

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

AGENDA December 3, 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

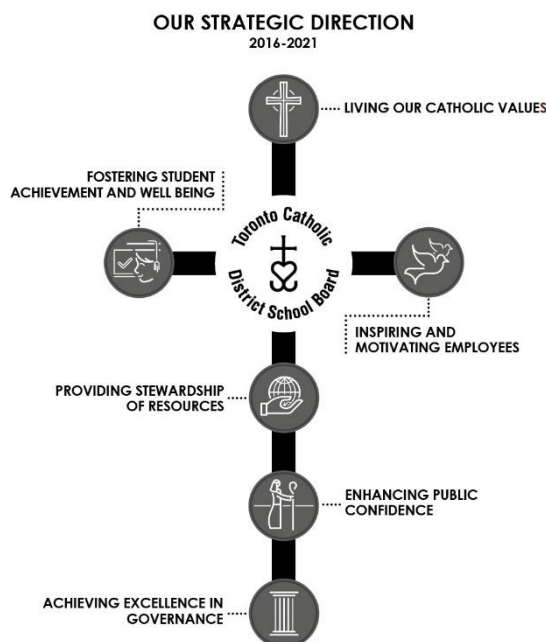
Ida Li Preti
Trustee Ward 3

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 21st 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.

LAND ACKNOWLEDGEMENT

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

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

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, December 3, 2020

7:00 P.M.

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 & Signing of the Minutes of the Meeting held November 4, 2020
for Public Session 1 - 21
10. Delegations
11. Presentations

- 11.a. Toronto Public Health - Dr. Vinita Dubey, Associate Medical Officer of Health and Nicole Welsh

12. Notices of Motion

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

- 13.a. From Trustee Lubinski regarding the Toronto Catholic District School Board to Commemorate Canada's First National Internment Operations (1914-1920) (Refer to Item 18a) 22 - 23

14. Consent and Review

15. Unfinished Business

16. Matters referred or deferred

From the October 15, 2020 Regular Board, November 11, 2020 Special Board and November 19, 2020 Regular Board Meetings

- 16.a. Voices that Challenge 2020 Catholic Student Leadership Impact Team (CSLIT) - Inspiring Active Citizenship in Catholic Education (Information) (Held by Student Trustees) 24 - 34

From the November 11, 2020 Special Board and November 19, 2020 Regular Board Meetings

- 16.b. Catholic Student Leadership Impact Team (CSLIT) 2020-2021 Pillars of Focus (Information) (Refer Item 16a) (Held by Student Trustees) 35 - 59

From the November 19, 2020 Regular Board Meeting

- 16.c. Return to School Update (Information) (Held by Trustee Rizzo) 60 - 65

From the September 3, 2020 Student Achievement, September 10, 2020 Corporate Services, October 1, 2020 Student Achievement, October 15, 2020 Regular Board and November 11, 2020 Special Board Meetings

- 16.d. Safe Schools Report 2019-2020 (Information) 66 - 115

From the July 16, 2020 Special Board, July 23, 2020 Special Board, August 20, 2020 Regular Board, September 3, 2020 Student Achievement, September 10, 2020 Corporate Services, October 15, 2020 Regular Board and November 11,

2020 Special Board Meetings

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

From the November 4, 2020 Student Achievement and November 12, 2020 Corporate Services Meetings

- 16.f. Enrolment Status Report 2020/2021 All Wards (Information) (Held by Trustee Di Giorgio) 116 - 122

From the August 20, 2020 Regular Board, September 17, 2020 Regular Board, October 15, 2020 Regular Board and November 11, 2020 Special Board Meetings

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

From the November 4, 2020 Student Achievement and November 12, 2020 Corporate Services Meetings

- 16.h. Toronto Catholic District School Board Outdoor Education (Information) (Held by Trustee Rizzo) 123 - 135

From November 19, 2020 Regular Board Meeting

- 16.i. Consideration of Motion from Trustee Di Giorgio regarding Transparency in Allocation of Clerk Typists at all Toronto Catholic District School Board Elementary Schools (Held by Trustee Li Preti) 136

- 16.j. Toronto Catholic District School Board (TCDSB) Partnership with TAIBU Community Health Center (Information) (Held by Trustee Tanuan) 137 - 141

- 16.k. Youth Association For Academics, Athletics and Character Education (Y.A.A.A.C.E.) (Information) (Held by Trustee Li Preti) 142 - 145

17. Staff Reports

- 17.a. Metrics Report on the Catholic School Parent Council, Policy S.10, 2019-2020 (Information) 146 - 171

- 17.b. Toronto Catholic Parent Involvement Committee Annual Report – 172 - 190

18. Listing of Communications

- 18.a. From Peter Schturyn, President, Ukrainian Canadian Congress
Toronto Branch regarding Toronto Catholic District School Board
(TCDSB) to Commemorate Canada's First National Internment
Operations (1914-1920) (Refer to Item 13a) 191

19. Inquiries and Miscellaneous

20. Updating of Pending List

- 20.a. Annual Calendar of Reports and Policy Metrics 192 - 193
- 20.b. Monthly Pending List 194

21. Resolve into FULL BOARD to Rise and Report

22. Closing Prayer

23. Adjournment

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through witness, faith, innovation and action.*



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

PUBLIC SESSION

HELD WEDNESDAY, NOVEMBER 4, 2020

PRESENT:

Trustees:

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

Student Trustees:

K. Baybayon
K. Nguyen

Staff:

B. Browne
D. Koenig
L. Noronha
A. Della Mora
P. Aguiar
A. Bria
M. Caccamo
S. Camacho
S. Campbell
D. Chen

F. Cifelli
L. DiMarco
K. Dixon
M. Farrell
C. Fernandes
D. Friesen
G. Iuliano Marrello
M. Loberto
O. Malik
P. Matthews
M. Meehan
S. Vlahos
J. Wujek

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

External Guest: A. Robertson, Parliamentarian

6. Approval of the Agenda

MOVED by Trustee Di Pasquale, seconded by Trustee Lubinski, that the Agenda, as amended to include the Addendum, reorder Item 17f) Return to School Update, followed by Item 17c) Elementary Catholic Student Leadership Impact Team Report 2020 prior to Item 17a) Toronto Catholic District School Board K-12 Professional Learning Plan to Support Student Achievement and Well-Being 2020-2021, be approved.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
D'Amico
de Domenico
Del Grande

Opposed

Di Giorgio
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.

7. Report from Private Session

There was none due to a motion to resolve back into PRIVATE Session at 9:00 pm.

8. Declarations of Interest

In PRIVATE Session, Trustees Del Grande, Kennedy, Li Preti and Rizzo declared an interest in an Item.

There were none.

9. Approval and Signing of the Minutes of the Meeting

MOVED by Trustee Kennedy, seconded by Trustee Di Giorgio, that the Minutes of the Meeting held October 1, 2020 for PUBLIC Session be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

10. Delegations

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

- 10a) Julie Altomare-Di Nunzio, President, Toronto Elementary Catholic Teachers, regarding November School Re-Organization** received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

Trustee Di Giorgio left the horseshoe at 7:47 pm and returned at 7:50 pm.

MOVED by Trustee de Domenico, seconded by Trustee Lubinski, that Item 10b) be adopted as follows:

- 10b) Marianna Kaminski and Olena Shklar, Co-Chairs, Catholic School Parent Committee (CSPC), Josyf Cardinal Slipyj regarding Josyf Cardinal Slipyj Staffing Changes received and referred to Staff.**

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

12. Notices of Motion

- 12a) From Trustee Lubinski regarding the Toronto Catholic District School Board (TCDSB) to Commemorate Canada's First National Internment Operations (1914-1920)** will be considered at the December 3, 2020 Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting:

WHEREAS: On October 28, Canadians from many backgrounds commemorated Canada's First National Internment Operations – the forced internment of 8,579 Ukrainians and other Europeans who were branded

‘enemy aliens’ and sent to 24 internment camps across Canada between 1914 and 1920;

WHEREAS: Men, women, and children suffered during Canada’s First National Internment Operations, not because of anything they had done, but only because of who they were and where they had come from;

WHEREAS: On this day, we remember the victims of this injustice and we are united in our resolve to bring an end to prejudice and discrimination, wherever they may appear;

WHEREAS: All Canadians are encouraged to mark this important day of commemoration in their communities; and

WHEREAS: The TCDSB Ukrainian Canadian Advisory Committee requested that our Board commemorates Canada’s First National Internment Operations 100th anniversary in 2020 and every October 28 thereafter.

BE IT RESOLVED THAT: The TCDSB adopt October 28 of each year as *Annual Internment Commemoration Day* in recognition of Ukrainians and other Europeans who were interned in Canada during the First World War; and

BE IT RESOLVED THAT: The TCDSB acknowledge the year 2020 as the 100th anniversary of the closing of the internment camps in 1920.

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

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

13a) From Trustee Di Pasquale regarding the Vatican for Laudato Si' year

WHEREAS: This year is recognized by the Vatican as the Year of Laudato Si’, in recognition of the fifth anniversary of Pope Francis’ environmental stewardship encyclical “On Caring for Our Common Home”;

WHEREAS: The Vatican has a full program of learning activities that schools can take part in during Laudato Si' year;

WHEREAS: The Vatican plans to grant an award to the most outstanding Laudato Si' school; and

WHEREAS: A climate emergency has been declared by Canada and the City of Toronto.

BE IT RESOLVED THAT: The Toronto Catholic District School Board (TCDSB) explore activities planned by the Vatican for Laudato Si' year and consider having our schools take part;

BE IT FURTHER RESOLVED THAT: Staff consider awarding an annual Laudato Si' School Award, for the school that best exemplifies care for our common home, and have that school be our formal application to the Vatican for their annual Laudato Si' school award;

BE IT FURTHER RESOLVED THAT: Staff explore encouraging schools to become an Eco School to achieve the goals of the Laudato Si' encyclical; and

BE IT FURTHER RESOLVED THAT: Staff explore the Laudato Si' Action Network and consider expressing an interest in joining the Laudato Si' Action Network for Education.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

14. Consent and Review

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

- 17c) Elementary Catholic Student Leadership Impact Team Report 2020 - Trustee Di Pasquale;
- 17e) Toronto Catholic District School Board Outdoor Education – Trustee Rizzo;
- 17f) Return to School Update –Trustee Di Pasquale; and
- 17g) Enrolment Status Report 2020/2021 All Wards - Trustee Di Giorgio

MOVED by Trustee Crawford, seconded by Trustee Lubinski, 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
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.

ITEMS NOT HELD AS CAPTURED IN THE ABOVE MOTION

- 17a) Toronto Catholic District School Board K-12 Professional Learning Plan to Support Student Achievement and Well-Being 2020-2021;
- 17b) Policy S.24 - Combined Grade Classes and September Re-Organization for Elementary Schools;
- 17d) Establishment of Bilingual Youth Council;
- 20a) Annual Calendar of Reports and Policy Metrics; and

20b) Monthly Pending List

17. Staff Reports

MOVED by Trustee Di Pasquale, seconded by Trustee de Domenico, that Item 17f) be adopted as follows:

17f) Return to School Update received.

Time for business expired.

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

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED in AMENDMENT by Trustee Di Giorgio, seconded by Trustee Kennedy:

WHEREAS: Toronto Public Health (TPH), an unbiased organization, should determine which schools are classified as “higher risk”; and

WHEREAS: There has been new data published since TPH provided the Board with their original ranking of schools.

BE IT RESOLVED: That the TCDSB request an updated list from TPH based on more recent data at their disposal. (e.g. neighborhood positive test rates).

Time for business expired.

MOVED by Trustee Rizzo, seconded by Trustee Li Preti, that debate on the Item be completed before resolving back into PRIVATE Session.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

MOVED in AMENDMENT to the AMENDMENT by Trustee de Domenico, seconded by Trustee Lubinski:

WHEREAS: TPH has not taken into account that some schools have numerous busses that bring children to the school and are not just local students attending, that we request TPH take this into account.

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

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Kennedy
Lubinski
Rizzo
Tanuan

Di Giorgio
Di Pasquale
Li Preti
Martino

The AMENDMENT to the AMENDMENT was declared

CARRIED

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

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

In Favour

Opposed

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

Di Pasquale
Martino

The AMENDMENT was declared

CARRIED

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

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

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale

Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

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

Trustee Crawford left the horseshoe at 9:16 pm and returned at 9:21 pm.

MOVED by Trustee Li Preti, seconded by Trustee de Domenico, that Item 17f) Return to School Update be reopened.

Results of the Vote taken, as follows:

In Favour

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

Opposed

Di Giorgio
Lubinski

The Motion was declared

CARRIED

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

MOVED in AMENDMENT by Trustee Li Preti, seconded by Trustee Di Pasquale:

1. That TCDSB urge Toronto Transit Commission to continue to take all possible steps to facilitate safe physical distancing in transit vehicles with priority to services in neighbourhoods with a higher incidence of COVID-19;
2. That TCDSB urge City Council and Ministry of Health to make city facilities available for the distribution of the flu shot with consideration of establishing drive-through flu shot stations; and
3. That TCDSB call on the Province of Ontario to increase the availability and accessibility of pop up COVID-19 testing in neighbourhoods disproportionately affected by the pandemic.

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

In Favour

Opposed

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

Martino
Rizzo
Tanuan

The AMENDMENT was declared

CARRIED

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

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

In Favour

Opposed

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

The Motion, as amended, was declared

CARRIED

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

MOVED by Trustee de Domenico, seconded by Trustee Kennedy, that the meeting resolve back into PRIVATE Session.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

PRESENT: (Following PRIVATE Session)

Trustees: J. Martino, Acting Chair
T. Lubinski, Vice-Chair
N. Crawford
F. D’Amico
M. de Domenico
N. Di Pasquale
A. Kennedy
I. Li Preti
M. Rizzo – Via Zoom
G. Tanuan – Via Zoom

21. RESOLVE into FULL BOARD to Rise and Report

MOVED by Trustee Kennedy, seconded by Trustee Lubinski, 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
de Domenico
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

23. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

ITEMS NOT DEALT WITH

- 17c) Elementary Catholic Student Leadership Impact Team Report 2020;
- 17e) Toronto Catholic District School Board Outdoor Education; and
- 17g) Enrolment Status Report 2020/2021 All Wards

SECRETARY

CHAIR



*Teresa Lubinski
Trustee Ward 4*

E-mail: Teresa.Lubinski@tcdsb.org

Voicemail: 416-512-3402

To: Student Achievement and Well-Being Committee Meeting , December 3, 2020

From: Teresa Lubinski, Trustee Ward 4

Subject: For the Toronto Catholic District School Board To Commemorate Canada's First National Internment Operations (1914-1920)

MOVED BY: Teresa Lubinski, Toronto Catholic District School Board

WHEREAS: On October 28, Canadians from many backgrounds commemorated Canada's First National Internment Operations – the forced internment of 8,579 Ukrainians and other Europeans who were branded 'enemy aliens' and sent to 24 internment camps across Canada between 1914 and 1920;

WHEREAS: Men, women, and children suffered during Canada's First National Internment Operations, not because of anything they had done, but only because of who they were and where they had come from;

WHEREAS: On this day, we remember the victims of this injustice and we are united in our resolve to bring an end to prejudice and discrimination, wherever they may appear;

WHEREAS: All Canadians are encouraged to mark this important day of commemoration in their communities;

WHEREAS: The TCDSB Ukrainian Canadian Advisory Committee requested that our Board Commemorates Canada's First National Internment Operations 100th anniversary in 2020 and every October 28 thereafter;

BE IT RESOLVED THAT: The TCDSB adopt October 28 of each year as *Annual Internment Commemoration Day* in recognition of Ukrainians and other Europeans who were interned in Canada during the First World War;

BE IT RESOLVED THAT: The TCDSB acknowledge the year 2020, as the 100th anniversary of the closing of the internment camps in 1920.

Teresa Lubinski
Trustee, Ward 4



REPORT TO

REGULAR BOARD

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

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

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

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

INFORMATION REPORT

Vision:

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

Mission:

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

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



Brendan Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

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

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

B. PURPOSE

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

C. BACKGROUND

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

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

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

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

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

D. EVIDENCE/RESEARCH/ANALYSIS

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

Growing in Faith

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

Environmental Stewardship

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

Mental Health and Well Being

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

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

Multiculturalism and Indigenous Education

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

Respecting Differences

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

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

CSLIT 2020-2021 Recommended Actions

1. Rooted in Christ - Growing in Faith

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

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

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

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

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

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

2. Mental Health and Well-Being

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

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

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

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

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

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

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

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

3. Multiculturalism and Diversity Advocacy

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

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

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

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

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

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

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

4. Indigenous Education

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Board Support

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

E. METRICS AND ACCOUNTABILITY

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

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

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

F. STAFF RECOMMENDATION

This report is for the consideration of the Board.



