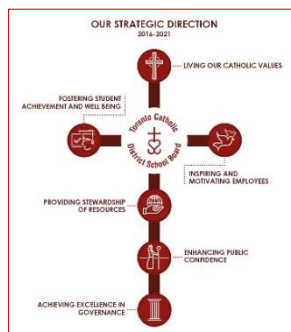
**Vision:**

*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**

As a Catholic and inclusive learning organization, the Toronto Catholic District School Board (TCDSB) is committed to fostering and supporting student achievement by providing students with opportunities to enrich their learning. In 2019-2020, the TCDSB offered elementary students the opportunity to learn an international language during the school day, after school or on the weekends.

This report provides an overview of the International Languages Elementary (ILE) program delivery models for the 2019-2020 academic year. In addition, Appendix A - *International Language Elementary Budget - 2019-2020* provides a statistical and financial overview of the ILE programs.

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

## **B. PURPOSE**

1. This report is submitted in compliance with mandatory reporting requirements of an action after request, made on October 6, 2016, that an annual information report on the International Languages Elementary (ILE) program be added to the rolling calendar.

## **C. BACKGROUND**

1. For the academic year of 2019-2020, the integrated day program continued to be delivered for 30 minutes, 4 times per week, within the 5-hour (300-minute) instructional day in all 44 designated international language schools, operating outside of Ministry funding guidelines.
2. For the academic year of 2019-2020, the after-hour programs continued to be delivered for 30 sessions, of 2½ hours per session, within the operating Ministry funding guidelines. The majority of the programs were offered on Saturday mornings, two programs were offered on Sundays, and one program was offered after the school day, on Tuesdays.
3. In 2019-2020, as a result of school closures due to the COVID-19 pandemic, both the integrated and the after-hour programs continued to be delivered in a distance learning model after the March break.



**D. METRICS AND ACCOUNTABILITY**

1. The integrated ILE program was offered in 6 languages in 44 schools to 18,568 students, with the following breakdown:

Language	School(s)	Number of Students
Filipino	St. Ignatius of Loyola	49
Italian	Blessed Margherita D'Arcy McGee Immaculate Conception Msgr. John Corrigan Regina Mundi St. Alphonsus St. Andre St. Angela St. Bernard St. Brigid St. Charles St. Clare St. Conrad St. Fidelis St. Francis Xavier St. Jane Frances St. Jerome St. John Vianney St. Jude St. Martha St. Matthew St. Maurice St. Norbert St. Paschal Baylon St. Raphael St. Robert St. Roch St. Simon St. Wilfrid Stella Maris Sts. Cosmas and Damian Venerable John Merlini	12, 074
Portuguese	D'Arcy McGee	2, 509

	Pope Francis St. Anthony St. Francis of Assisi St. Helen St. John Bosco St. Mary of the Angels St. Matthew St. Sebastian Stella Maris	
Mandarin	St. Ignatius of Loyola	47
Spanish	Immaculate Conception St. Andre St. Bernard St. Francis de Sales St. Francis Xavier St. Jane Frances St. Jude	2, 880
Ukrainian	Josyf Cardinal Slipyj St. Demetrius St. Josaphat	1, 009

2. The ILE after-hours program was offered in 20 languages in 30 centres to 4, 325 students, with following breakdown:

<b>Centres Location in TCDSB Schools</b>		
<b>School</b>	<b>Language(s)</b>	<b>Total Number of Students</b>
All Saints	Italian, Polish, Portuguese	234
Blessed Sacrament	Italian, Spanish	72
James Culnan	Vietnamese	188
Our Lady of Peace	Italian, Lithuanian, Spanish	152
Prince of Peace	Cantonese, Mandarin	483 (AM & PM)
Regina Mundi	Italian	119
St. Aidan	Mandarin, Cantonese	238 (AM & PM)
St. Barbara	Tamil, Vietnamese	58
St. Barnabas	Filipino, Malayan, Tamil	76
St. Bonaventure	Albanian, Filipino, Mandarin, Spanish	119
St. Gabriel	Arabic, Italian	52
St. Gerald	Armenian	164

