



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

Joseph Martino, Chair

Nancy Crawford, Vice Chair

Thursday, December 10, 2020

7:00 P.M.

| | Pages |
|---|---------|
| 11. Presentations | |
| 11.d. Ontario Association of Parents in Catholic Education (OAPCE) Annual Report - Annalisa Crudo-Perri, Executive Director and Jana Seymour, Vice President (With Presentation) | 1 - 16 |
| 12. Delegations | |
| 12.a. Josh Fullan regarding COVID-19 Child and Youth Study (With Submission) | 17 - 43 |
| 12.b. Bree Ranieri and Adrienne Molnar, Co-Chairs, Catholic School Parent Committee (CSPC), St. Clement, regarding Classroom Learning and COVID Resources (With Submission) | 44 - 47 |
| 12.c. Jennifer Di Francesco, Catholic Parent Involvement Committee (CPIC), Ward 1 Representative regarding Re-Entry in February | 48 - 50 |
| 12.d. Francisco Peralta regarding Motion for Return to School | 51 |
| 12.e. Kevin Donleavy and Linda Collins-Donleavy regarding Motion to Amend February Transfer Option Virtual/In Person | 52 - 53 |
| 19. Reports of Officials for the Information of the Board of Trustees | |
| 19.d. Implications of February Transfer Date Between Virtual and In- | 54 - 62 |

Person Schools

20. Reports of Officials Requiring Action of the Board of Trustees

20.e. Procurement Award Report - Addendum 1 (Refer to Item 20d)

63 - 67

OAPCE TORONTO

2019/2020 YEAR END ANNUAL REPORT



To: The TCDSB Board of Trustees and TCDSB Director of Education

OAPCE is an association, established to respond to and represent the interests and concerns of parents/guardians who have children enrolled in Toronto's publicly funded Catholic schools. Our focus includes all aspects of our children's education: spiritual, academic, health and safety, as well as other issues which may arise out of parent concerns brought to the attention of the organization. OAPCE helps to promote Parent Engagement in the schools, and at the school board level.



2019/2020 EXECUTIVE

This past year, OAPCE Toronto's Executive was comprised of:

- Executive Director/Past President - Annalisa Crudo-Perri
- Vice President - Jana Seymour
- Executive Secretary - Gus Gikas
- Executive Treasurer - Luisa Polidoro

Three individuals also represented the parents of the TCDSB at the OAPCE Board of Directors table; their responsibility is to bring the parent voice to the provincial discussions. Our OAPCE Directors were:

- OAPCE Director East - Dave Bennett
- OAPCE Director West - Nick Giovanelli
- OAPCE Director Central (as well as CPIC OAPCE Toronto Rep) - Katie Piccininni

We are honoured that Annalisa Crudo-Perri was appointed in January of 2020 as the new Executive Director of OAPCE to represent all the parents, both in the TCDSB and across the province.



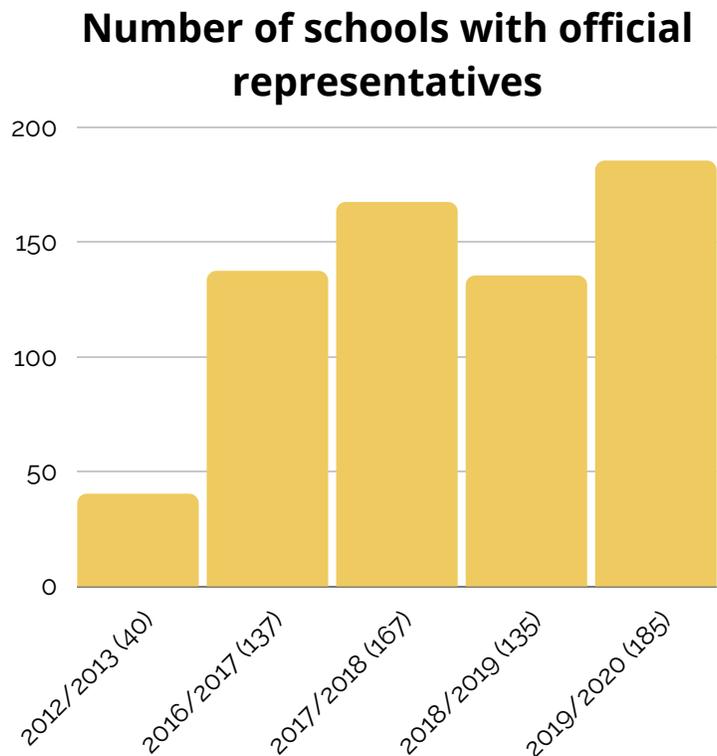
ACCOMPLISHMENTS

The Importance of Achieving our Mandate through Membership:

Our central mandate is to share information with, and for parents, to have them better informed of TCDSB and Ministry of Education policies. As advocates for Catholic Education, we hope that providing the proper information and resources for parents, they can help their children succeed in school, and if all our children succeed, then Catholic Education succeeds.

This part of our mandate was fulfilled through formal and informal presentations at our monthly meetings. Our meetings included a number of outside speakers, informative reports from our own OAPCE Directors and presentations and consultations by TCDSB Staff. We continue to drive the organization forward through positive succession planning by including new members to the Executive and as Directors using transparent methods of accountability.

It is integral that the OAPCE Liaison representatives are appointed or elected at the school parent council and that we are able to connect with them. It has been our mission to further increase our membership base which is evident over the years: The graph on the right is a true testament to the connection and value in supporting student achievement and Catholic Education at the local level:



This does not include the CSPC Chairs who have taken on the role by default or voluntarily. This is based on the number of parents identified on our email subscription list, as well in total our distribution list reaches out to over 2,000 parents in the TCDSB.

Our objective has been to reach out to every single TCDSB CSPC to inform them of the legislated requirement for membership and to ask for a representative contact and we thank those Trustees who have assisted us in this process.

Our goal is to have a dedicated voting member position as a part of the required School Council membership of which the purpose is to provide a point of contact between the school council and the regional and provincial Association.

These OAPCE Liaison Representatives sit as part of our Regional Council OAPCE Toronto and become the conduit through which we share parent's views and concerns with the OAPCE. We have had a marked increase in attendance at our meetings and have had the pleasure of welcoming many new parents at these meetings.



Events, Meetings, Presentations and Resource Sharing

This past year, OAPCE Toronto invited a number of presenters to speak on topics of interest and of concern to TCDSB parents. OAPCE Toronto has had an increase in Trustee and Director of Education presence at all events and we continue to encourage and welcome this presence. Our meetings and events are always well attended and provide a great opportunity for parents to engage, connect, inform themselves on a variety of topics and talk about best practices.

October 2019

As this is our first meeting of the school year we always offer training for the OAPCE Liaison representative role, as well as conduct round table discussions about several important policies and information pieces for CSPC (by-laws, treasurer reports, fundraising, new parents etc.).

December 2019

OAPCE Toronto Commissioning and Parent Volunteer of Excellence Ceremony

We held our 14th Annual Commissioning and Parent Volunteer of Excellence Award Ceremony of which 10 parents were recognized for their volunteer work as we honored some dedicated parents in the TCDSB who help to sustain that parent engagement that is prevalent at the school level. After the ceremony we also partnered with CPIC to host a consultation with all parents in regards to the revised S.10 CSPC Parent council policy. This evening was very well attended by parents and schools across the TCDSB.



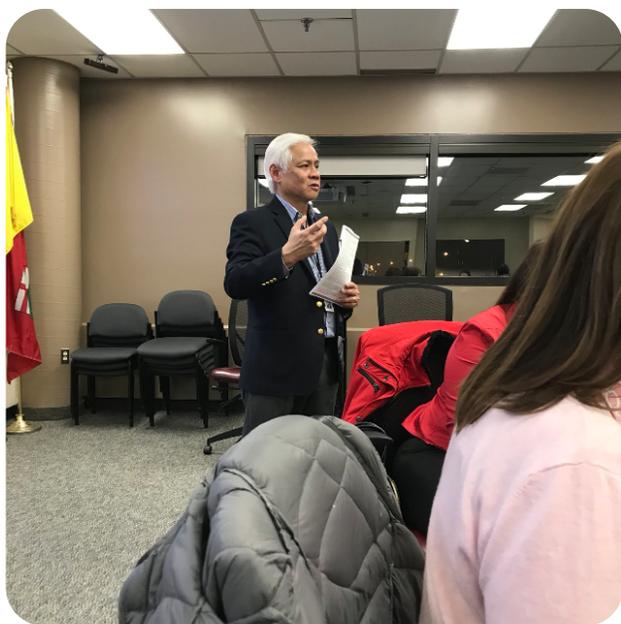
Events, Meetings, Presentations and Resource Sharing

January 2020

Presentation from Director Rory McGuckin joined us to discuss the new TCDSB Code of Conduct policy. Discussion of new Code of Conduct with members as well as Round Table Discussions on open items.