2020-2021 Pillars of Focus

CSLIT Student Trustees



Kathy Nguyen

Second Year Student Trustee
Madonna
Grade 12

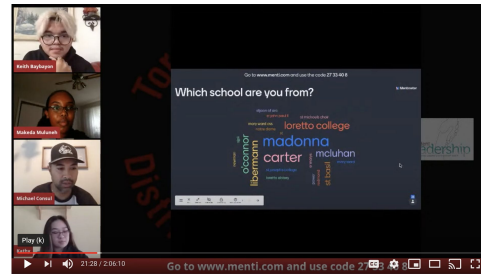


Keith Baybayon

First Year Student Trustee
Marshall McLuhan
Grade 11



Sept. 8

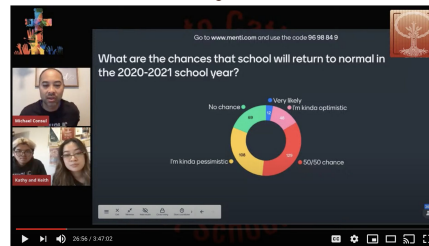


Sept. 29



Sept. 2

Page 37 of 194



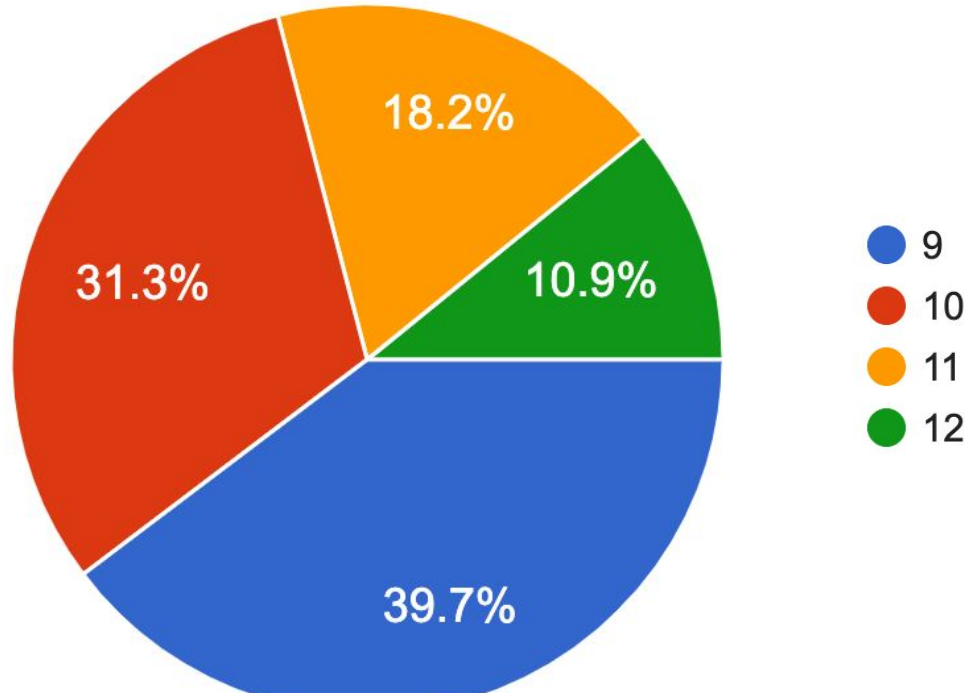
Sept. 21-25



Nov. 4

Student Voice

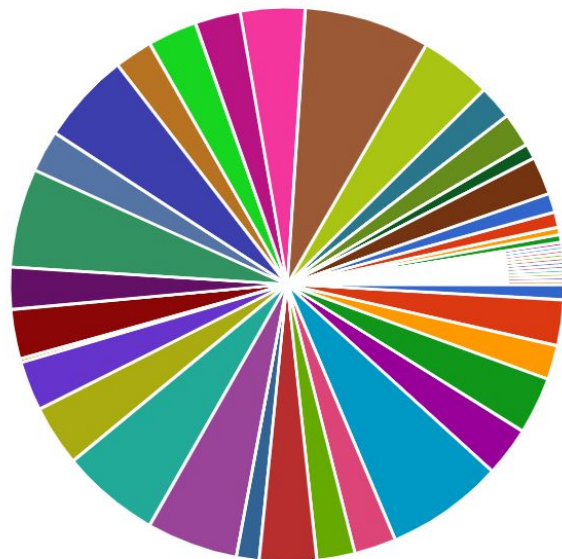
Grade
451 responses



Student Voice

Home School

451 responses



- | | |
|---------------------------------|-------------------------------|
| ● Bishop Allen Academy | ● Marshal McLuhan |
| ● Bishop Morrocco/Thomas Merton | ● Mary Ward |
| ● St. Oscar Romero | ● Michael Power/St. Joseph |
| ● Brebeuf College | ● Msrg. Percy Johnson |
| ● Cardinal Carter | ● Neil McNeil |
| ● Cardinal Newman | ● Notre Dame |
| ● Chaminade College | ● Senator O'Connor College |
| ● Dante Alighieri Academy | ● St. Basil-The-Great College |
| ● Father Henry Carr | ● St. John Paul II |
| ● Father John Redmond | ● St. Joseph's College |
| ● Francis Libermann | ● St. Joseph's Morrow Park |
| ● James Cardinal McGuigan | ● St. Mary's |
| ● St. Joan of Arc | ● St. Michael's Choir |
| ● Loretto Abbey | ● St. Mother Teresa |
| ● Loretto College | ● St. Patrick |
| ● Madorrig | |



HIGHEST REPRESENTATION	
35	St. John Paul II
34	Cardinal Newman
26	Mary Ward
26	James Cardinal McGuigan
25	Francis Libermann

LOWEST REPRESENTATION	
1	Loretto College
4	St. Mother Teresa
5	Bishop Allen Academy
6	Father John Redmond
9	St. Joseph's Morrow Park

5 Pillars

CSLIT 2020-2021

1. Growing in Faith
2. Multiculturalism & Diversity Advocacy
3. Mental Health & Well Being
4. Indigenous Education & Immersion
5. Inclusion and Belonging for our LGBTQ+ Community

Rooted in Christ - Growing in Faith



- ***Catholic* Student Leadership** should be distinct from Student Leadership
- Learn, grow, share and celebrate our faith
- ***Discerning Believers***

Rooted in Christ - Growing in Faith

Let's Talk Faith

Faith based conversation

2nd Tuesday of every month
starting Nov. 11



Faith Camp

Deepening our Understanding

3 day retreat scheduled in the
spring.



Community Outreach

Faith In Action

Serving those in need.



Multiculturalism and Diversity Advocacy



- All students should feel proud of their heritage
- Students should have the opportunity to learn about and share their culture and other traditions
- *Collaborative Contributors*
- Promotion of Peace

Multiculturalism & Diversity Advocacy

Education & Awareness

Professional Development

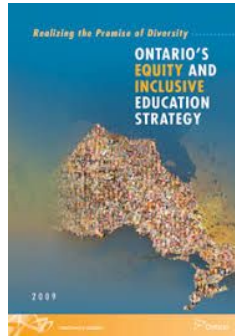
Staff training: Admin, teachers, senior staff, trustees.



Student Voice

Continued and Increased Role

Newcomer Initiatives
Anti-Racism/Equity Committees



CSLIT Initiatives

Student Lead Programs

BIPOC Student Committee,
Culture Shock Event, Guest Speakers.



Mental Health and Well Being



- Affects physical health, school success, family life, and relationships
- Eliminating any stigma attached to mental illness
- *Reflective, Creative, Holistic Thinkers*

Mental Health and Well Being

Stop the Stigma

CSLIT to play a bigger role

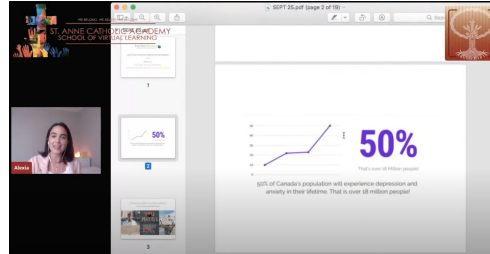
3 CSLIT Exec. members to join planning committee



Well Being Opportunities

Serving Student Needs

- Monthly mediation
- CSLIT guests speakers
- Event workshops



Supporting AFL & CAMH

Fundraisers

Supporting 2 impactful organizations with different initiatives.



Indigenous Education & Immersion



- Broadening our perspective of Canadian history
- Learning about FNMI culture and traditions & current issues still faced
- *Responsible Citizens* giving witness to *Catholic Social Teachings*

Indigenous Education & Immersion

Engaging Education

CSLIT / ECSLIT / ILITE / VTC

Guest speakers & workshops



Beyond Orange Shirt Day

Indigenous Heritage Month

Developing resources and activities



Indigenous Leadership

1 Week Immersion

Expand to elementary



Respecting Differences & Inclusion and Belonging for our LGBTQ+ community



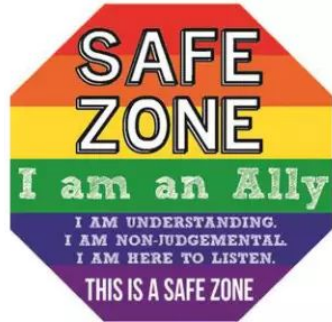
- We are all a part of one human family
- Schools need to be safe spaces for all students
- *Caring Family Members*

Respecting Differences, Inclusion & Belonging

Respecting Differences

Eliminating Stigma

Guest speakers, workshops,
courageous conversation.



Ongoing Support

Developing resources & outlets

Unapologetic self-expression



Visible Support

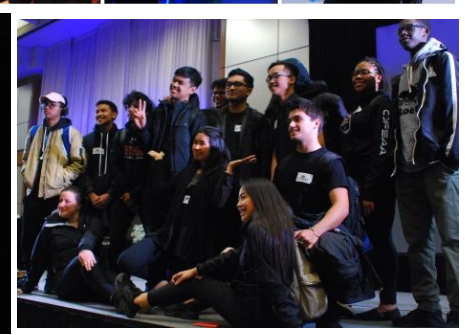
Expressing Solidarity

What are some ideas?













CSL Hoodie Orders!



Order your CSL hoodies at www.catholicstudentleadership.com and stay representing Catholic Student Leadership everywhere you go!



Keep updated with us!



www.catholicstudentleadership.com

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@catholicstudentleadership

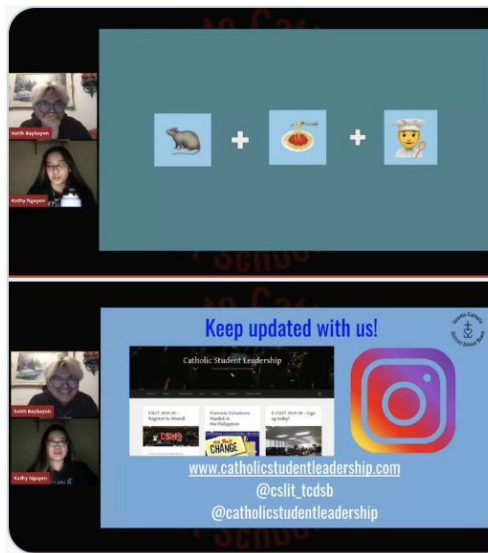
Thank You for Joining Us!



@mmakeddaa on instagram

Our GOALS need your support and assistance

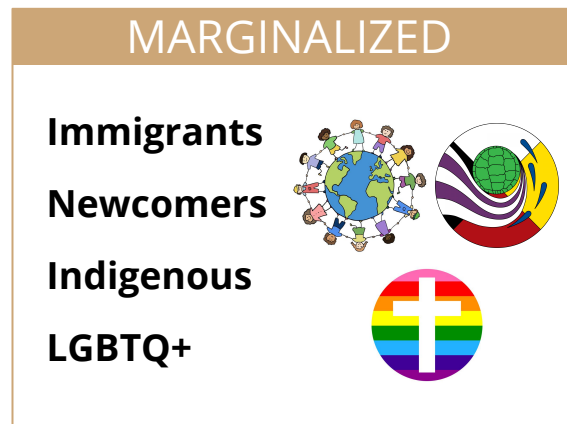
1. Growing in Faith
2. Multiculturalism & Diversity Advocacy
3. Mental Health & Well Being
4. Indigenous Education & Immersion
5. Inclusion and Belonging for our LGBTQ+ Community



5 Pillars

CSLIT / ECSLIT

GET INVOLVED



*Thank
You!*



2020-2021 Pillars of Focus



REPORT TO

REGULAR BOARD

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
November 11, 2020	November 19, 2020	Click here to enter a date.
Barbara Leporati, Senior Coordinator, Planning Services Shazia Vlahos, Chief, Communications and Government Relations Corrado Maltese, Coordinator, Occupational Health and Safety Deborah Friesen, Superintendent, Capital Assets and Renewal Michael Loberto, Superintendent, Planning and Development Services Lori Di Marco, Superintendent, Curriculum Leadership & Innovation; ICT Adrian Della Mora, Executive Superintendent of Human Resources Omar Malik, Acting Chief Information Officer		
INFORMATION REPORT		

Vision:

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

Mission:

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

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



Brendan Browne, 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 last update to the Reopening Action Plan was submitted to the November 12, 2020 Corporate Services 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.

Staff are securing teaching staff to deliver core French to St. Anne students in Grade 7 and 8 as well as Experiential French for Grade 1 to 6 students. St. Anne elementary students will also be receiving progress reports and parent/teacher interviews will be conducted to maintain the connection with a regular school year.

The Ministry of Education in collaboration with Public Health units announced an initiative to make readily available saliva COVID-testing to asymptomatic students and nasopharyngeal testing to staff in schools who have had positive cases.

TCDSB recently received information from consultants regarding indoor air quality and specifically use of window opening restrictors. This is preliminary information that will form part of the fulsome report back to the Board following completion of the study.

TCDSB schools continue to adjust to in person routines and safety measures following guidance from Toronto Public Health.

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

D. EVIDENCE/RESEARCH/ANALYSIS

Staffing and Recruitment

2. *Human Resources (HR) Staff provided four days of direct support to all system Principals as they operationalize time-sensitive school re-organizations.*
3. *Senior HR staff is liaising with Field Superintendents to determine the optimal deployment of retired administrators.* Recent announcements expanding eligible days from 50 to 95 per year are informing these discussions.
4. *Senior HR staff is working with our elementary union partners to identify excess French as a Second Language (FSL) teacher capacity in our brick and mortar schools that can be immediately redeployed to St. Anne Catholic Academy to deliver core French to grade 7 and 8 students.* Staff is also finalizing discussions with our union partners to inform the launch of a virtual core French experiential program to support French language acquisition for St. Anne students in grades 1 – 6.

St. Anne Academy

5. *In elementary, classes are being reorganized to accommodate approximately 1500 new students.*
6. *Progress Reports are being completed for elementary students with teachers distributing to parents via email Nov 16th. Parent/Teacher Interviews (occurring Nov 17 and 19) are being conducted, as they would be for in person learning.*
7. *In secondary, student timetables are being created and reviewed for quad two.*
8. *Professional learning opportunities are being offered to support new and current St Anne staff.*

Communications

9. ***A reminder communication of start dates has been shared with families whose children are in elementary.*** Communications will also be shared with families whose child(ren) will be impacted by the reorganization including information about change to classroom structure. The classroom number and name of teacher will be provided.

COVID-testing

10. ***The Ministry of Education in partnership with Ontario Health and Public Health units announced a targeted testing initiative to make readily available saliva COVID-testing to asymptomatic students and nasopharyngeal testing to staff in schools who have had positive cases.*** Currently, once there is a positive case at a school, staff and students in affected cohorts who wish to be tested are required to make their own arrangements with their nearest assessment center at a local hospital. Due to wait times at local hospitals, this can be inconvenient to working parents.
11. ***Under this new Ministry initiative, testing will be expanded and made available on a voluntary basis to asymptomatic students outside of the affected cohorts where the positive case was identified.*** The testing will be fast tracked by the Local Health Integration Network who will make the testing arrangements on behalf of the school with one of the local hospitals near the school. Toronto Public Health will identify schools for the expanded targeted testing based on case investigations, where multiple cohorts have been dismissed and where there are suspected outbreaks. ***The targeted testing will occur over a 4 week period starting November 23 and end the week of December 14 as per Ministry direction.***

Windows/Indoor Air Quality

12. ***Staff recently sought the assistance from two architectural firms, which specialize in schools, in the interpretation of Ontario Building Code requirements that have led to the use of window opening restrictors.*** Relevant portions of the Ontario Building Code section that apply are quoted as follows:

O. Reg. 332/12: Building Code, under Building Code Act, 1992, S.O. 1992, c. 23

Section 3.3.1.17

(1) Except as provided in Sentence (6) and Article 3.3.4.7, a guard not less than 1070 mm high shall be provided,*

(c) at each raised floor, mezzanine, balcony, gallery, interior or exterior ramp, and at other locations where the difference in level is more than 600 mm.

(2) Except as provided in Sentence (3) and Sentence 3.3.2.8 (4), openings through any guard that is required by Sentence (1) shall be of a size that will prevent the passage of a sphere having a diameter more than 100 mm unless it can be shown that the location and size of openings that exceed this limit do not represent a hazard.*

(5) Unless it can be shown that the location and size of openings do not present a hazard, a guard shall be designed so that no member, attachment or opening located between 140 mm and 900 mm above the level protected by the guard will facilitate climbing.

(6) Sentence (1) does not apply at the front edges of stages, floor pits in repair garages and loading docks.

**3.3.4.7 Stairs, Ramps, Landings, Handrails and Guards for Dwelling Units*

**3.3.2.8 applies to guards for fixed seating in places of assembly*

- 13. *As previously reported, following completion of one month of Indoor Air Quality monitoring in three sample schools, the Building Science consultant will comment on how larger window openings might be achieved safely in classrooms with vertical sliding windows.*** The study will also provide data on the performance of large double-awning windows with restrictors in improving air quality and staff are investigating options and costing to provide guards on larger window openings. Staff will report to Board on the findings.

Technology

- 14. *Orders continue to flow and be fulfilled. An additional 2600 Chromebooks and 400 iPads have been ordered to stay ahead of demands and emergency needs.***
- 15. *Information and instructions will be shared with secondary school principals on the technology allocation for secondary schools available to address local technology needs for the hybrid model.***

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. A webpage has been created with information about *the classroom reorganization* including a section on frequently asked questions.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

SAFE SCHOOLS REPORT 2019-2020

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

Created, Draft	First Tabling	Review
July 20, 2020	September 3, 2020	Click here to enter a date.

Michael Caccamo, Superintendent of Nurturing our Catholic Community, Safe Schools, and Continuing Education
Nadia Adragna, Principal of St. Martin School and Safe Schools Department
Todd Visinski, Vice Principal of St. Martin School and Safe Schools Department

INFORMATION REPORT

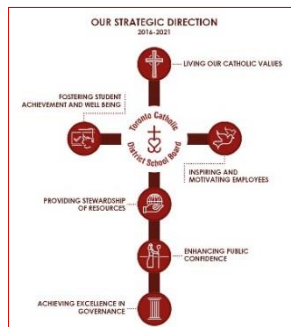
Vision:

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

Mission:

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

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



Dr. B. Browne
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

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

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

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

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

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

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

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

B. PURPOSE

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

C. BACKGROUND

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

D. EVIDENCE/RESEARCH/ANALYSIS

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

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

SECTION 1: Suspension and Expulsion Data (Appendix A)

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

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

ELEMENTARY SCHOOLS [Comparison with 2018-2019 data]

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

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

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

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

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

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

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

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

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

SECONDARY SCHOOLS [Comparison with 2018-2019 data]

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

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

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

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

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

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

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

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

SECTION 2: Student Perceptual Data

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

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

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

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

OVERALL BOARD LEVEL RESULTS

(i) Safe Schools Survey (Secondary)

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

Some highlights on safety (See Appendix B1):

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

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

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

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

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

Areas for continued dialogue:

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

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

Elementary and Secondary Schools

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

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

Some further highlights on safety (See Appendix B3):

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

Area for continued dialogue:

- The reporting of bullying remains an area for growth.

PERCEPTIONS BY GENDER

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

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

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

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

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

PERCEPTIONS BY RACIAL IDENTIFICATION

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

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

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

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

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

Student Voice: Secondary Schools

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

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

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

SECTION 4: Safe Schools Alternative Programs

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

1. The Expulsion Program

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

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

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

2. TIPSS (Transitional Intervention Program for Suspended Students)

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

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

SECTION 5: Professional Learning for TCDSB Stakeholders

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

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

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

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

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

E. METRICS AND ACCOUNTABILITY

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

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

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

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

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

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

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

G. CONCLUDING STATEMENT

This report is for the consideration of the Board.