St. Ignatius of Loyola	Cantonese, Mandarin	539 (AM & PM)
St. Jane Frances	Vietnamese	226
St. Leo	Polish, Portuguese, Spanish	109
St. Luigi	Portuguese	69
St. Maria Goretti	Filipino, Spanish, Tamil	104
St. Mary of the Angels	Tigrinya	148
St. Matthias	Mandarin	86
St. Michael's Choir	Latin	46
St. Pius X	Polish, Spanish	115
St. Simon	Filipino, Italian, Portuguese, Spanish	85
St. Stephen	Croatian, Igbo	101
St. Teresa Shrine	Polish	86
<b>Centres in Community Locations</b>		
Chaldean Church	Chaldean	75
Hungarian Cultural Centre	Hungarian	53
St. Andrew Kim's Church	Korean	242
St. Casimir Church	Polish	94
St. Elizabeth of Hungary	Hungarian	166
St. Stanislaus Church	Polish	26

3. The 2019 - 2020 detailed budget for the ILE program, for both the integrated day and the after-hour delivery model, is reported in Appendix A of this report. The following are some key highlights:
  - 3.1. The total operational budget for both programs was \$5,575,168.
  - 3.2. The operational budget for the integrated program was \$4,633,986.
  - 3.3. The operational budget for the after-hours program was \$941,182.
4. The ILE program received the following funding and support in 2019-2020:
  - \$740,690 in Grant per Pupil Ministry funding
  - \$5,000,000 in TCDSB unrestricted GSN funding
  - \$230,000 in financial support from the Italian government (Centro Scuola)
  - \$35,700 in financial support, \$12, 000 in teacher manuals and student books, as well as, online free professional development courses for instructors from the Portuguese government (Instituto de Camões); and

- Online student and staff language resources and free online professional development courses for instructors from the Spanish government (Embassy of Spain in Canada).

## **E. STAFF RECOMMENDATION**

This report is for the information and consideration of the Board.