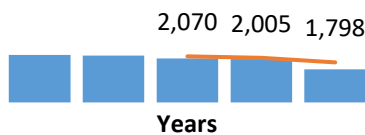
Number of Students Suspended, Education Act §.306

Appendix A

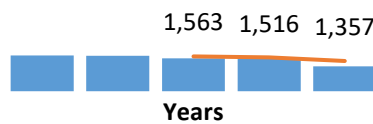
TCDSB	All Students	Secondary Students	Elementary Students
2015-2016	90,333	30,149	60,184
2016-2017	91,144	30,109	61,035
2017-2018	91,107	29,673	61,434
2018-2019	91,818	29,225	62,593
2019-2020	91,324	28,612	62,712

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

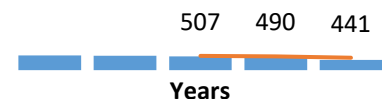
Number of Students Suspended



Number of Male Students Suspended

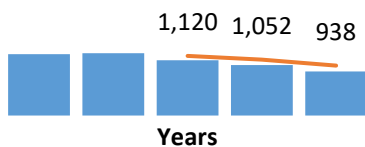


Number of Female Students Suspended

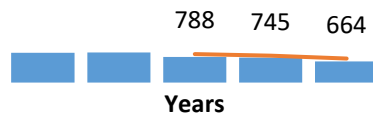


TCDSB	Sec #St Suspended	Rolling Avg Sec #St Susp	Sec #Male St Suspended	Rolling Avg Sec #Male St Susp	Sec #Female St Suspended	Rolling Avg Sec #Female St Susp	Elem #St Suspended	Rolling Avg Elem #St Susp	Elem #Male St Suspended	Rolling Avg Elem #Male St Susp	Elem #Female St Suspended	Rolling Avg Elem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

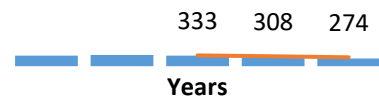
Number of Secondary Students Suspended



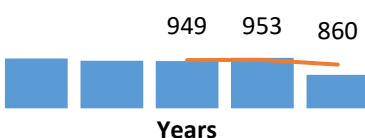
Number of Secondary Male Students Suspended



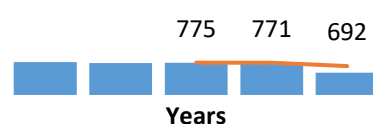
Number of Secondary Female Students Suspended



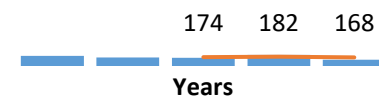
Number of Elementary Students Suspended



Number of Elementary Male Students Suspended

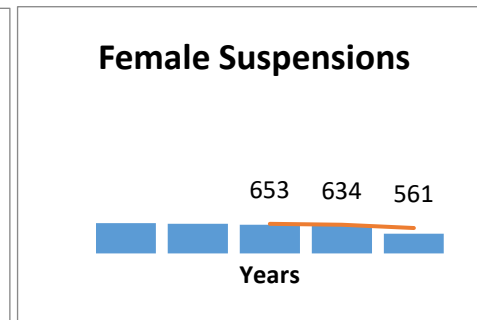
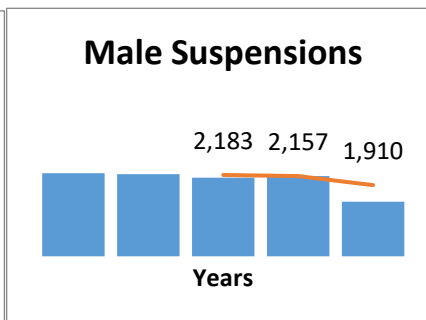
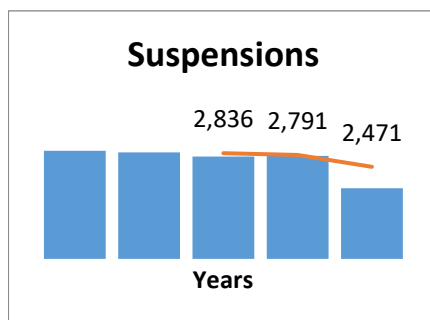


Number of Elementary Female Students Suspended

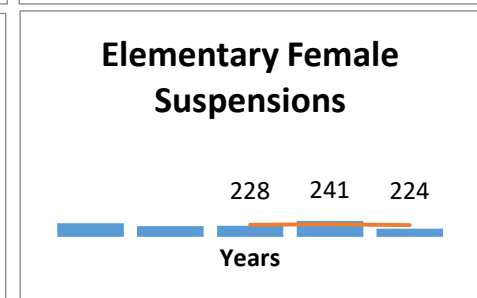
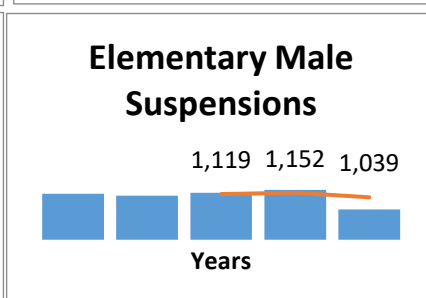
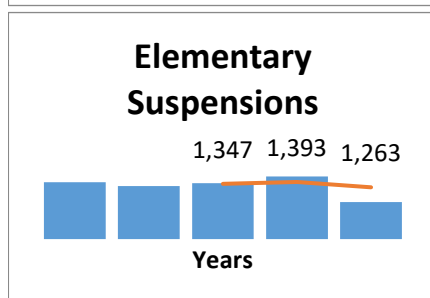
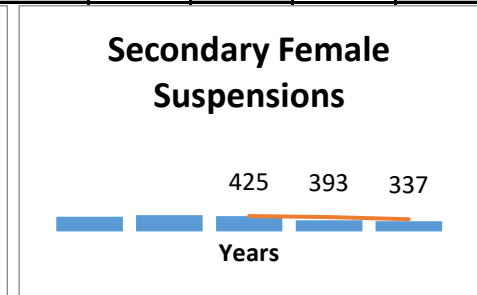
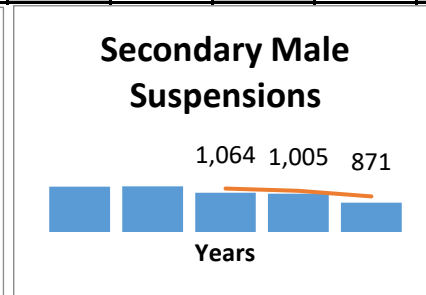
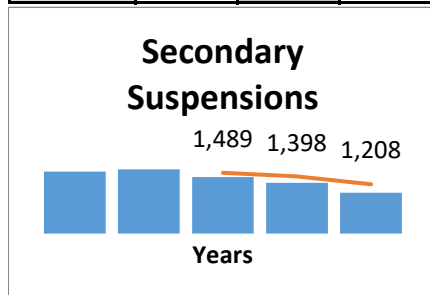


Notice of Suspension, Education Act §.306 (number of suspensions)

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



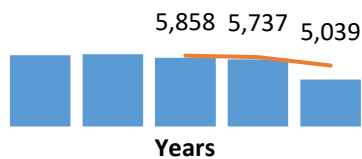
TCDSB	Sec 306 Suspension	Rolling Avg Sec Susp	Sec 306 Male Suspension	Rolling Avg Sec Male Susp	Sec 306 Female Suspension	Rolling Avg Sec Female Susp	Elem 306 Suspension	Rolling Avg Elem Susp	Elem 306 Male Suspension	Rolling Avg Elem Male Susp	Elem 306 Female Suspension	Rolling Avg Elem Female Susp
2015-2016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



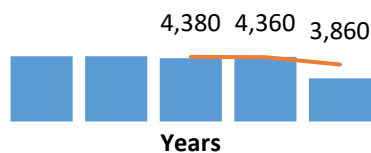
Number of instructional days lost to §.306 Suspension

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

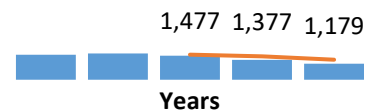
Days Lost



Days Lost - Male

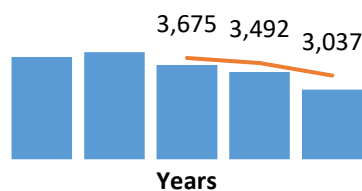


Days Lost - Female

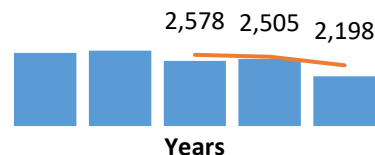


TCDSB	Sec Days Lost	Sec Rolling Avg Days Lost	Sec Days Lost Male	Sec Rolling Avg Days Lost Male	Sec Days Lost Female	Sec Rolling Avg Days Lost Female	Elem Days Lost	Elem Rolling Avg Days Lost	Elem Days Lost Male	Elem Rolling Avg Days Lost Male	Elem Days Lost Female	Elem Rolling Avg Days Lost Female
2015-2016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

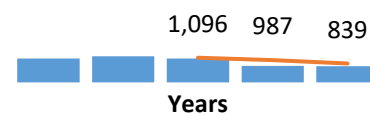
Secondary Days Lost



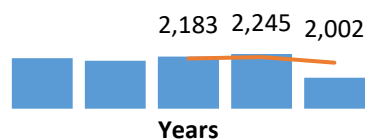
Secondary Days Lost - Male



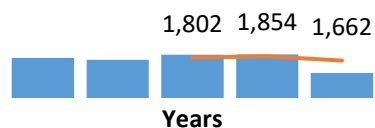
Secondary Days Lost - Female



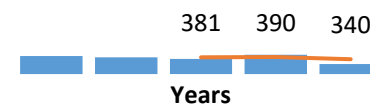
Elementary Days Lost



Elementary Days Lost - Male



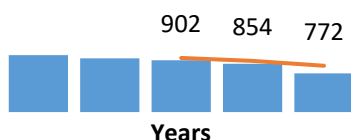
Elementary Days Lost - Female



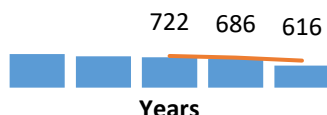
Number of Students with an IEP Suspended (§.306)

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

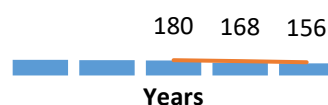
Number of Students with an IEP Suspended



Number of Male Students with an IEP Suspended

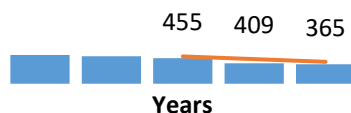


Number of Female Students with an IEP Suspended

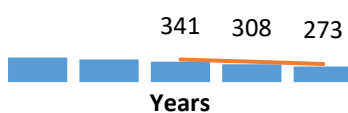


TCDSB	Sec #St IEP Susp	Rolling Avg #St IEP Susp	Sec #St IEP Male Susp	Rolling Avg Sec #St IEP Male Susp	Sec #St IEP Female Susp	Rolling Avg Sec #St IEP Female Susp	Elem #St IEP Susp	Rolling Avg Elem #St IEP Susp	Elem #St IEP Male Susp	Rolling Avg Elem #St IEP Male Susp	Elem #St IEP Female Susp	Rolling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

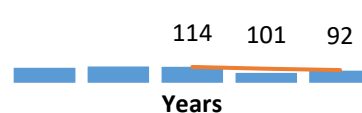
Number of Secondary Students with an IEP Suspended



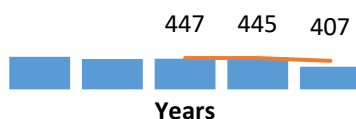
Number of Secondary Male Students with an IEP Suspended



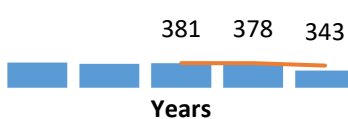
Number of Secondary Female Students with an IEP Suspended



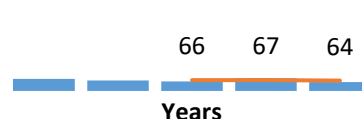
Number of Elementary Students with an IEP Suspended



Number of Elementary Male Students with an IEP Suspended



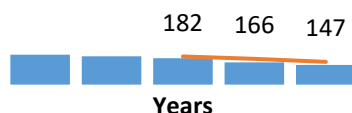
Number of Elementary Female Students with an IEP Suspended



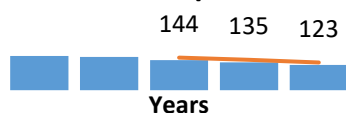
Number of §.310 Suspensions Pending Possible Expulsion (SPX) Issued

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

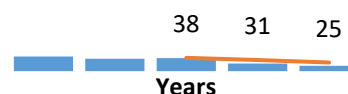
Number of Suspensions Pending Possible Expulsion



Number of Male Suspensions Pending Possible Expulsion

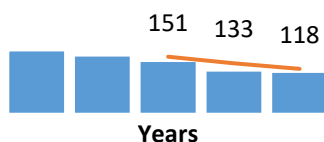


Number of Female Suspensions Pending Possible Expulsion

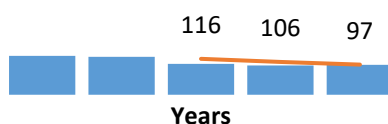


TCDSB	Sec 310 SPX	Rolling Avg Sec 310 SPX	Sec 310 SPX Male	Rolling Avg Sec 310 SPX Male	Sec 310 SPX Female	Rolling Avg Sec 310 SPX Female	Elem 310 SPX	Rolling Avg Elem 310 SPX	Elem 310 SPX Male	Rolling Avg Elem 310 SPX Male	Elem 310 SPX Female	Rolling Avg Elem 310 SPX Female
2015-2016	165	#N/A	126	#N/A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

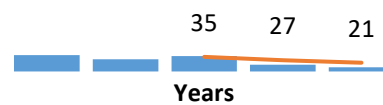
Number of Secondary Suspensions Pending Possible Expulsion...



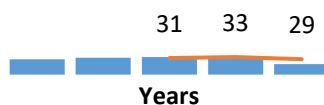
Number of Secondary Male Suspensions Pending Possible Expulsion



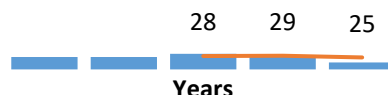
Number of Secondary Female Suspensions Pending Possible Expulsion



Number of Elementary Suspensions Pending Possible Expulsion



Number of Elementary Male Suspensions Pending Possible Expulsion



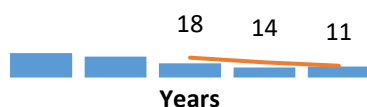
Number of Elementary Female Suspensions Pending Possible Expulsion



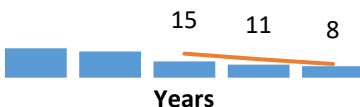
Education Act §.310 Board Expulsions (Number of Board expulsions)

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

Number of Board Expulsions



Number of Board Expulsions: Male

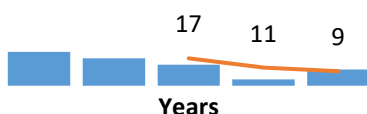


Number of Board Expulsions: Female

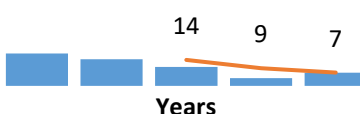


TCDSB	Sec Board Expulsion	Rolling Avg Sec Board Expul	Sec Board Expul-sion Male	Rolling Avg Sec Board Expul Male	Sec Board Expul-sion Female	Rolling Avg Sec Board Expul Female	Elem Board Expul-sion	Rolling Avg Elem Board Expul	Elem Board Expul-sion Male	Rolling Avg Elem Board Expul Male	Elem Board Expul-sion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

Number of Secondary Board Expulsions



Number of Secondary Board Expulsions: Male



Number of Secondary Board Expulsions: Female



Number of Elementary Board Expulsions



Number of Elementary Board Expulsions: Male



Number of Elementary Board Expulsions: Female

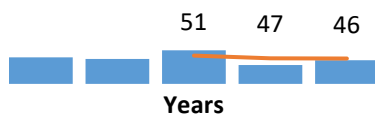


Education Act §.310 School Expulsions

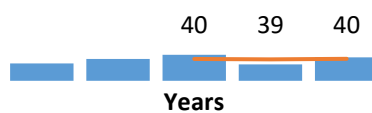
(Number of School expulsions)

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

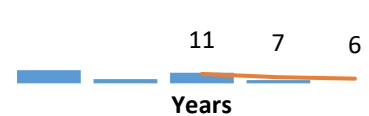
Number of School Expulsions



Number of School Expulsions: Male

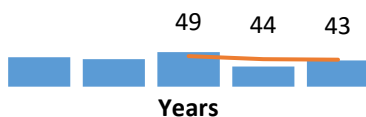


Number of School Expulsions: Female

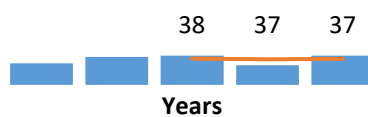


TCDSB	Sec School Expulsion	Rolling Avg Sec School Expul	Sec School Expul Male	Rolling Avg Sec School Expul Male	Sec School Expul Female	Rolling Avg Sec School Expul Female	Elem School Expulsion	Rolling Avg Elem School Expul	Elem School Expul Male	Rolling Avg Elem School Expul Male	Elem School Expul Female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

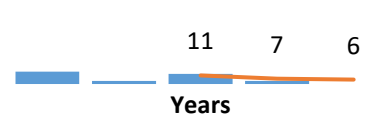
Number of Secondary School Expulsions



Number of Secondary School Expulsions: Male



Number of Secondary School Expulsions: Female



Number of Elementary School Expulsions



Number of Elementary School Expulsions: Male



Number of Elementary School Expulsions: Female



Number of §.310 Board Expulsions (IEP)

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

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

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

Number of §.310 School Expulsions (IEP)

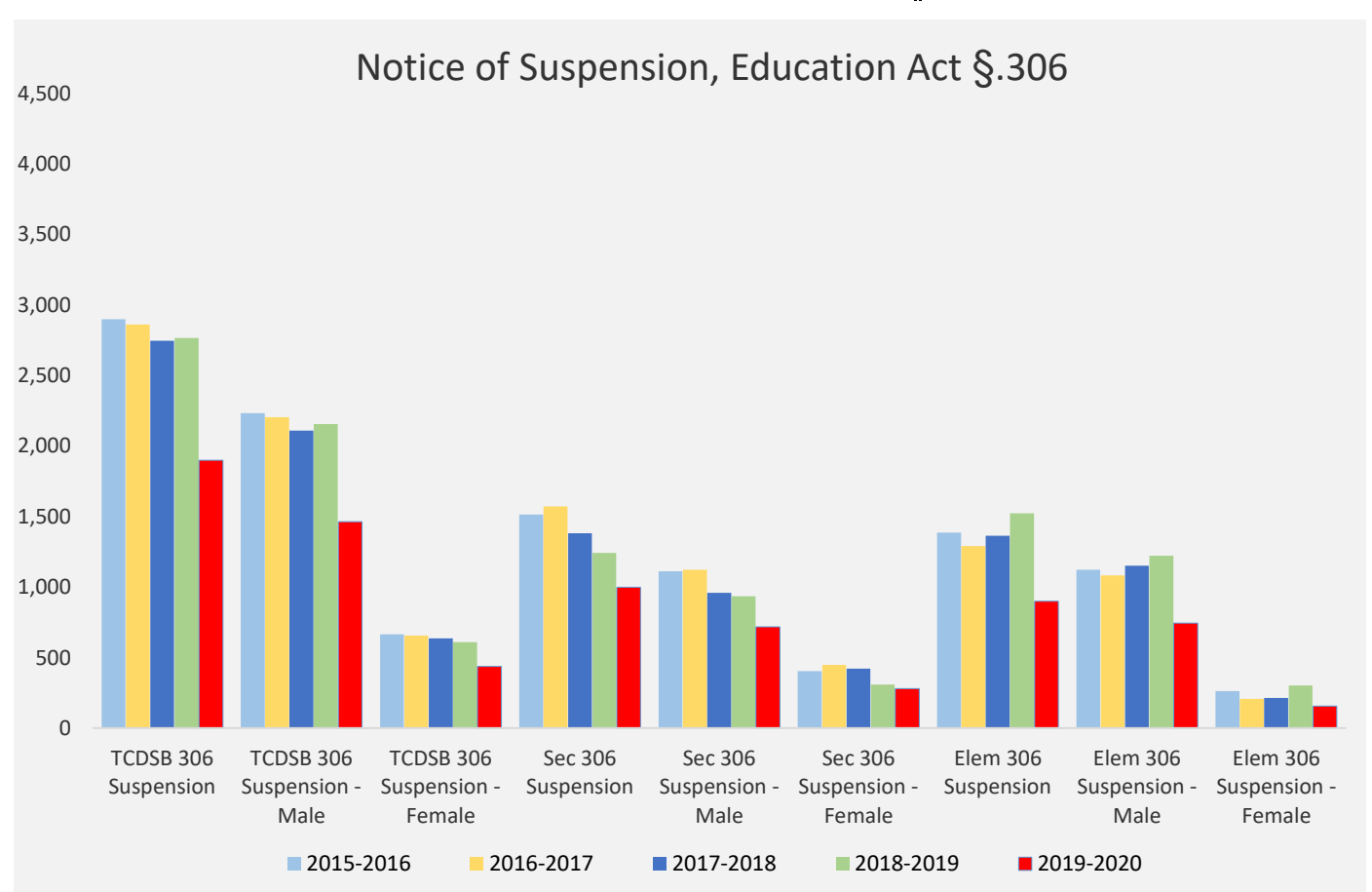
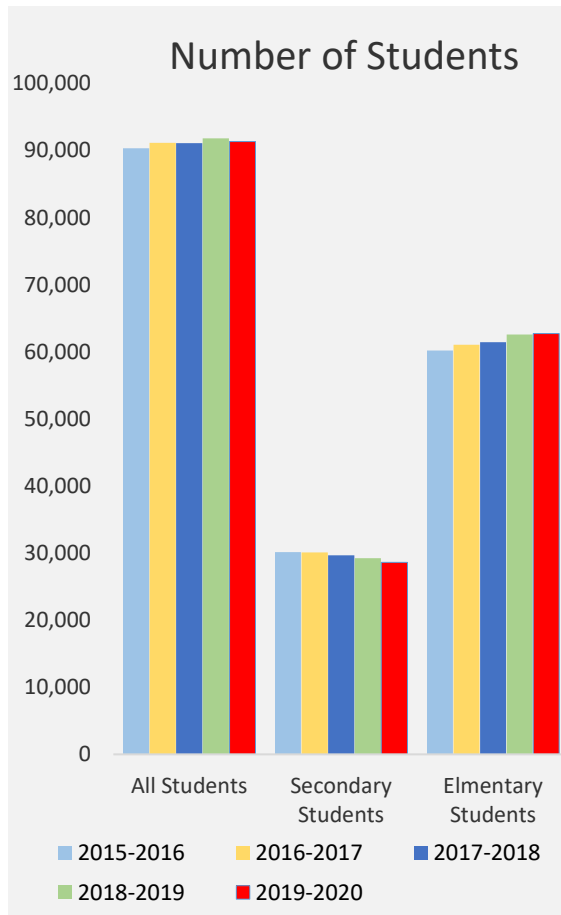
TCDSB	Total TCDSB Students	Total School Expulsion	Total TCDSB IEP Students	Total IEP School Expulsion
2018-2019	91818	34	17480	16
2019-2020	91324	43	16925	18

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

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

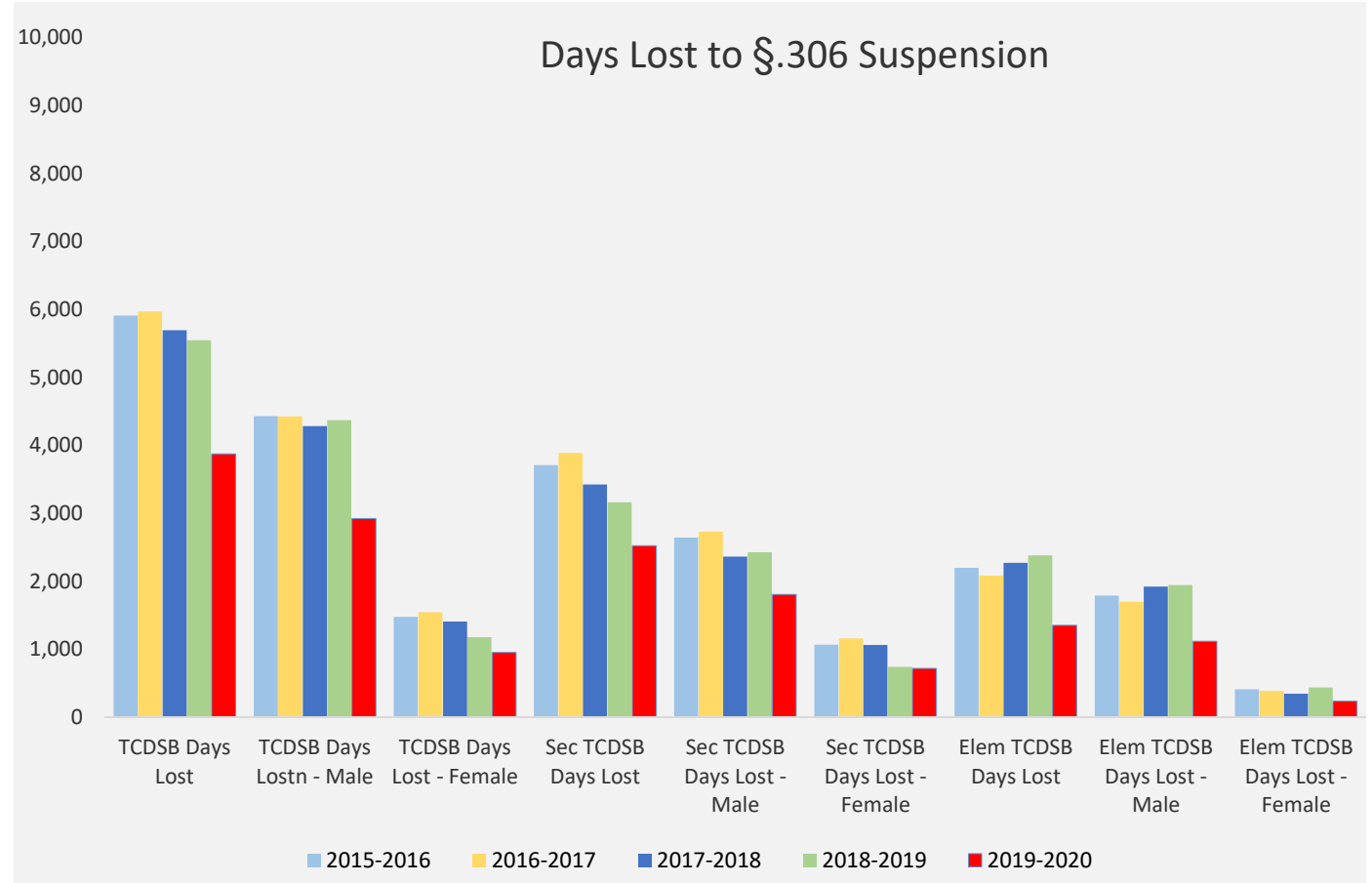
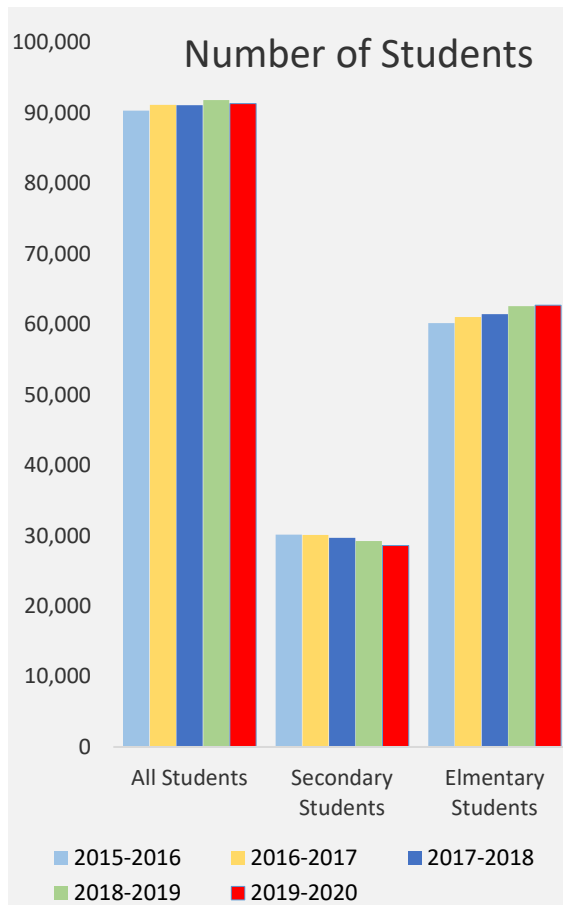
Notice of Suspension, Education Act §.306

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



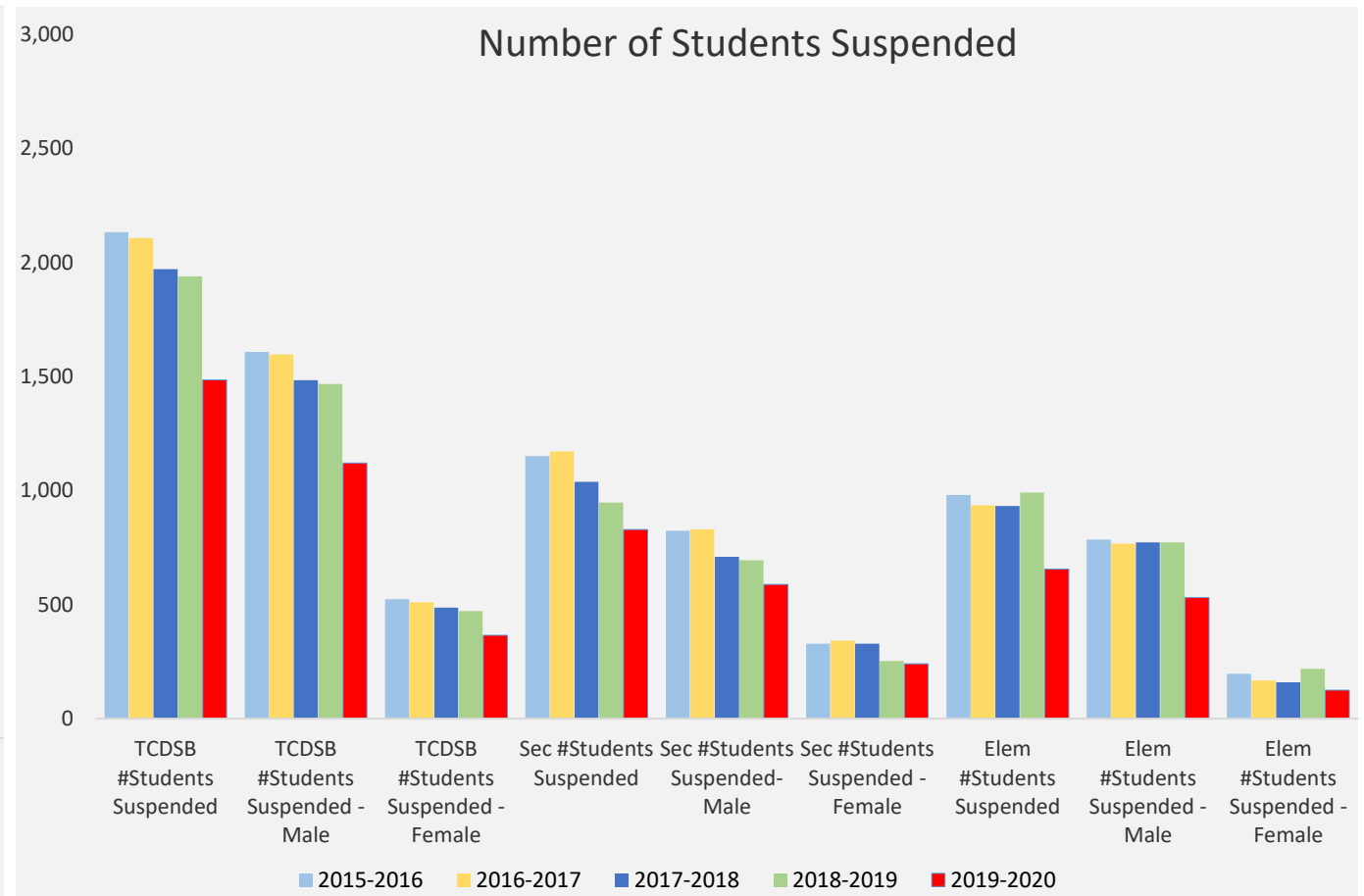
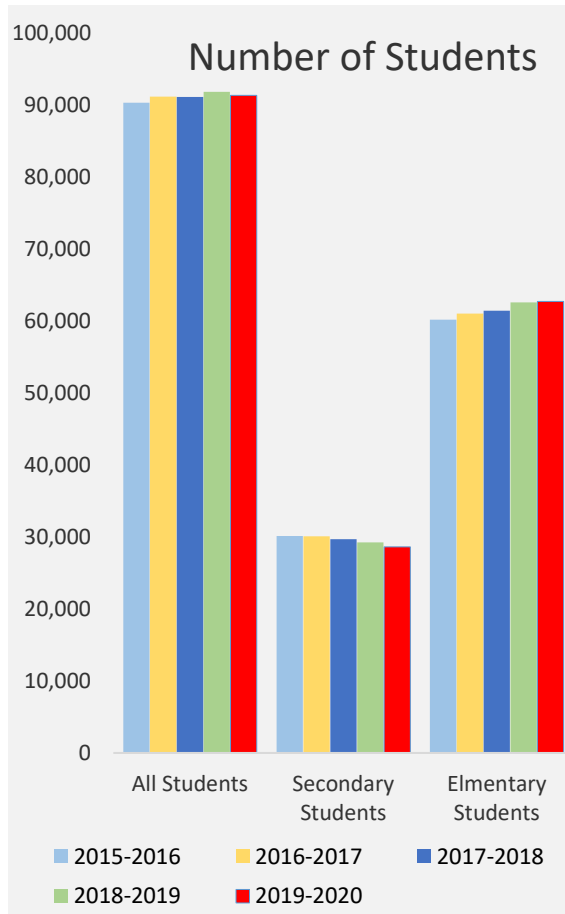
Days Lost to §.306 Suspension

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



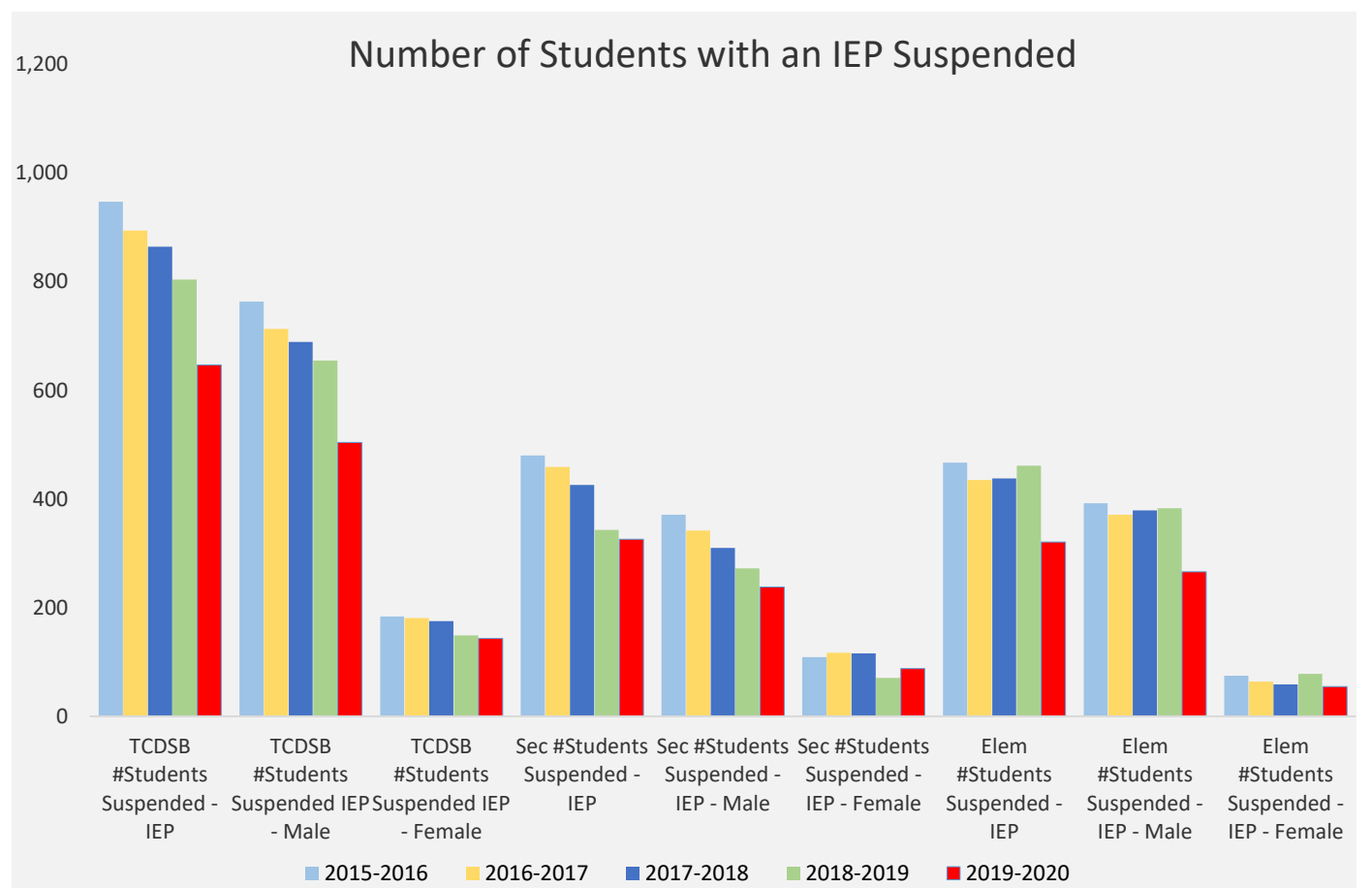
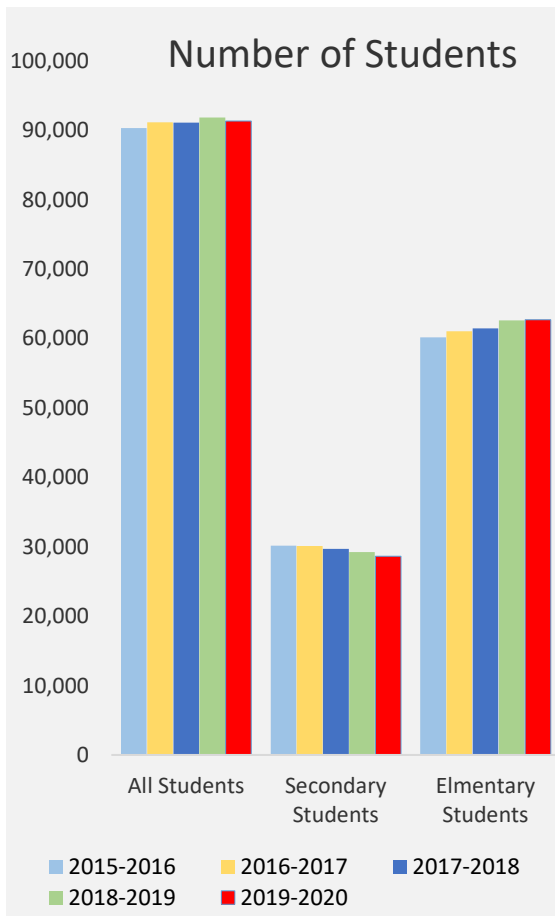
Number of Students Suspended