International Languages Elementary  
2019-2020 Budget  
As of August 31, 2020

International Languages Program			2019-2020 BUDGET			2019-2020 ACTUALS		
Cost Centre (CC)	Cost Element (CE)	Description	Revised Budget 2019/20	Integrated Day	After Hours (Weekends)	YTD Actuals 2019/20	Integrated Day	After Hours (Weekends)
<b>GRANT &amp; OTHER REVENUES</b>								
	(a)	Enrolment (Pupil Count over 2 Semesters)	5,393	-	5,393	4,325	-	4,325
	(b)	Avg. Class Size	23.45	-	23.45	25.00	-	25.00
	(a) / (b)	# of Classes (over 2 Semesters)	272.4	0	272.4	259.8	0	259.8
	(A)	Projected Hours of Instruction	13,125.0	0	13,125.0	12,990.0	0	12,990.0
	(B)	Grant per Pupil	57	-	57	57	-	57
	(A) x (B)	Total Calculated Grant	748,388	-	742,088	740,690	-	740,690
		Small Class Size Clawback	-	-	-	-	-	-
		Revenue from Portuguese Consulate	-	-	-	35,700	-	35,700
		Revenue from Centro Scuola	-	-	-	230,000	-	230,000
		Unrestricted GSN Funding	5,000,000	5,000,000	-	4,635,475	4,635,475	-
<b>Subtotal - Grant &amp; Other Revenues</b>			<b>5,748,388</b>	<b>5,000,000</b>	<b>742,088</b>	<b>5,641,865</b>	<b>4,635,475</b>	<b>1,006,390</b>
<b>EXPENDITURES</b>								
785202	11000	Caretaking Salary - Weekends	215,000	-	215,000	151,336	-	151,336
785202	11200	Secretaries & Tech Salary	50,000	-	50,000	50,693	10,139	40,555
785202	15100	Principals Salary - After Hours Supervision	35,000	-	35,000	-	-	-
Loc202	19200	International Lang- Integrated Day	3,150,000	3,150,000	-	3,594,277	3,594,277	-
785202	19200	International Lang- Hrly rated Instructors (After Hours)	740,000	-	740,000	597,698	-	597,698
785202	19201	International Lang - Supply Instructors	195,000	157,905	37,095	60,525	51,895	8,630
<b>Subtotal - Salaries</b>			<b>4,385,000</b>	<b>3,307,905</b>	<b>1,077,095</b>	<b>4,454,529</b>	<b>3,656,310</b>	<b>798,219</b>
	21000	Benefits - Caretaking - Weekends	50,000	-	50,000	45,401	-	45,401
	21200	Benefits - Secretaries & Tech	13,000	-	13,000	14,905	2,981	11,924
	25100	Principals Benefit - After Hours Supervision	2,000	-	2,000	-	-	-
	29200	Benefits - Int'l Lang. - Integrated Day	909,000	909,000	-	957,352	957,352	-
	29200	Benefits - Int'l Lang. - Hrly rated Instructors (After Hours)	90,000	-	90,000	80,333	-	80,333
<b>Subtotal - Benefits</b>			<b>1,064,000</b>	<b>909,000</b>	<b>155,000</b>	<b>1,097,991</b>	<b>960,333</b>	<b>137,658</b>
<b>Subtotal - Salaries &amp; Benefits</b>			<b>5,449,000</b>	<b>4,216,905</b>	<b>1,232,095</b>	<b>5,552,520</b>	<b>4,616,643</b>	<b>935,876</b>
785202	31700	Prof Dev-Non Teaching	-	-	-	-	-	-
785202	32000	Text Books-Intern. Languages	-	-	-	259	216	44
785202	33000	Stationary & Supplies	15,228	11,785	3,443	10,496	8,727	1,769
785202	33500	Printing & Photocopying - Instructional	10,000	7,739	2,261	9,816	8,162	1,655
785202	36100	Car Expenses - Mileage	10,000	7,739	2,261	2,077	1,727	350
785,202	36300	Other Travel Expense - Taxi	10,000	10,000	-	-	-	-
785202	50200	Repl - Furn.& Equipment-Comp.	-	-	-	-	-	-
785202	65400	Other Contractual Services	-	-	-	-	-	-

International Languages Elementary  
2019-2020 Budget  
As of August 31, 2020

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Subtotal - Other Expenses	45,228	37,262	7,966	22,648	18,831	3,817
Total Expenditures	5,494,228	4,254,167	1,240,061	5,575,168	4,635,475	939,694
Surplus/(Deficit)	254,160	745,833	(497,973)	66,697	0	66,696



**REPORT TO**

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

**EDUCATION QUALITY AND ACCOUNTABILITY  
(EQAO) ASSESSMENTS - UPDATE**

*"An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge." Proverbs 18:15*

Created, Draft	First Tabling	Review
September 11, 2020	October 1, 2020	<a href="#">Click here to enter a date.</a>

M. Vanayan, Senior Coordinator, Educational Research

L. DiMarco, Superintendent of Curriculum, Leadership and Innovation

G. Iuliano Marrello, Superintendent of Student Success and Alternative Education

**INFORMATION REPORT**

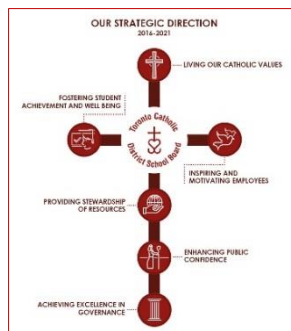
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**Brendan Browne, PhD**  
Director of Education

**D. Koenig**  
Associate Director  
of Academic Affairs

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

## **A. EXECUTIVE SUMMARY**

All K-12 EQAO assessments for the 2019-2020 school year were cancelled, as per direction from the Ministry of Education, due to the extraordinary circumstances facing the province. EQAO is currently focused on a multi-year modernization initiative. This report provides an update.