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



Number of Students with an IEP Suspended

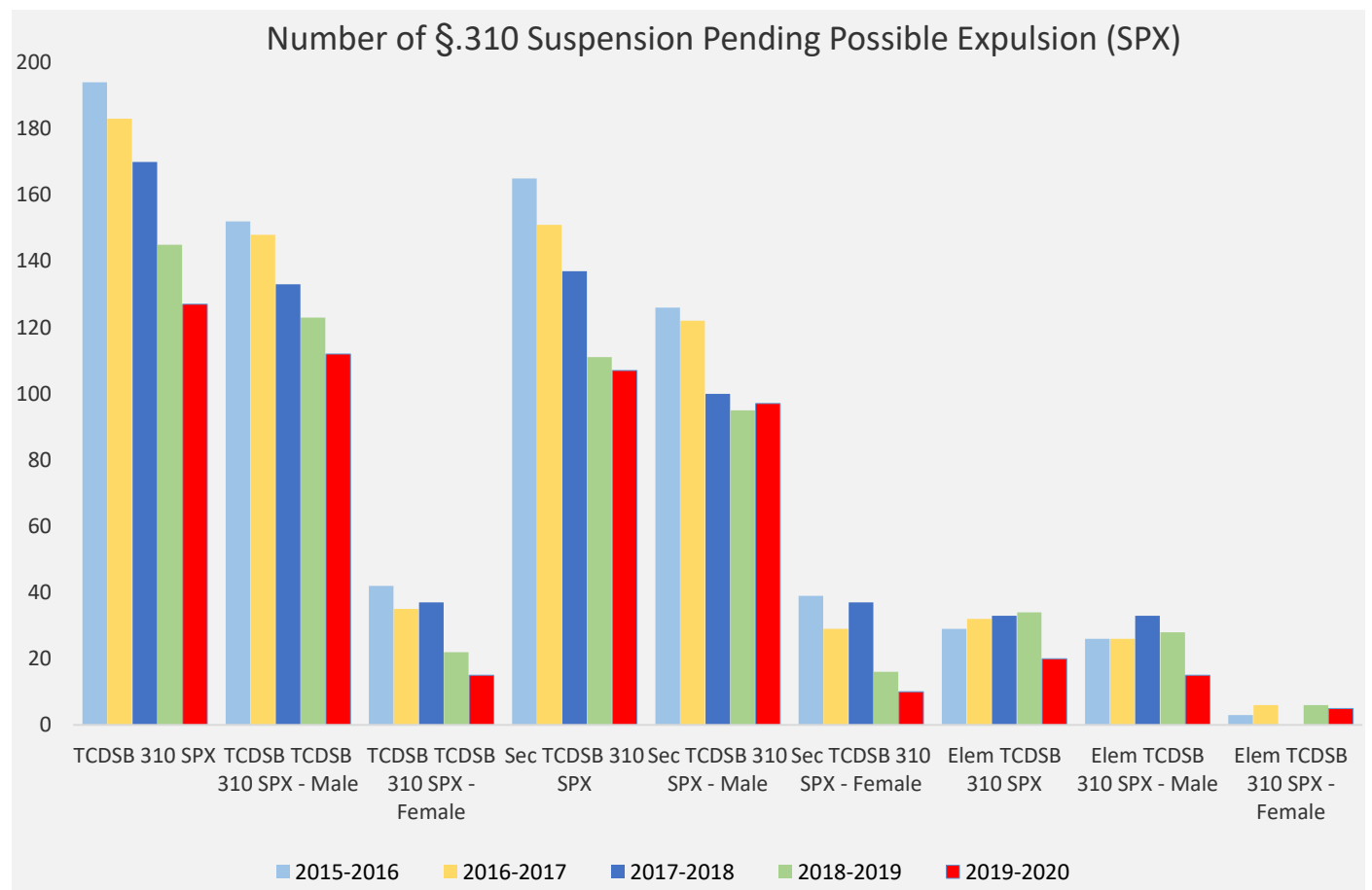
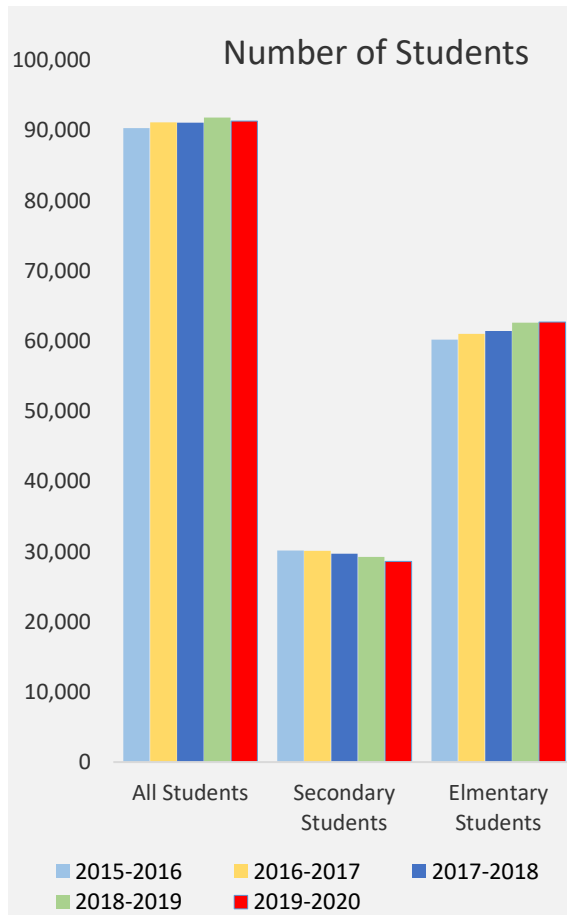
TCDSB	All Students	Secondary Students	Elementary Students	TCDSB #Students Suspended - IEP	TCDSB #Students Suspended - IEP - Male	TCDSB #Students Suspended - IEP - Female	Sec #Students Suspended - IEP	Sec #Students Suspended - IEP - Male	Sec #Students Suspended - IEP - Female	Elem #Students Suspended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



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

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

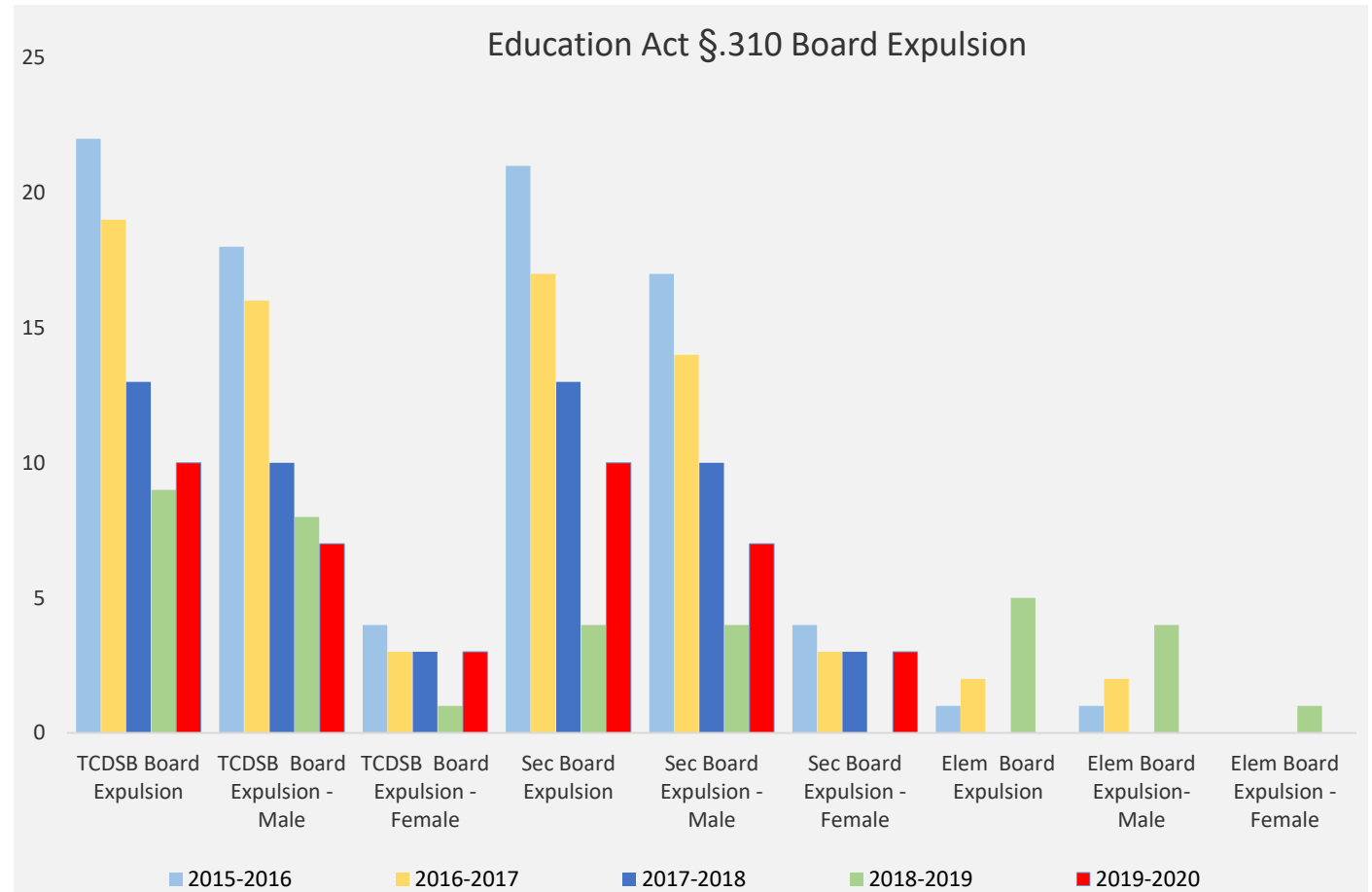
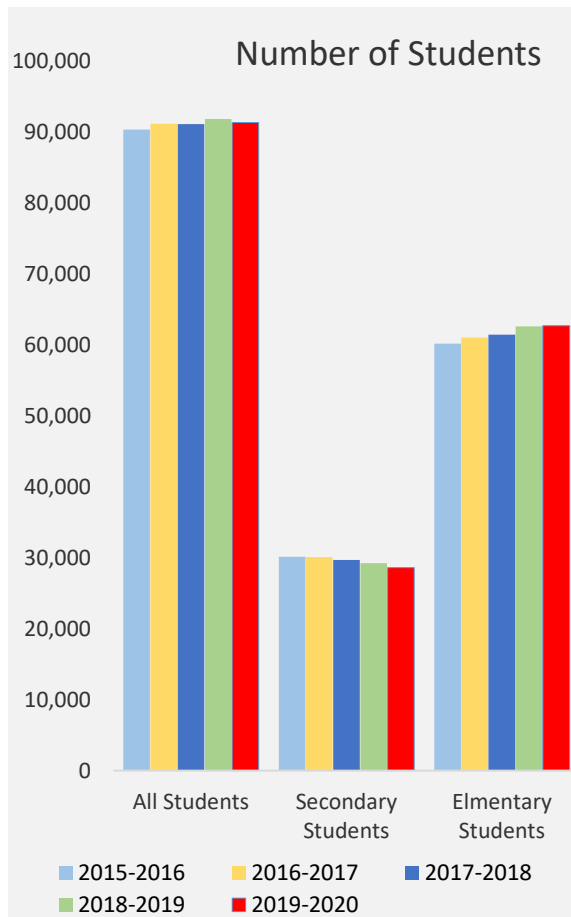
TCDSB 310 SPX	TCDSB TCDSB 310 SPX - Male	TCDSB TCDSB 310 SPX - Female	Sec TCDSB 310 SPX	Sec TCDSB 310 SPX - Male	Sec TCDSB 310 SPX - Female	Elem TCDSB 310 SPX	Elem TCDSB 310 SPX - Male	Elem TCDSB 310 SPX - Female
194	152	42	165	126	39	29	26	3
183	148	35	151	122	29	32	26	6
170	133	37	137	100	37	33	33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



Education Act §.310 Board Expulsions

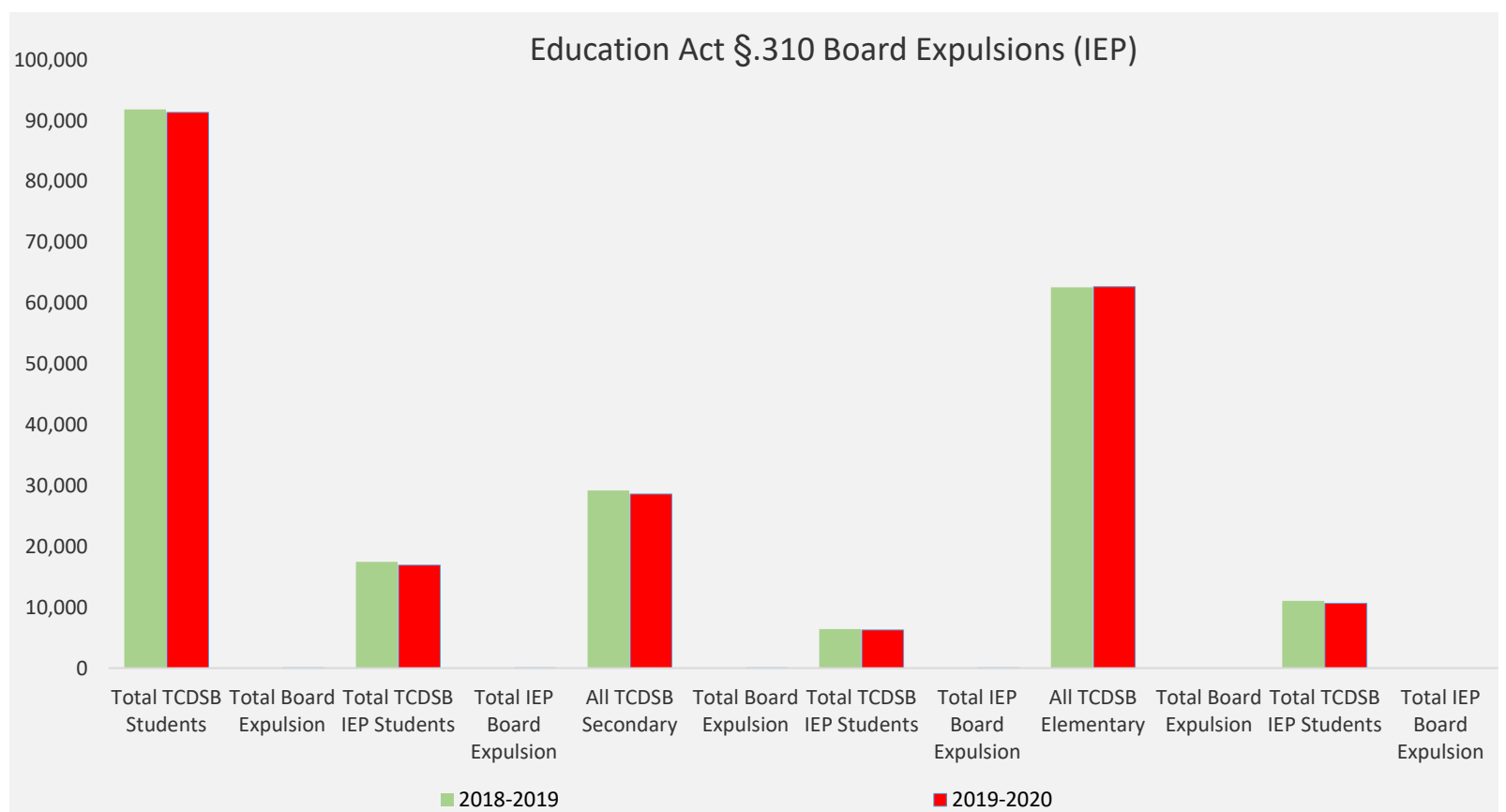
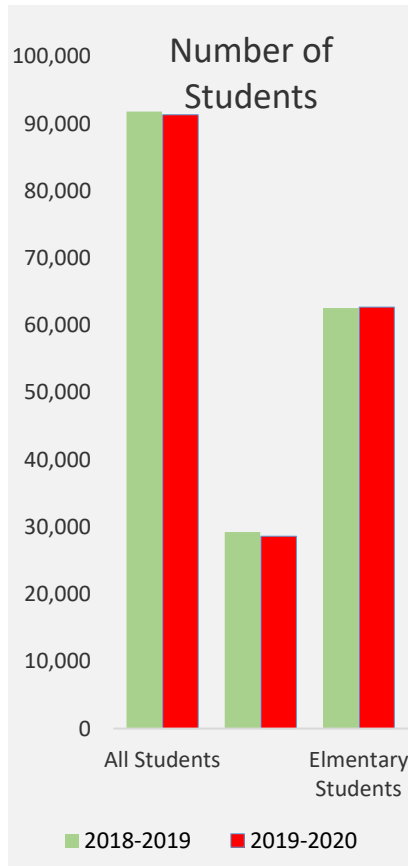
TCDSB	All Students	Secondary Students	Elementary Students
2015-2016	90,333	30,149	60,184
2016-2017	91,144	30,109	61,035
2017-2018	91,107	29,673	61,434
2018-2019	91,818	29,225	62,593
2019-2020	91,324	28,612	62,712

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



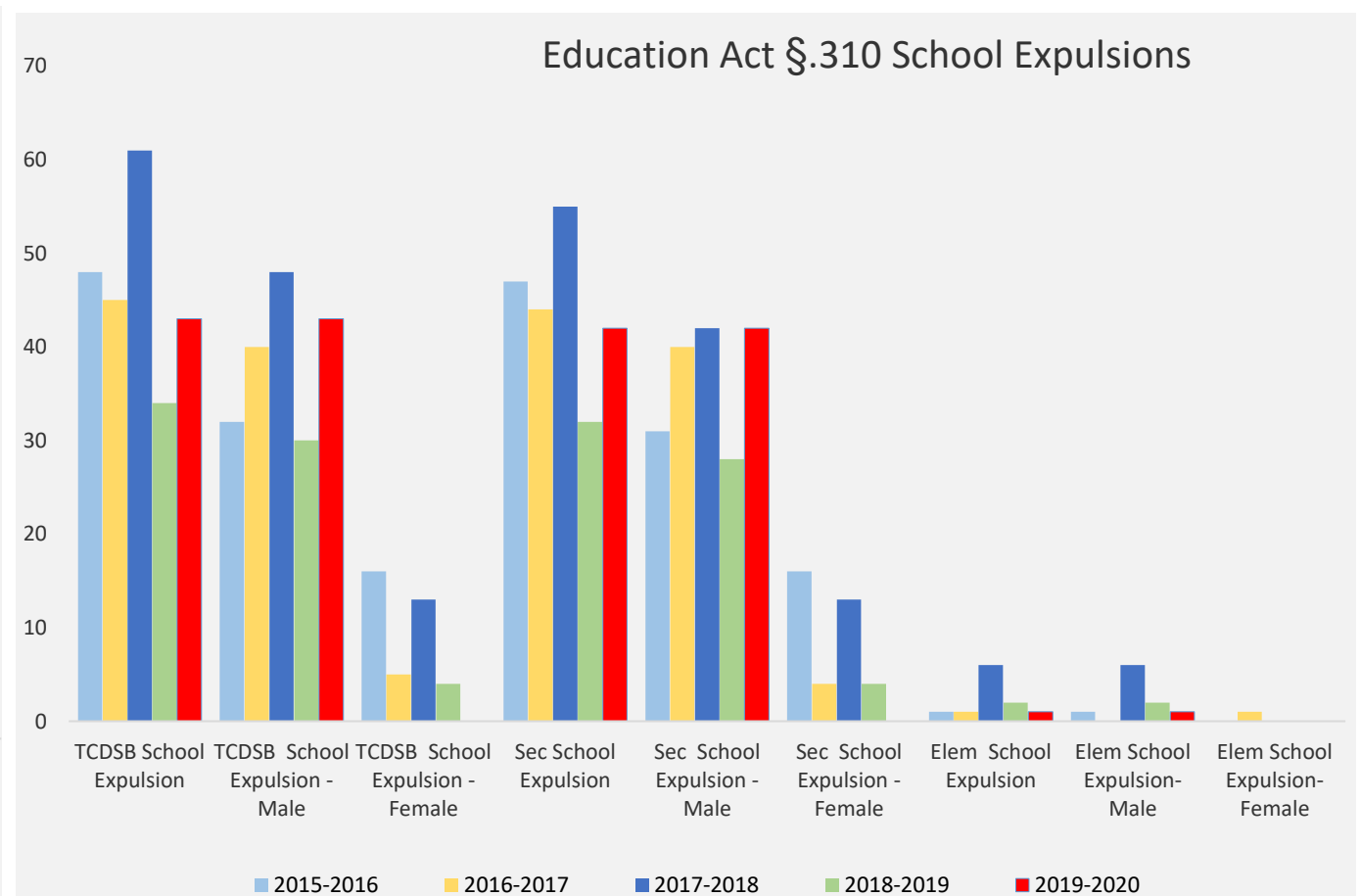
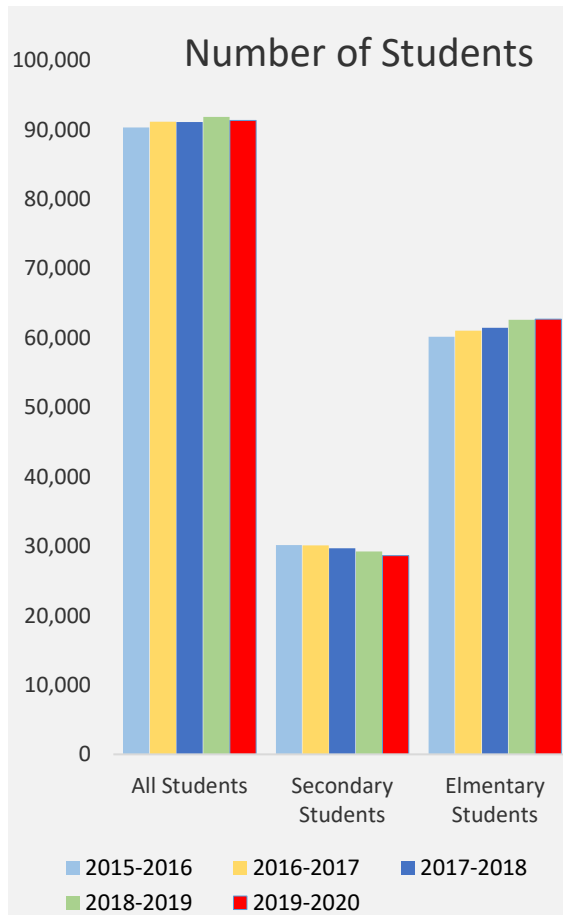
Education Act §.310 Board Expulsions (IEP)

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



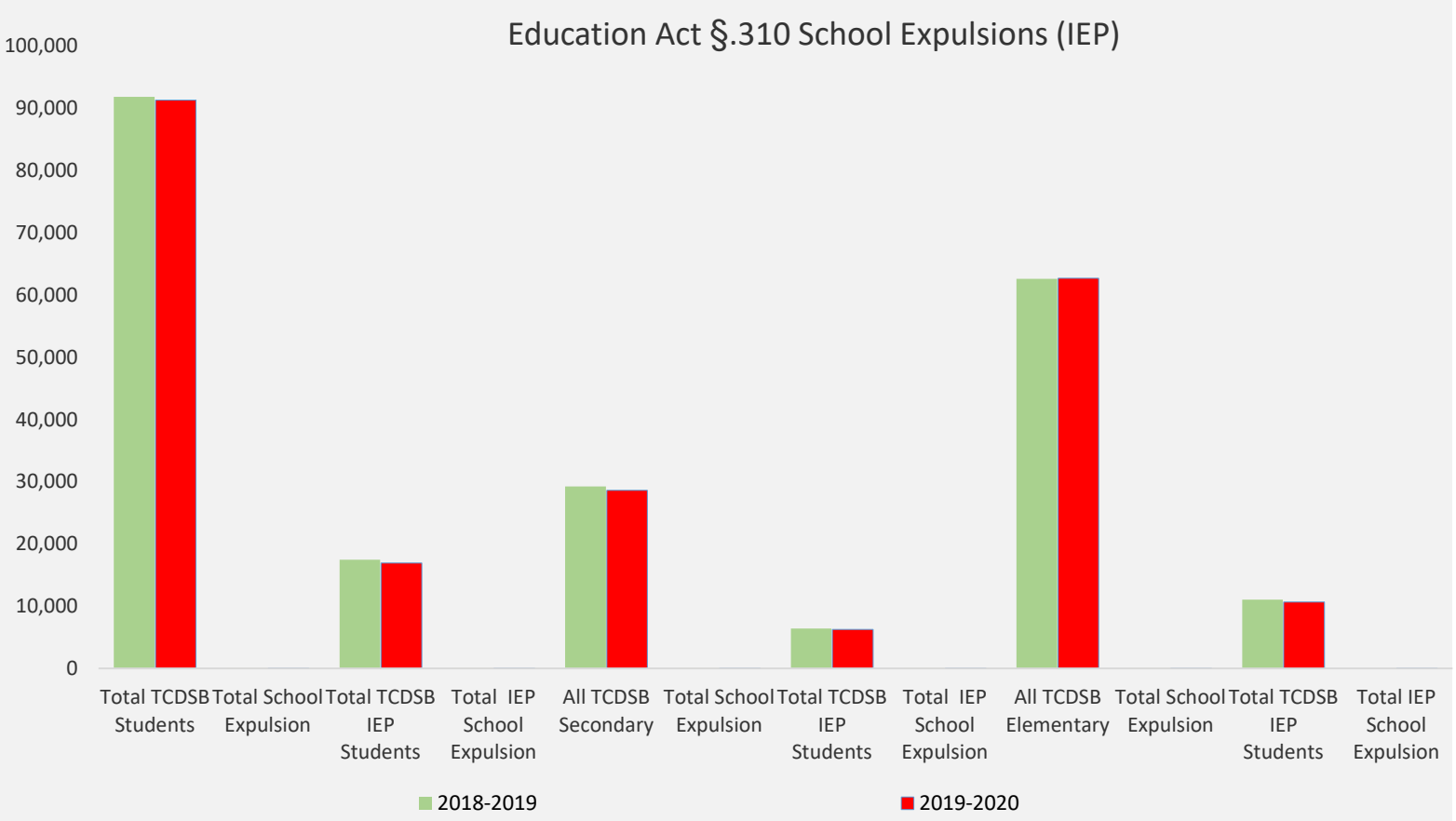
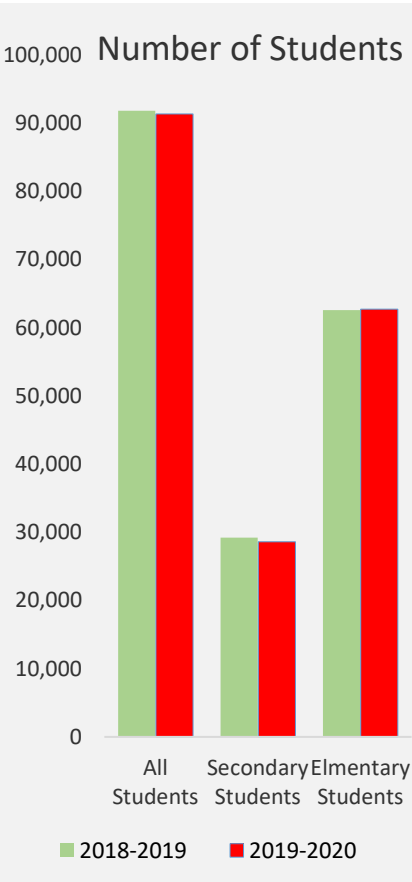
Education Act §.310 School Expulsions

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



Education Act §.310 School Expulsions (IEP)

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





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

Appendix B1

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

A. SCHOOL SAFETY

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

B. BULLYING

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

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

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

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

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

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

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

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

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

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

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



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

Appendix B2

	Female	Male
Number of respondents	2,860	2,586

A. SCHOOL SAFETY

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

B. BULLYING

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

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

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

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

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

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

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

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

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

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

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

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

Elementary

Number of Respondents: 7,531

A. SAFETY

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

B. BULLYING

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

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

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

Did you report the bullying?	Yes
	35%

Secondary

Number of respondents: 4,839

A. SAFETY

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

B. BULLYING

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

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

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

Did you report the bullying?	Yes
	28%

GENDER BREAKDOWN

ELEMENTARY

	Female	Male
Number of respondents	3,944	3,333

A. SAFETY

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

B. BULLYING

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

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

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

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

SECONDARY

	Female	Male
Number of respondents	2,782	1,803

A. SAFETY

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

B. BULLYING

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

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

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

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

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

Appendix C

FALL 2019: Safe Schools Survey – Secondary Schools

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

A. SCHOOL SAFETY

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

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

South Asian	Southeast Asian	White
88%	93%	92%

B. BULLYING

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

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

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

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

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

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

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

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

Elementary Schools

Which most closely describes your racial background?

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

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

A. SAFETY

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

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

B. BULLYING

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

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

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

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

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

Secondary Schools

Which most closely describes your racial background?

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

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

A. SAFETY

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

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

B. BULLYING

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

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

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

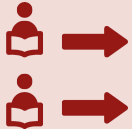
Black	East Asian	Indigenous	Latinx	Middle Eastern	South Asian	Southeast Asian	White
3%	3%	14%	3%	4%	1%	2%	2%



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

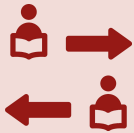
Types of Video and Benefits

1. Prerecorded Video or Audio:



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

2. Video Conferencing:



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

Keep in Mind when Engaging in Video Conferencing



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



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



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

Good Judgment While Using Video

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

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



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

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

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

Resources

CAMH: Youth, Family Interactive Online Brochure

Psychology Foundation of Canada: Managing Screen Time





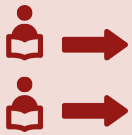
Supporting Student Safety in a Virtual Environment

Stay Safely Connected While Learning Online

Tips for Students

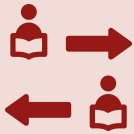
How is video used when learning online?

1. Prerecorded Video or Audio:



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

2. Video Conferencing:



- [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

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Supporting Student Safety in a Virtual Environment

Stay Safely Connected While Learning Online

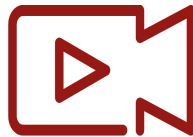
Tips for Students

Expectations when learning online

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

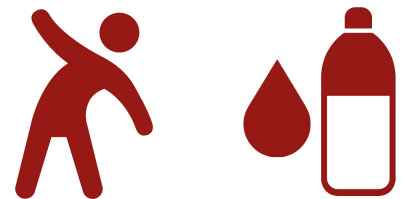
When engaging in video conferencing

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



Remember self-care

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



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



REPORT TO

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

**ENROLMENT STATUS REPORT 2020/2021
ALL WARDS**

Wealth gained hastily will dwindle, but whoever gathers little by little will increase it...Proverbs 13:11

Created, Draft	First Tabling	Review
October 27, 2020	November 4, 2020	Click here to enter a date.

K. Rajasooriar, Supervisor/Demographer, Planning
A. Brutto, Sr. Manager, Planning and Admissions
B. Leporati, Sr. Coordinator, Planning Services
M. Loberto, Superintendent, Planning and Development

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

This report provides a comparison of the preliminary Full-Time Equivalent (FTE) enrolment figures as of October 19, 2020 with the March 2020 Board approved projected enrolment anticipated in schools for October 31, 2020.

At this time, elementary enrolment is within -2.4% of the projected number, while secondary enrolment is within -1.5% of the projection. Waitlisted students continue to be accommodated where schools have available space, however have been held in areas of enrolment pressure as spaces must be maintained for virtual students that may choose to return to in person learning. Schools and central staff continue efforts to admit as many students as is feasible given the current restrictions on class sizes and efforts to maintain physical distancing in classrooms as much as possible.

A reorganization of in person and virtual classes is in process to accommodate changes between learning streams for the next term/quadmester. Please note that fluctuations in these reported numbers will continue as families opt to switch between in person and virtual learning models.

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

B. PURPOSE

The purpose of this report is to provide the Board of Trustees with preliminary enrolment statistics and analysis in relation to Board approved enrolment projections for the 2020-2021 school year.

C. EVIDENCE/RESEARCH/ANALYSIS

1. Elementary Panel Enrolment

	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Total
In Person	3,508	3,824	4,204	4,183	4,321	4,218	4,330	4,324	4,356	4,634	41,902
Virtual	1,751	1,996	1,923	1,917	1,985	1,942	2,016	2,054	2,122	1,927	19,633
Total	5,259	5,820	6,127	6,100	6,306	6,160	6,346	6,378	6,478	6,561	61,535

	JK	SK	Gr1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Total
Actual	5,259	5,820	6,127	6,100	6,306	6,160	6,346	6,378	6,478	6,561	61,535
Proj.	5,951	5,825	6,254	6,262	6,446	6,323	6,298	6,496	6,601	6,642	63,097
Diff.	-692	-5	-127	-162	-140	-163	48	-118	-123	-81	-1,562

- *Actual elementary enrolment is within -2.4% of the projected enrolment numbers approved in March 2020.*
- *Staff have communicated with other school boards throughout the province and all have confirmed similar declines in both elementary and secondary enrolment.*
- *The largest discrepancy between projections and actual enrolment is in JK. Elementary principals with lower than anticipated JK enrolment were contacted to comment on local rationale for this decline.* Principals at schools within Toronto Public Health designated COVID areas of highest need have confirmed that some families have chosen not to enrol their children for this school year due to risks associated with COVID-19 and the uncertainty of learning models. Elementary schools with the largest discrepancies between projected enrolment and actual enrolment such as St Charles Garnier, St Rene Goupil, St Francis de Sales and St Martin de Porres all share the same commonality in that they are located in high-density areas.
- Preliminary Elementary enrolment numbers are lower than at the same point of October 2019, which is also somewhat attributable to the later and staggered start to the school year due to COVID-19. Traditionally, the same trend of lower numbers is experienced at the start of the school year in September with actual enrolment aligning with projected numbers in October. *Alignment may not occur for the 2020-2021 school year as families continue to switch between virtual and in person learning.* Families are currently being offered an option to change their learning model for a November effective date.

- *Immigration levels in Toronto have declined throughout the COVID-19 pandemic. This has contributed to enrolment challenges in areas that typically accommodate newcomers to the country.* The borders were closed to non-essential travel on March 21, 2020 and have remained closed through to November, 2020. Immigration Offices were closed for a significant amount of time and are reportedly working through resulting backlogs and delays in the application process. TCDSB has seen less enrolment from newcomers than in previous years.
- *Elementary students participating in virtual learning currently comprise 31% of the total Elementary student population.*

2. Secondary Panel Enrolment

	Gr 9	Gr 10	Gr 11	Gr 12	Total
In Person	4,965	4,566	4,670	6,200	20,401
Virtual	1,514	1,990	1,969	2,074	7,547
Total	6,479	6,556	6,639	8,274	27,948

	Gr 9	Gr 10	Gr 11	Gr 12	Total
Actual	6,479	6,556	6,639	8,274	27,948
Projected	6,471	6,783	6,872	8,253	28,379
Difference	8	-227	-233	21	-431

- *Actual secondary enrolment is within -1.5% of the projected enrolment numbers approved in March 2020.*
- Secondary students participating in fully virtual classes currently make up 27% of the total Secondary panel enrolment.

- *The quadmester adaptive model of secondary class delivery involves smaller cohorted classes with students actually in school buildings for one class a day.* The remainder of the day is delivered through synchronous and asynchronous learning methods.
- *As of October 28th 2020, elementary and secondary schools in Ontario are prohibited from admitting international students not already within the country at this time.* The International and Continuing Education department has only seen 572 of the 1,204 projected secondary international students enrolled at this time due to the travel restrictions in place by the Federal government.

3. Total Enrolment (FTE)

	Total	% Diff.
Actual FTE	89,483	-2%
Projected FTE	91,476	
Difference	-1,993	

- *Enrolment statistics will continue to fluctuate as students return from extended leave, transfers occur and waitlists are cleared.*

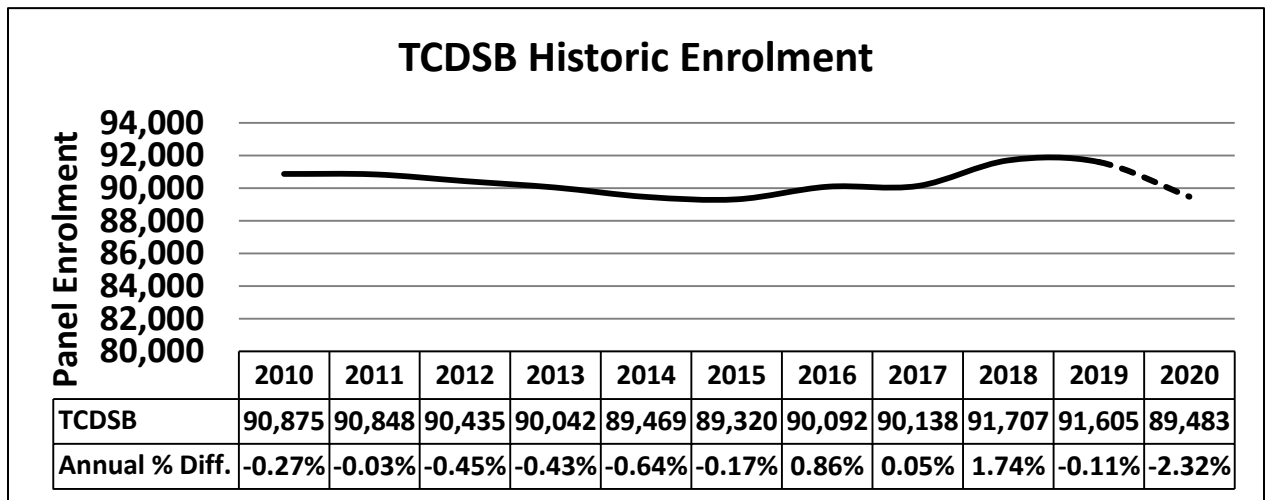
4. Comparison of Actuals

	Total	% Diff.
2019 Actual FTE	91,605	-2.3%
2020 Actual FTE	89,483	
Difference	-2,122	

- Enrolment projections have their basis in October 31st student counts, as such staff expect enrolment to approach projected numbers in the coming weeks as the October 31st count date nears.