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

## **B. PURPOSE**

1. This report is an update regarding the Education Quality and Accountability Office (EQAO) assessments.

## **C. BACKGROUND**

### **PRIOR TO 2019-2020**

1. Administration of Assessments:  
The Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6) are administered to:
  - all Ontario students at the end of the primary division (Grade 3) and, at the end of the junior division (Grade 6).

The Grade 9 Assessment of Mathematics is administered to:

- all Ontario students who are working toward their Grade 9 academic or applied mathematics credit.

Grade 9 students in the first-semester mathematics courses take the test in January; students in the second-semester or full-year mathematics courses take the test in June.

The OSSLT is administered to:

- all Grade 10 Ontario students working towards an Ontario Secondary School Diploma (OSSD) at the end of March or early April.

Successful completion of the OSSLT is a requirement for the OSSD.



**What is measured?**

All assessments measure cumulative knowledge and skills and are based on the Ontario Curriculum.

**Reporting**

Primary, Junior and Grade 9 Assessments

- the province reports four levels of achievement.
- the provincial standard is Level 3, which corresponds to a 70 to 79 per cent mark.

OSSLT

- “successful” or “unsuccessful”.

**2019-2020**

2. All K-12 EQAO assessments for the 2019-2020 school year were cancelled, as per direction from the Ministry of Education. As a result, the successful completion of the OSSLT requirement to obtain an Ontario Secondary School Diploma was waived for students eligible to graduate.

**2020 AND BEYOND**

3. On June 23, 2020 the Minister of Education announced:
  - No Primary and Junior EQAO assessments in the 2020-2021 school year.
  - OSSLT and Grade 9 Math assessment to be administered online.
4. EQAO is currently focused on a multi-year modernization initiative to ensure that the agency continues to meet the needs of Ontarians. Plans are underway for the modernization and digitalization of assessments.
5. EQAO is working with its current vendor to deliver a modernized, online Grade 9 Math assessment and OSSLT for the upcoming school year supported by a suite of resources to be rolled out this fall.
6. Communication with school districts across Ontario is ongoing.

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

### **2018-2019 RESULTS FOR TCDSB** *(Ontario results in parentheses)*

#### **1. PRIMARY**

Reading	76%	(74%)
Writing	75%	(69%)
Mathematics	58%	(58%)

#### **2. JUNIOR**

Reading	79%	(81%)
Writing	84%	(82%)
Mathematics	44%	(48%)

#### **3. GRADE 9 Mathematics**

Academic	83%	(84%)
Applied	48%	(44%)

#### **4. OSSLT**

Successful	84%	(80%)
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## **E. METRICS AND ACCOUNTABILITY**

1. The EQAO assessments help to identify trends in student learning at the school, board and provincial levels, inform improvement planning, and strengthen accountability.
2. EQAO assessment results are used in conjunction with other data to coordinate plans for improving student achievement and well-being consistent with the TCDSB Multi-Year Strategic Plan and Ministry of Education initiatives, and to inform our Board Learning and Improvement Plan.

## **F. STAFF RECOMMENDATION**

This report is for the consideration of the Board.



REPORT TO

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

**REQUEST FOR RELIGIOUS ACCOMMODATIONS  
2019-2020**

*All these blessings shall come upon you and overtake you, if you obey the Lord your God  
Deuteronomy 28:2*

Created, Draft	First Tabling	Review
July 2, 2020	October 1, 2020	<a href="#">Click here to enter a date.</a>

G. Iuliano Marrello, Superintendent of Student Success and Alternative Education  
M. Vanayan, Senior Coordinator, Educational Research  
J. Morgan, Research Associate