5. Historical Projection Information

- *Although this year is different than any other, recent historical trends indicate that the TCDSB can expect the trend of slow but steady year over year elementary enrolment growth to continue into the near future.*



- Elementary enrolment had been in decline since 2008, however; as of 2015 sustained growth has been observed. *Over the coming years, it is anticipated that elementary enrolment will continue to grow at a moderate pace due to strong residential housing forecasts. Staff will continue to monitor enrolment anomalies associated with COVID-19 for consideration in future enrolment projections.*
- Secondary enrolment had been in decline since 2011. For the 2020-2021 School year, secondary growth has levelled off. *Planning staff anticipate a future period of slight growth and levelling off at approximately 30,000 FTE as recent growth experienced in the Elementary panel moves through the Secondary Panel.*
- Enrolment growth has been exhibited board-wide since 2015. Although growth has not yet been realized in the current year, *this period of growth is expected to continue into the foreseeable future as a result of strong residential housing forecasts for the City of Toronto.*

D. METRICS AND ACCOUNTABILITY

1. Staff will continue to monitor and track enrolment as it relates to 2020-2021 Board approved enrolment projections. COVID-19 has presented challenges to reporting on enrolment. Staff will continue to observe and adjust to this constantly changing environment.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

**TORONTO CATHOLIC DISTRICT SCHOOL BOARD
OUTDOOR EDUCATION**

On the glorious splendour of thy majesty, and on thy wondrous works, I will meditate. Psalm 145:5

Created, Draft

October 26, 2020

First Tabling

November 4, 2020

Review

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

Lori DiMarco Superintendent, Curriculum Leadership & Innovation; Academic ICT

INFORMATION REPORT

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L. Noronha
Associate Director of Facilities,
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Chief Financial Officer

A. EXECUTIVE SUMMARY

This report contains a summary of the outdoor education opportunities that are available to schools in the TCDSB. The outdoor education opportunities fall into two categories: ongoing activities from previous years and new programs, activities and resources that are being offered.

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

B. PURPOSE

1. At the September 10, 2020 Corporate Services, Strategic Planning and Property Committee Meeting, following a delegation by a representative of the Association for Canadian Educational Resources (ACER), the delegation was received and referred to staff to come back with a report on how the TCDSB can implement more outdoor education

C. BACKGROUND

1. The TCDSB Health & Physical Education and Outdoor Education (HPE&OE) department has a long tradition of offering schools a variety of opportunities to engage in healthy and active living and outdoor education activities.
2. The HPE&OE department works in collaboration with other central TCDSB departments and in particular the Science, Social Studies and ECO department.
3. The HPE&OE department works in collaboration with various organizations to explore programs, activities and resources that align with, support and supplement the Ontario Curriculum to ensure that our students are able to participate in outdoor education opportunities.
4. Partnerships and grants are pursued in order to offer schools affordable to no cost opportunities. When grant monies are available they are used to offset costs for schools and are offered to needier communities first on a rotating basis.

5. Outdoor education programs, activities and resources are shared in various ways with schools. Opportunities that are available each year and limited in number are shared with schools who are eligible to participate. When such opportunities are limited, criteria is set and a schedule is set up to ensure that as many schools as possible benefit over a number of years. Programs, activities and resources that are available to all schools are posted on the department intranet site and/or communicated via email.
6. The HPE&OE department continually reviews existing programs, activities and resources and seek to explore new ones. Schools have been encouraged to explore including more outdoor education into programming. As a result of suspension or restrictions on some of the programs and activities during the pandemic, the HPE&OE and Science, Social Studies and ECO departments have sought out many new programs, activities and resources to support our schools in their efforts to include more outdoor education.
7. In the appendices with this report are lists of the ongoing outdoor education activities (Appendix A) and the new programs, activities and resources (Appendix B) that are available to TCDSB schools.

D. METRICS

1. Programs related to grants that are funded (partially or in full) are tracked for attendance and participation by the PHE&OE department.
2. Information is collected from participating schools, through teacher and principal feedback, to inform future recommendations of the programs, activities or resources.
3. The HPE&OE department collects data from third party providers of the various programs, activities and resources, when available.

E. COMMUNICATION

1. All of the details of the outdoor education opportunities are being shared with schools via a Google classroom. Schools will be able to share highlights of their experiences and give feedback for other schools to consider.

2. Emails are sent to all teachers and school administrators advertising the various outdoor education opportunities that are available.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Outdoor Education Opportunities - ONGOING ACTIVITIES FROM PREVIOUS YEARS

ACER = Association for Canadian Educational Resources

TRCA = Toronto Region Conservation Authority

LSF = Learning for a Sustainable Future

STEAM = Science, Technology, Engineering, Arts, Mathematics

On Site = At the School

Location	Organization	Program Description	New or Ongoing	Covid Alignment	Grades	Implementation
Off Site	TRCA, Teen Ranch, Mansfield, YMCA	Day and Overnight Excursions - Lake St George, Claremont, Teen Ranch, Cedar Glen, and Mansfield Outdoor Education Centres. Overnight Elementary Excursions subsidized through the outdoor education grant.	Ongoing	No*	K-12	<ul style="list-style-type: none"> - Bookings and subsidies through the Outdoor Education Dept. - Lead by Centre staff. - *Bussing to Centre. - *Overnight Accommodations

Location	Organization	Program Description	New or Ongoing	Covid Alignment	Grades	Implementation
Off Site	Various	Day Excursions subsidized by the outdoor education grant. Locations include: Camp Muskoka, Dagmar Ski, Snow Valley, Sandbanks Provincial Park, Blue Mountain, Tommy Thompson Park, Horseshoe Valley, Harwood Hills, Brimacombe Ski, Evergreen Brickworks, Tree Top Trekking, Heart Lake Conservation, Algonquin Park, Bruce's Mill Conservation, Centennial Park, The Toronto Zoo, Centre Island, Lakeridge Ski, Mt St Louis.	Ongoing	No*	K-12	<ul style="list-style-type: none"> - Subsidies offered through the Outdoor Education sept. - Organized and booked by classroom teacher - *Bussing to site
Off Site	Camp Olympia	Overnight Leadership and Physical Activity camps organized and subsidized through the Nurturing Catholic Community/Continuing Education dept., and also subsidized through the Outdoor Education Dept	Ongoing	No*	7-12	<ul style="list-style-type: none"> - Bookings and subsidies organized by NCC/Con Ed dept. - Lead by camp staff - *bussing to site - *Overnight accommodation

Location	Organization	Program Description	New or Ongoing	Covid Alignment	Grades	Implementation
Off Site	TRCA	Day Excursion - The Nature School at the Kortright Centre for Conservation	Ongoing	No*	K-12	Lead by TRCA staff. Covid Protocols in place. Organized by classroom teacher. *Bussing to Centre.
On & Off Site	TRCA	Environmental Leaders of Tomorrow Program - specifically designed for grade six this program traditionally was offered a blended model of overnight at TRCA site and in class learning. The program is currently looking to pivot to on site only outdoor learning	Ongoing	TBA	6	- Offerings and bookings organized through the Outdoor Education dept. - Co-lead by TRCA staff and classroom teacher
Off Site	Downsview Park	Day Excursion - Downsview Park Discovery Centre - half day and full day programs	Ongoing	No* (Yes – if within walking distance)	K-12	- Program Info sent to schools through Outdoor Ed Dept. - Lead by Centre Staff. - Protocols in place. - *Bussing to site

Location	Organization	Program Description	New or Ongoing	Covid Alignment	Grades	Implementation
Off Site/In the Community	City of Toronto	Skating Rinks - partnership with the City of Toronto - *TBA if indoor or outdoor rinks will be available for use	Ongoing	Yes* (if within walking distance)	K-12	- Rink Booking information provided through the Physical Education dept. - Classroom teacher led
Off Site/In the Community	ACER & TRCA	Project Crossroads - Student tree planting in designated community areas	Have done in past with TRCA	No*	K-12	- Organized through the Outdoor Education dept. - Lead by TRCA on specific dates. - *Bus travel to site. - *Other community involvement

Outdoor Education Opportunities – NEW PROGRAMS / ACTIVITIES / RESOURCES OFFERED

ACER = Association for Canadian Educational Resources

TRCA = Toronto Region Conservation Authority

LSF = Learning for a Sustainable Future

STEAM = Science, Technology, Engineering, Arts, Mathematics

On Site = At the School

Location	Organization	Program Description	New or Ongoing	Covid Friendly	Grades	Implementation
On Site/Local	ACER	Measuring Our Resources - Students participate in a field study to collect and manage authentic data which enhances knowledge of climate change. Species I.D. - can be used in conjunction with the above program. Resource cards help students identify local species of trees and shrubs	New	Yes	K-8	<ul style="list-style-type: none"> - Classroom Teacher led with support and resources. - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept - Links and highlighted new offerings sent out to schools
On Site/Local	ACER	Planting For Change - helping classes create a schoolyard planting site that acts as a mini-climate change outdoor classroom/lab	New	Yes	K-12	<ul style="list-style-type: none"> - Application with ACER. - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept

Location	Organization	Program Description	New or Ongoing	Covid Friendly	Grades	Implementation
On Site/Local	ACER	Teacher Resources that can be accessed to enhance outdoor learning at the school	New	Yes	K-12	<ul style="list-style-type: none"> - Classroom Teacher led - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept - Links and highlighted new offerings sent out to schools
On Site/Local	TRCA	Outdoor learning opportunities tied to the curriculum using schoolyard or local park	New	Yes	TBA	<ul style="list-style-type: none"> - The Outdoor Education dept is working directly with TRCA staff to develop program offerings - Bookings and subsidies through the Outdoor Education Dept. - Lead by TRCA staff

Location	Organization	Program Description	New or Ongoing	Covid Friendly	Grades	Implementation
On Site & Virtual	TRCA	Black Creek Pioneer Village offers virtual field trips and learning resources; as well as on site workshops and school programs	New	Yes	K-8	<ul style="list-style-type: none"> - TRCA staff and classroom teacher led - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept
On Site & Virtual	LSF	Learning for a Sustainable Future offers teacher resources that can be used for in-person and virtual learning. Topics revolve around the outdoors and the environment. A webinar and slide deck is available to Administrators to guide and provide strategies for promoting outdoor education learning at their schools. LSF has organized outdoor education resources from multiple sources and offers teacher newsletters as well.	New	Yes	K-12	<ul style="list-style-type: none"> Classroom teacher Led - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept - Links and highlighted new offerings sent out to schools

Location	Organization	Program Description	New or Ongoing	Covid Friendly	Grades	Implementation
On Site & Virtual	Evergreen	Evergreen is offering “At Your School” programs as well as “Virtually Outdoors” programs. Professional development and Outdoor Classroom Newsletter also offered.	New	Yes	K-12	<ul style="list-style-type: none"> - Outdoor Ed dept will explore bookings, pricing and subsidies - Evergreen staff lead - Links and highlighted new offerings sent out to schools
Virtual	Humber Arboretum	Humber Arboretum is offering virtual guides for learning.	New	Yes	K-8	<ul style="list-style-type: none"> - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept - Links and highlighted new offerings sent out to schools
Virtual	TRCA	Their website is now offering virtual e-learning events, as well as teacher e-learning resources	New	Yes	K-12	<ul style="list-style-type: none"> - To be organized and promoted on Portal or Google Classroom site by Outdoor Ed dept - Links and highlighted new offerings sent out to schools

Location	Organization	Program Description	New or Ongoing	Covid Friendly	Grades	Implementation
Off Site	ACER	Citizen Science, Go Global, and the Riparian Rangers outdoor education programs can all be incorporated into STEAM curricular programs	New (and ongoing)	TBA	9-12	<ul style="list-style-type: none"> - To be organized and promoted on Portal or Google Classroom site by the Science & Experiential Learning depts. - Links and highlighted new offerings sent out to schools



*Daniel Di Giorgio
Trustee Ward 10*

E-mail: Daniel.DiGiorgio@tcdsb.org

Voicemail: 416-512-3410

To: Board Meeting, November 19, 2020

From: Daniel Di Giorgio, Trustee Ward 10

Subject: Consideration of Motion: Transparency in allocation of Clerk Typists at all TCDSB Elementary Schools

MOVED BY: Daniel Di Giorgio, Toronto Catholic District School Board

WHEREAS: Errors may exist in the allocation of clerk typists across our elementary schools; and

WHEREAS: Similar human resource allocation issues have occurred in the past and school communities would like additional transparency on the matter.

BE IT RESOLVED THAT: Staff produce a list of all clerk typist allocations as of October 15, 2020 at all elementary schools including the following information for each school:

- Current enrollment including breakdown of in-person vs. online learning
- Weighted enrollment assuming 100% in-person learning

**Daniel Di Giorgio
Trustee, Ward 10**



REPORT TO

REGULAR BOARD

TCDSB PARTNERSHIP WITH TAIBU COMMUNITY HEALTH CENTRE

*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
October 26, 2020	November 19, 2020	Click here to enter a date.

Derek Chen, Superintendent of Equity, Diversity, Indigenous Education, and Community Relations

Michael Caccamo, Superintendent of Nurturing Our Catholic Community, Safe Schools, Continuing Education, and St. Anne Catholic Academy, School of Virtual Learning

INFORMATION REPORT

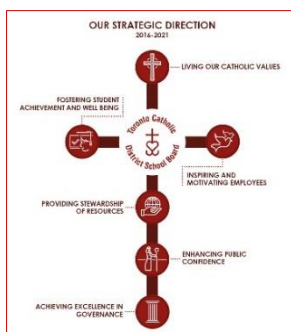
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A. EXECUTIVE SUMMARY

Arising out of a delegation to Regular Board on June 18, 2020, this report provides an overview of TAIBU Community Health Centre's Plug Project, a partnership program to support Black students facing conflict in schools. TAIBU's Plug Project also provides guidance in the development of various workshops to engage students, parents and caregivers, administrators, teachers, and Trustees. TCDSB Senior Staff will take steps to review with its Partnership Development Department and its stakeholder groups the potential of a formal working collaboration with TAIBU and its PLUG Project.

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

B. PURPOSE

1. At the June 18, 2020 Regular Board meeting, the Board of Trustees received and referred to staff for a report exploring TAIBU's request for the TCDSB's participation in TAIBU's Plug Project.
2. This report provides background information on the mandate of the TAIBU PLUG Project.
3. This report outlines steps being taken to review with appropriate TCDSB stakeholders and with the TCDSB Partnership Development Department to inform a decision to enter into a partnership with TAIBU's PLUG Project.

C. BACKGROUND

1. The Manager of Community Services & Systems Change at TAIBU, delegated at the June 18, 2020 Board meeting. The delegation outlined TAIBU's Plug Project, a federally-funded program intended to address systemic Anti-Black racism in the school system by offering workshops to students, parents, teachers, administrators and community, as a preventative measure. The PLUG project also seeks to advocate for students who have been or who are facing suspensions or expulsions from school, by ensuring that their rights under the act are protected.

2. Specifically, the PLUG Project focuses on violence prevention and developing conflict mediation skills for student success, especially for Black and/or marginalized students. Through workshops, students learn how to resolve conflict in a variety of scenarios, develop techniques that de-escalate a situation, work on conflict resolution, and develop strategies for better communication. Parent workshops are available to better support their child.
3. The PLUG project is targeted at “Black youth who are facing barriers in schools through disproportionate expulsions and suspensions”. It provides wrap-around services for Black students and their families, including information and leadership skills building, while also facilitating timely access to legal advice and representation, when necessary. The PLUG is a partnership between TAIBU Community Health Centre (TAIBU) and the Rexdale Community Health Centre, and works closely with the Toronto District School Board and other key stakeholders.
4. According to TAIBU’s PLUG Project, several studies have made it clear that Black students are at a greater risk of facing challenges within the school systems including:
 - Disproportionate Suspensions and Expulsions Rates
 - Higher School Drop-out Rates
 - Lower Academic Achievement
 - Racism and Discrimination
5. While the TCDSB does not yet have statistics on suspension rates for Black students in our Board, evidence from our co-terminus Board indicates that suspension rates at the TDSB are disproportionate to the overall Black student population. The TCDSB acknowledges that it is imperative to consider sociological factors when making progressive discipline decisions, especially those decisions that may result in suspensions.
6. The TCDSB is in its 3rd year of the Equity Action Plan.
7. The following are components and priority actions of the TCDSB Equity Action Plan that could be addressed in collaboration with the TAIBU PLUG Project:
 - School and Classroom Practices: Priority Action #4 - Provide professional learning to combat Islamophobia, anti-Semitism, racism, homophobia and transphobia;

- School and Classroom Practices: Priority Action #6 - Address suspension, expulsion, and exclusion rates;
- School and Classroom Practices: Priority Action #7 – Increase parent engagement in equity and inclusive education;
- Leadership, Governance and Human Resource Practices: Priority Action #7 - Provide professional development focused on equity, inclusion, and human rights.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The PLUG Project Steering Committee is responsible for its overall strategic direction and provides support to the Project’s Evaluation Committee. The Steering Committee is composed of representatives from the various school boards with which TAIBU’s PLUG Project is partnering. The Superintendent of Equity, Diversity, Indigenous Education and Community Relations, the Superintendent of Safe Schools, and the Human Rights and Equity Advisor of the TCDSB have been invited to sit on the Steering Committee for the PLUG Project as “observers” and will do so until such time as it is determined if a formal partnership is to be established.
2. TAIBU’s Plug Project’s Steering Committee will review all suspension and expulsion cases in which the PLUG Project took an active role in supporting administrators and/or families. This will be done in order to assess the impact of the project, though all identifiers will be withheld in order to protect privacy of all involved. Feedback about these cases will be brought to the Equity and Safe Schools departments for further exploration and discussion.
3. The first meeting of this year’s PLUG Project’s Steering Committee was recently held, where the mandate of the committee was reviewed and the Chair and Secretary of the committee were appointed. The Toronto District School Board and the Durham Catholic District School Board have representation on the committee. The TCDSB has been invited to sit on the Steering Committee as “observers” until such time as the decision to enter into a formal partnership is made.

E. METRICS AND ACCOUNTABILITY

1. Staff will review the mandate of the TAIBU PLUG Project with appropriate stakeholder groups – students, parents, principals, superintendents – in assessing the potential of a formal partnership agreement.
2. Staff serving as “observers” on the PLUG Project Steering Committee will continue to assess the viability of a formal partnership as it relates to the TCDSB.
3. Staff will review with the TCDSB Partnership Development Department and Legal/Corporate Services possible terms of reference or a memorandum of understanding for a formal partnership with TAIBU.

F. STAFF RECOMMENDATION

This report is for the consideration of the Board.



REPORT TO

REGULAR BOARD

**YOUTH ASSOCIATION FOR ACADEMICS, ATHLETICS AND
CHARACTER EDUCATION (Y.A.A.A.C.E.)**

I pray that your partnership with us in the faith may be effective in deepening your understanding of every good thing we share for the sake of Christ. Philemon 1:6

Created, Draft	First Tabling	Review
November 2, 2020	November 19, 2020	Click here to enter a date.

S. Coray, Senior Manager, Partnership Development

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

At Regular Board on August 20, 2020, Trustees received and referred to and asking staff to provide a report in response to the delegation made by Youth Association for Academics, Athletics and Character Education (Y.A.A.A.C.E.) regarding “the YAAACE Community Hub.”

TCDSB staff met, reviewed and assessed the viability of the proposed “YAAACE Community Hub” at the Msgr. Fraser Norfinch Campus and its alignment with TCDSB MYSP. The consensus is that the aforementioned community hub aligns with TCDSB MYSP and will assist in providing all students with equitable access to learning and technology and strive to close the opportunity gap so that the most vulnerable students (in particular, the Black children and youth in the Humber River-Black Creek Constituency) achieve their full potential.