**INFORMATION REPORT**

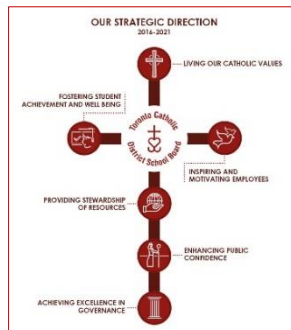
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L. Noronha  
Associate Director of Facilities,  
Business and Community  
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Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report provides the number and type of requests for Religious Accommodations within the Toronto Catholic District School Board schools from September 2019 to June 2020. Data for this report were collected through the use of a survey and interviews with school principals. Since 2012, there have been relatively few formal requests for religious accommodation, including exemptions, and this pattern continues for this school year. In fact, requests have gone down this year.

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

## **B. PURPOSE**

1. This report fulfils the obligation in the TCDSB Religious Accommodation Policy S.22 that religious accommodation requests will be monitored and reported in an annual report to the Board of Trustees.
2. The obligation for honouring requests for religious accommodation is also articulated in the TCDSB Opening and Closing Exercises Policy S.S.02 (<https://www.tcdsb.org/Board/Policies/Documents/SS02.pdf>).

## **C. BACKGROUND**

1. Arising from an Ontario Human Rights Tribunal case, the Simcoe Muskoka Catholic District School Board published its Practice and Procedure around Religious Education Exemptions. The TCDSB received this document on October 16, 2017. As recommended by the Ontario Catholic School Trustees' Association, the TCDSB reviewed the document and confirmed that its own policies and procedures meet all statutory requirements.

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

1. Although the number of requests for religious accommodation increased in past years, this year shows a reduction from 19 schools in 2018-19 to 16 schools in 2019-20 reporting requests for religious accommodation. The number of requests has also dropped from 55 in 2018-2019 to 43 requests in 2019-2020, with the greatest number being requests for accommodations in the area of participation in daily activities and curriculum.
2. A summary of all requests is provided in the *Appendix*. Accommodations have been made in accordance with the *TCDSB Religious Accommodation Policy* S.22 and within the provisions of the Education Act, Section 42(11) and 42(13)(<https://www.ontario.ca/laws/statute/90e02#BK50>).
3. When requests for religious accommodation are received, principals engage in discussions with students and parents/guardians. In addition, principals consult with their area superintendent as well as the Superintendent of Student Success.

## **E. METRICS AND ACCOUNTABILITY**

1. Principals will dialogue with their area superintendents and, when necessary, consult with the Superintendent of Student Success regarding requests for religious accommodation.
2. In June 2021, principals will be asked to provide data on religious accommodation requests received in the 2020-2021 school year.
3. Senior Staff report to Board annually in the fall of each school year, regarding the data on religious accommodation requests collected in June of the previous school year.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

## APPENDIX

### Religious Accommodations Survey 2020

Total Responses: 199 elementary and secondary schools

Total Schools with Requests: 16 (8 elementary and 8 secondary)

	Total	Accommodated	Not Accommodated
a) School opening and closing exercises - How many students made requests?	1	1	0
b) Leave of absence for Religious Holy Days - How many students made requests?	10	10	0
c) Prayer - How many students made requests?	6	6	0
d) Dietary requirements - How many students made requests?	1	1	0
e) Fasting - How many students made requests?	0	0	0
f) Religious dress - How many students made requests?	2	2	0
g) Modesty requirements in physical education - How many students made requests?	1	1	0
h) Participation in daily activities and curriculum - How many students made requests?	17	14	3
i) Other - How many students made requests?	5	5	0
Totals	43	40	3



REPORT TO

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

**FINANCIAL ACTIVITIES BETWEEN TCDSB AND WE**

*For the whole law is summed up in a single commandment, 'You shall love your neighbour as yourself'.  
Galatians 5:14*

Created, Draft	First Tabling	Review
September 14, 2020	October 1, 2020	<a href="#">Click here to enter a date.</a>
Gina Iuliano Marrello, Superintendent of Student Success and Alternative Education		
<b>INFORMATION REPORT</b>		

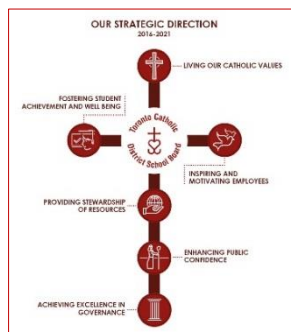
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Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report provides a detailed description of the financial activities between the TCDSB and WE (WE Charity and ME to WE Social Enterprise). Currently, interactions between the TCDSB and WE have been temporarily suspended.