It was determined that TCDSB staff will work in collaboration with Y.A.A.A.C.E. officials to bring the YAAACE proposal to fruition.

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

B. PURPOSE

1. At the August 20, 2020 Regular Board meeting, the Board of Trustees”

“Received and referred to staff for a report:

For partnership development with YAAACE at the September or October Board meeting; and

For assisting with the programing as outlined in the delegation”

2. This report provides an update regarding the proposal to TCDSB by Youth Association for Academics, Athletics and Character Education (Y.A.A.A.C.E.) to host a community hub at Msgr. Fraser Norfinch Campus located at 45 Norfinch Drive.

C. BACKGROUND

1. **August 20, 2020** – at Regular Board, Trustees approved a motion for Partnership Development Department staff to assist Y.A.A.A.C.E. in the development of a community hub at Msgr. Fraser Norfinch Campus located at 45 Norfinch Drive.
2. **August 24, 2020** - Partnership Development Department staff connected with Y.A.A.A.C.E. officials to request additional information regarding spatial requirements.
3. **August 26, 2020** – TCDSB senior staff (Student Success, Equity, Diversity, Indigenous Education & Community Relations, Facilities, Planning, School Principal and Partnership Development) met to identify existing space suitable for use, timing, cost recovery, etc. TCDSB senior staff agreed in principle to the proposal; however, needed more information to assist in conducting its due diligence.
4. **August 26 – September 5, 2020** – Subsequently, Partnership Development Department staff connected with and asked Y.A.A.A.C.E. officials for clarification regarding their student demographic (i.e. age, gender, geographic, etc.), start date, program delivery timing, number of Y.A.A.A.C.E. staff and visitors accessing the site, co-location with TCDSB students and staff, etc.
5. **September 14 – October 13, 2020** – TCDSB senior staff (Student Success, Equity, Diversity, Indigenous Education & Community Relations, Facilities, Planning, School Principal and Partnership Development) met to review and assess the supplementary information provided by Y.A.A.A.C.E. officials. After review, it was determined that an agreement between TCDSB and Y.A.A.A.C.E. will assist in minimizing the social justice issues confronting students in the Humber River-Black Creek Constituency, in particular the distinctive challenges faced by Black children and youth.
6. **October 21, 2020** – TCDSB senior staff (Student Success, Equity, Diversity, Indigenous Education & Community Relations, Facilities, Planning, School Principal and Partnership Development) met with Y.A.A.A.C.E. officials to clarify Y.A.A.A.C.E. program regarding student demographic, program delivery timing, etc. Although TCDSB staff expressed TCDSB agreement in principle to the Y.A.A.A.C.E. proposal, it was prudent to clarify that further

discussion is required regarding start date (TCDSB staff advised Y.A.A.A.C.E. officials earliest start date would be post COVID-19), possible access during curriculum hours, scheduling and coordination of shared space (i.e. use of the gymnasium) before any decisions will be made. It was agreed that TCDSB staff will work collaboratively with Y.A.A.A.C.E. officials and make best efforts to bring the YAAACE proposal to fruition.

D. EVIDENCE/RESEARCH/ANALYSIS

1. TCDSB staff (Student Success, Equity, Diversity, Indigenous Education & Community Relations, Facilities, Planning, School Principal and Partnership Development) are engaged in the development of a community hub partnership between TCDSB and Y.A.A.A.C.E. to provide meaningful and sustainable employment opportunities, effective and affordable children and youth programming and academic supports in the Humber River-Black Creek Constituency.
2. It was determined that TCDSB staff will work in collaboration with Y.A.A.A.C.E. officials to bring the proposed Y.A.A.A.C.E. community hub to fruition.

E. METRICS AND ACCOUNTABILITY

1. It was determined that TCDSB staff will work in collaboration with Y.A.A.A.C.E. officials to bring the proposed Y.A.A.A.C.E. community hub to fruition.
2. Efforts to enter into an agreement between TCDSB and Y.A.A.A.C.E. will be led by the Partnership Development Department, and monitored by appropriate TCDSB staff (Student Success, Equity, Diversity, Indigenous Education & Community Relations, Facilities, Planning, School Principal and Partnership Development).

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

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

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

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

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

INFORMATION REPORT

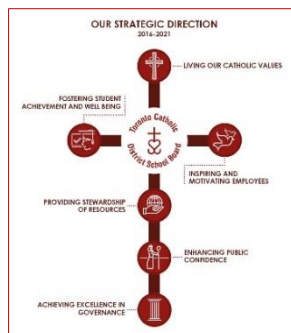
Vision:

*At Toronto Catholic we transform the world through
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*The Toronto Catholic District School Board is an inclusive
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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

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

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

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

B. PURPOSE

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

C. BACKGROUND

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

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

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

D. EVIDENCE

Catholic School Parent Council Activities and Parent Engagement Initiatives

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

The chart below provides some highlights from the reports submitted:

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

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

Parent Reaching Out (PRO) Grants

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

Parent Involvement Committee (PIC) Grant

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

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

System Activities and Resources Supporting and Promoting Parent Leadership

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

E. METRICS AND ACCOUNTABILITY

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

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

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

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

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

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

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

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

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

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

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

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

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

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

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

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



CPIC ANNUAL REPORT 2019-2020

Toronto Catholic Parent Involvement Committee

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Website: www.torontocpic.ca

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YouTube Live Channel:
youtu.be/sFp9qYCRPOM

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

TO OUR STAKEHOLDERS

HOW A PARENT INVOLVEMENT COUNCIL FULFILLS ITS PURPOSE:

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

Strategic Highlights

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

Financial Highlights

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

Operating Highlights

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

Looking Ahead

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



John Del Grande, Chair

CPIC STRUCTURE & MEMBERSHIP

Voting Members:

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

Non-Voting Members:

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



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

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

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

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

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

OFFICERS & MEETINGS

CPIC OFFICERS

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

MEETINGS

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

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

During the 2019-2020 CPIC Year the Committee met:

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



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

SUBCOMMITTEES

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

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

Executive Standing Subcommittee

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

Budget & Priority Standing Subcommittee

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

Conference & Events Standing Subcommittee

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

Communications & Parent Resource Standing Subcommittee

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

Making Your Voices Heard Special Subcommittee

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

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



RECOMMENDATIONS PROVIDED

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

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

RECOMMENDATIONS MADE TO THE DIRECTOR OF EDUCATION

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

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

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

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

RECOMMENDATIONS MADE TO THE BOARD OF TRUSTEES

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

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

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

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

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

■ All were approved & in process of being implemented

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

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

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

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

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

■ Approved & in process of being implemented

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

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

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

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

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

■ Approved, Staff reviewing external links more closely moving forward

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

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

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

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

■ Approved, Board Staff provided metrics & go forward plan

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

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

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

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

■ Approved & Implemented

CPIC SPONSORED EVENTS

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

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



OAPCE Annual Commissioning & Parent Roundtable on Parent Council Policy Updates



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

Internet & Social Media Safety Presentation

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



Ward 1: Depression & Anxiety in Adolescence

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

Lift Jesus Higher Rally

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

CSPC Policy & Bylaw Webinar

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

ACTIVITIES & HIGHLIGHTS

❖ CPIC Logo Refresh

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

❖ 1st Printed Newsletter Distributed to Every TCDSB Parent

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

❖ CPIC Policies

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

❖ TCDSB Staff Presentations:

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

❖ PRO Grant

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

❖ Partners

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

❖ Building PIC Relationships

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

❖ Playground Reserve

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

❖ Ministry Consultation

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

❖ CSPC Checkins

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

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

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

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

FINANCIAL SUMMARY

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

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

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

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

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

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

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

APPENDIX & THANKS

LEGISLATED PURPOSE

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

WHY WE EXIST

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

MISSION

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

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

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

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



REPORT TO

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

TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE ANNUAL REPORT – 2019-2020

“For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them” Ephesians 2:10

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

J. Wujek, Superintendent of Education Area 5, Parent Engagement
M. Sequeira, Coordinator, International Languages, Parent Engagement and Community Outreach

INFORMATION REPORT

Vision:

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

Mission:

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

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



Brendan Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report outlines the Toronto Catholic Parent Involvement Committee facilitated and sponsored initiatives for the 2019-2020 academic year.

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

B. PURPOSE

1. This report complies with the Action After request made on January 28, 2016 that an Annual Information Report on Toronto Catholic Parent Involvement Committee (CPIC) activities be added to the rolling calendar.
2. Staff was to report on the statistics of meetings, activities and initiatives undertaken by Toronto CPIC.

C. BACKGROUND

1. In the fall of 2019, in collaboration with the Toronto CPIC chair, a decision was made for this report to be replaced with the Toronto CPIC annual report to Board, with the following provisions:
 - i. The Toronto CPIC annual report will include information under the following headings:
 - CPIC Mandate and Purpose;
 - CPIC Structure and Membership;
 - CPIC Officers and Meetings;
 - CPIC Sub-Committees;
 - Recommendations Provided and Action-After;
 - CPIC Sponsored Events;
 - CPIC Activities and Highlights; and
 - CPIC Financial Summary.
 - ii. The director's designate will add any missing gaps to the report, should there be non-compliance from CPIC in creating the report and/or if the CPIC chair is no longer in office.

- iii. The Toronto CPIC annual report will be presented at the October CPIC meeting for endorsement and referral to Student Achievement and Well Being.
- iv. The Toronto CPIC annual report will then be presented to Student Achievement and Well Being by November 30th of year academic year.
- v. The Toronto CPIC chair will provide the Toronto CPIC annual report to all Catholic School Parents Councils (CSPCs) via email.
- vi. The director will post the Toronto CPIC annual report on the TCDSB website.

D. EVIDENCE

- 1. The Toronto CPIC Annual Report - 2019-2020 (Appendix A) was presented at Board by the CPIC Chair at Regular Board on October 15, 2020.
- 2. The Toronto CPIC Annual Report - 2019-2020 (Appendix A) provides a detailed outline of the CPIC facilitated and sponsored initiatives for the 2019-2020 academic year, including a financial summary of its activities.
- 3. The summary includes information on parent conferences and workshops, the distribution of resources to Catholic School Parent Councils and the monetary sponsorship for parent events.

Action - After Items to Recommendation Made to the Director of Education

- 1. After hearing ongoing challenges from local Parent Councils, members wanted to ensure that the new Cash Online system is maximized to support Council fundraising activities and simplify cash management.
The Director of Education review options in the TCDSB school cash online system configuration to allow:
 - a. *Options to specify a fundraiser/event when donating to a School CSPC.*

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

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

Action - After to Recommendations Made to the Board of Trustees

1. Added to the challenges of this past school year was labour unrest between various unions and the Provincial Government:
 - a. The Board ensure timely information to parents & guardians about possible and potential labour action and its impact.*
 - b. In the event of a withdrawal of services, the Board advise parents opportunities where they may be able to volunteer to continue to make some extra-curricular activities available.*
 - c. In the event of a strike - The Board make pre-arrangements where feasible with organizations that may be able to provide programs or child minding in schools, during the school day with reduced permit fees.*
- Only (a) was adopted as Board staff expressed operational and timing concerns to implement (b) & (c).
2. To support the Parent Involvement Committee function, Members wanted to ensure that parent volunteer time is used to support parent advocacy over administrative activities.
 - a. Agendas for CPIC be compiled & distributed through E-Scribe with the support of the TCDSB Recording Secretary.*
 - b. The Chair/Vice-Chair of CPIC to approve the final agenda before distribution consistent with in-force CPIC Bylaws.*
 - c. Recording Secretary support be provided for creation of minutes of CPIC starting September 2020.*
- All motions were approved and are in the process of being implemented.

3. For years, CSPCs have raised the concern of being able to communicate to parents within their school effectively, CPIC continues to advocate for better ways to conduct this activity ensuring consistency in practice.
 - a. *The TCDSB add appropriate checkbox(es) to the annually collected parent consent/information form & the online SOAR system to allow parents to consent to receiving communications via email directly from their CSPC & CPIC (using only the respective [cspcchair/cpicchair]@tcdsb.org accounts).*
 - b. *The TCDSB setup a working group made up of Board staff & parent representatives to: implement procedures & tools (both addressing short-term & long-term) using various systems for the purposes of allowing school councils to effectively & timely communicate with parents of their school community while respecting privacy & unsubscribe requests.*
- A modified motion was approved for Board staff to work with CPIC on timely school communications for CSPCs and to evaluate tools being used at the TDSB.
4. In order to provide transparency & accessibility to parents, CPIC lobbied for an ability to web broadcast meetings – especially in light of e-meetings and guests unable to attend in person.
 - a. *That the Board facilitate broadcasting of virtual meetings of CPIC in a similar fashion to the Board of Trustee meetings or other mutually agreeable publicly accessible format.*
- The motion was approved. In the process of being implemented.
5. The director of education sets the operational tone within the school Board and sets expectations of staff and creating effective processes.
 - a. *The Board of Trustees engage parents in the recruitment & selection of the next Director of Education for the TCDSB by seeking input into the Director of Education profile.*
- The motion was approved. CPIC and OAPCE was consulted for feedback by the recruiting firm.

6. It was brought to CPICs attention of material made available to parents & students during pandemic lockdown, promoting screen time and activities for children that could morph into cyberbullying.
 - a. *As to how this inappropriate content made it to our website especially during the focus of mental health awareness wellness week.*
 - b. *That memes be incorporated into cyber bully teaching of the health curriculum and students are made aware how bad things start with a simple picture and comment.*
 - c. *That the Mental Wellness Department re-evaluate the suggestion of using electronic devices as a mental break especially in a time in our society where the mental break required is from the electronic device.*
- The motion was approved. Staff are reviewing external links more closely and moving forward.
7. CPIC heard from CSPCs and parents about the successes & challenges in the Distance Learn-At-Home that occurred between March-June. Many concerns were raised about inconsistency by schools, teachers and technology used.

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

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

Using this report, as we prepare ourselves to do this again in the fall; better and more efficient and give all our educators all the necessary tools and protections so that our students can get the education they rightly deserve.
- The motion was approved. Board staff provided metrics and a go forward plan.
8. CPIC had been advocating to ensure the new Parent Council policy was passed in time for the start of the 2020/2021 school year and to ensure fair elections.

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

- a. *That the new mandated TCDSB Standard CSPC Bylaw Template with local adaptations as defined in Regulation 10 (of Policy S.10) be implemented no later than October 2021.*
- b. *That the [Virtual] Election Process as defined by the Board's Parent & Community Relations Department be required to be followed for this upcoming CSPC elections.*
- c. *That CPIC recommend to the Director of Education that the instructions & templates for CSPC elections be modified such that: Parents be informed of the public meeting dates & times of the AGM with Council Elections and a separate date or time for the CSPC.*
- d. *Inaugural Meeting which would include the election of executive members.*

- The motion was approved and implemented.

E. METRICS AND ACCOUNTABILITY

1. This annual summary of Toronto CPIC activities serves as an assessment of the committee's work to support parental engagement at TCDSB.
2. Advice provided to the Board of Trustees and the director of education and any action arising out of this advice will be monitored and assessed.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



CPIC ANNUAL REPORT 2019-2020

Toronto Catholic Parent Involvement Committee

Email: cpic.chair@tcdsb.org
Phone: 416-222-8282 x5360
Website: www.torontocpic.ca

Twitter: @toronto_cpik
YouTube Live Channel:
youtu.be/sFp9qYCRPOM

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

TO OUR STAKEHOLDERS

HOW A PARENT INVOLVEMENT COUNCIL FULFILLS ITS PURPOSE:

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

Strategic Highlights

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

Financial Highlights

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

Operating Highlights

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

Looking Ahead

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



John Del Grande, Chair

CPIC STRUCTURE & MEMBERSHIP

Voting Members:

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

Non-Voting Members:

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



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

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

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

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

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

OFFICERS & MEETINGS

CPIC OFFICERS

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

MEETINGS

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

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

During the 2019-2020 CPIC Year the Committee met:

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



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

SUBCOMMITTEES

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

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

Executive Standing Subcommittee

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

Budget & Priority Standing Subcommittee

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

Conference & Events Standing Subcommittee

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

Communications & Parent Resource Standing Subcommittee

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

Making Your Voices Heard Special Subcommittee

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

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



RECOMMENDATIONS PROVIDED

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

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

RECOMMENDATIONS MADE TO THE DIRECTOR OF EDUCATION

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

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

- a. Options to specify a fundraiser/event when donating to a School CSPC.*
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The Board also committed to reviewing features & functionality with the system vendor.

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

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



OAPCE Annual Commissioning & Parent Roundtable on Parent Council Policy Updates



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

Internet & Social Media Safety Presentation

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



Ward 1: Depression & Anxiety in Adolescence

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

Lift Jesus Higher Rally

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

CSPC Policy & Bylaw Webinar

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

ACTIVITIES & HIGHLIGHTS

❖ CPIC Logo Refresh

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

❖ 1st Printed Newsletter Distributed to Every TCDSB Parent

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

❖ CPIC Policies

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

❖ TCDSB Staff Presentations:

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

❖ PRO Grant

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

❖ Partners

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

❖ Building PIC Relationships

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

❖ Playground Reserve

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

❖ Ministry Consultation

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

❖ CSPC Checkins

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

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

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

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

FINANCIAL SUMMARY

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

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

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

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

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

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

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

APPENDIX & THANKS

LEGISLATED PURPOSE

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

WHY WE EXIST

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

MISSION

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

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

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

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



November 17, 2020

Motion for the Toronto Catholic District School Board (TCDSB) to commemorate Canada's First National Internment Operations (1914-1920)

Mr. Chair,

The Ukrainian Canadian Congress Toronto Branch and its 66 member organizations wholeheartedly support the motion by Trustee Teresa Lubinski, that the TCDSB acknowledge the year 2020, as the 100th anniversary of the closing of the internment camps in 1920, and adopt October 28 as TCDSB Internment Commemoration Day in Canada.

On October 28, Canadians from many backgrounds commemorated Canada's First National Internment Operations – the forced internment of 8,579 Ukrainians and other Europeans who were branded 'enemy aliens' and sent to 24 internment camps across Canada between 1914 and 1920.

The camp internees were used to develop the Canadian infrastructure as "forced-labourers". They were used to develop Banff National Park, the logging industry in Northern Ontario & Quebec, the steel mills in Ontario & Nova Scotia, and in the mines in British Columbia, Ontario & Nova Scotia. This infrastructure development program was so beneficial to Canadian corporations that the internment program lasted for two years after the end of the war.

The effect of internment was devastating to the internees, their friends and families, and had a lasting impact on the Ukrainian community as a whole in Canada.

Men, women, and children suffered during Canada's First National Internment Operations, not because of anything they had done, but only because of who they were and where they had come from.

Let us remember the victims of this injustice and bring an end to prejudice and discrimination, wherever they may appear.

Peter Schturyn

President

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 & 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

13	October (A)	Student Achievement	Student Trustees: Voices that Challenge-CSLIT	Associate Director Academic Services
14	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
15	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
16	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
17	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
18	November (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
19	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report	Associate Director Academic Services
20	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services
21	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
22	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 DECEMBER 3, 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 (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)	Director Of Education
2	June-2020 Special Board	TBD	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 (Computers for Students in Need)	Associate Director of Facilities, Business & Comm. Dev & CFO