*The cumulative staff time required to prepare this report was 7 hours*

## **B. PURPOSE**

1. This report has been created as a result of a motion passed at the August 20, 2020 Regular Board meeting that directed staff to:  
*... produce a report that will include a detailed description of the financial activity between the school board and the programs WE operates in our TCDSB schools.*

## **C. BACKGROUND**

1. In July, WE Charity and ME to WE Social Media Enterprise were featured in the media as having allegedly taken part in political and ethical misconduct.
2. In early July, WE Charity announced that it was pausing their planned online programs as well as virtual events, broadcasts and large events for the next academic year. The TCDSB received a letter dated September 2, 2020, reiterating this message.
3. At the August 20, 2020 Regular Board meeting, the Board of Trustees passed a motion to temporarily suspend interactions with WE Charity and ME to WE. Such interactions would be indefinitely suspended until the Board was reassured that allegations of ethical misconduct were resolved and that the Ministry of Education had lifted the ban. Included in the motion, was a direction to staff to produce a report with a detailed description of the financial activity between the TCDSB and WE.
4. Principals and school staff were informed by Senior Staff that they are to pause all activities involving WE Charity and WE to ME Social Enterprise.



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

1. The total amount paid to WE Charity and ME to WE Social Enterprise in the 2019-2020 school year with central and school budgets was \$92,026. Please see *Appendix* for a breakdown of amounts provided for services and donations. Below you will find a description of amounts paid.
2. Secondary students from various TCDSB schools took part in ME to WE Leadership Training. The total cost was \$ 49,073.
3. Secondary students enrolled in the Ministry Specialist High Skills Major Program (SHSM) took part in a Social Entrepreneurial Conference at the WE headquarters. The total cost was \$1,200
4. The total amount transferred to WE organizations by 45 TCDSB Schools was \$41,753; funds were collected through fundraising activities. The majority of funds (\$40,768) were donated to WE Charity. One school made a payment to ME to WE Social Enterprise in the amount of \$985 for the purchase of bracelets. The total amount provided to WE from schools does not include funds that may have been donated by Catholic School Parent Committees (CSPCs) through a bank account held separate from the school account. We would need to survey school principals for this level of detail.
5. Elementary and secondary students attended the *WE Day* event that took place on September 19, 2019. Although there was no fee charged for student participation in this event, the amount of \$48,100 was incurred using central board funds (Student Success) to pay for occasional teachers to replace classroom teachers accompanying students. See the *Appendix* for a breakdown of costs

## **E. METRICS AND ACCOUNTABILITY**

Board staff will inform Board of Trustees regarding any future communications and directives from the Ministry of Education related to WE Charity and Me to We Enterprise.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

## APPENDIX

### Payments made by TCDSB to WE Charity and ME to WE Social Enterprise 2019-2020

#### Central Budgets

ME to WE Secondary Student Leadership Training	\$ 49,073	
SHSM Social Entrepreneurial Conference	<u>1,200</u>	
		\$ 50,273

#### School Budgets

WE Charity (Donations)	\$40 768	
ME to WE Social Enterprise (Purchase of bracelets)	<u>985</u>	
		<u>41,753<sup>1</sup></u>

**Total paid to WE Charity and ME to WE Social Enterprise** **\$ 92,026**

#### ***WE Day* - Cost for Occasional Teachers:**

185 occasional teachers @ \$260 \$ 48,100

<sup>1</sup>Not including funds that may have been transferred to WE from a CSPC bank account held separately from the school bank account.

## 2020 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
2	January (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
3	January (P)	Student Achievement	<u>A.35 Accessibility Standards</u> Policy Metric	Associate Director Academic Services
4	February (P)	Student Achievement	<u>S. 19 External Research</u> Policy Metric	Associate Director Academic Services
5	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
6	May (A)	Student Achievement	Staffing Status Report for Next School Year	A.D. Facilities, Business, Community Development
7	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
8	June (P)	Student Achievement	<u>B.B.04 Smoke &amp; Vapour Free</u> Policy Metric	Associate Director Academic Services
9	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start</u> Policy Metric	Associate Director Academic Services
10	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion</u> Policy Metric	Associate Director Academic Services
11	September (P)	Student Achievement	<u>T.07 Community Engagement</u> Policy Report and <u>A.37 Communications</u> Policy Metric and Community Advisory Committees Report	Director of Education
12	October (A)	Student Achievement	Board Learning Improvement Plan Report	Associate Director Academic Services

## 2020 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

<b>13</b>	October (A)	Student Achievement	Student Trustees: Voices that Challenge-CSLIT	Associate Director Academic Services
<b>14</b>	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
<b>15</b>	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO); the Grade 9 Assessment of Mathematics; and the OSSLT Assessment (EQAO)	Associate Director Academic Services
<b>16</b>	October (A)	Student Achievement	<u>S.22 Religious Accommodation Policy Report and S.S.02 Opening or Closing Exercises Policy Report</u>	Associate Director Academic Services
<b>17</b>	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
<b>18</b>	November (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
<b>19</b>	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report	Associate Director Academic Services
<b>20</b>	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services
<b>21</b>	December (A/P)	Student Achievement	Accountability Framework for Special Education and <u>S.P.01 Special Education Programs and Services Policy Metric</u>	Associate Director Academic Services
<b>22</b>	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services

# STUDENT ACHIEVEMENT AND WELL BEING

## PENDING LIST TO OCTOBER 1, 2020

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Mar-2020 Student Achievement	TBD	Student Achievement	Report regarding the feasibility of inviting the three presenters to have in-person workshops on the following topics: Code of Conduct for Trustees; School Board Governance; Integrity Commissioner Office. The report would contain the cost, the proposed time, and any other details that would be of interest and would be of importance to our decision making ( <b>Consideration of Motion From Trustee Kennedy regarding Presentations from Ontario Catholic School Trustees' Association (OCSTA) on Code of Conduct, Integrity Commissioner and School Board Governance</b> )	Director Of Education
2	Sep-20 Corporate Services	Nov-2020	Student Achievement	Received and Referred to Staff; and That staff come back with a report at the November 4, 2020 Student Achievement and Well-Being Meeting on how we can implement more outdoor education ( <b>Delegation from Alice Casselman, representative of the Association For Canadian Educational Resources (ACER) regarding Update to Return to School</b> ).	Associate Director of Facilities, Business & Comm. Dev & CFO
3	Sept-2020 Student Achievement	Nov-2020	Student Achievement	Received and referred to staff for a report on the establishment of a committee for Bilingual Student Resources ( <b>Delegation from Logan Liut, regarding the Establishment of Bilingual Student Resources</b> )	Associate Director of Education, Academic Services

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
4	June-2020 Special Board	Nov-2020	Student Achievement	Report regarding CPIC recommendations and parental feedback ( <b>Delegation from John Del Grande, Catholic Parent Involvement Committee (CPIC) Chair regarding CPIC Recommendations and Parental Feedback</b> )	Associate Director of Education, Academic Services
5	June-2020 Special Board	Dec-2020	Student Achievement	That future device programs such as formal bring-your-own-device (BYOD) and low income family device loan program be explored and presented to the Board of Trustees at the end of the COVID-19 pandemic ( <b>Computers for Students in Need</b> )	Associate Director of Facilities, Business & Comm. Dev & CFO