February 2020

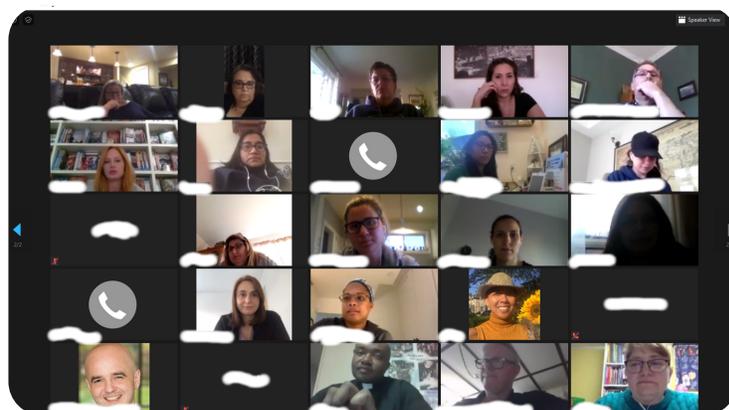
Presentation from Executive Director of Angel Foundation John Yan on the importance of the organization. Presentation from Safe Schools Department with Superintendent Michael Caccamo and other staff members on Safe and Accepting Schools Team as well as Progressive Discipline Policy.



Events, Meetings, Presentations and Resource Sharing

May 2020

Presentation from Director Rory McGuckin regarding the Long Distance Learning. Special guests Father Obinna Ifeanyi and Superintendent Michael Caccamo provided support and guidance during lockdown. Presentation from Paul DeCock with regards to TCDSB Budget Consultation.



August 2020

OAPCE Toronto hosted a ZOOM Webinar on Wednesday August 12th, 2020 - this Webinar allowed parents to have their questions answered regarding the TCDSB's Return to School Plans. It provided an opportunity for parents to get key questions and concerns addressed and help to inform their decisions on whether to send their children back to the face-to-face school learning or online home on a virtual platform. decide if you will be sending your child(ren) to school in September, or staying home for Distance Learning. It was a very well attended webinar with over 850 participants on the Zoom.

Participation in TCDSB Committees and Delegations:

Throughout the year we have participated in a number of ways to provide value added input to policy changes, consultations and issues at the TCDSB. We have always engaged our parents as best as we can to ensure they are aware of what is going on at the TCDSB, as well as seek their input when needed.

We continue to serve on the Nurturing Our Catholic Community committee and always seek opportunities to inform ourselves of any items of importance for parents to share. We have established a greater connection to the Angel Foundation through the new Executive Director John Yan a longtime friend of OAPCE Toronto and hope to strengthen the relationship with more active involvement in the AFL.

We have had several discussions with Senior staff on a number of areas of interest and or concern to name a few

- CSPC S.10 Policy
- Draft Social Media Policy
- Playground approval committees for various wards.



Participation in TCDSB Committees and Delegations:

Delegations:

OAPCE Toronto always, as its mandate, delegates to the TCDSB Board of Trustees on issues or concerns arising out of items at the board and at schools. This past year we participated in more delegations as we partnered with CPIC Chair John DelGrande to advocate for parents on issues relating to the Long Distance Learning and Return to School Plan as well as Uniform Policy.

Delegation Dates:

November 2019

April 2020

May 2020

July 2020

August 2020

September 2020 (twice.)



Increased Communications via the OAPCE Provincial Newsletter, OAPCE Toronto New Website, Email Updates and Social Media:

We provide parents with regular updates on how the organization is supporting Catholic Education at our regional and provincial level, as well as sharing with everyone our current and future activities. Each month, there are new resource links for CSPCs and for parents according to trends in parent requests.

We continue to build on tools and strategies to best communicate with and for our parents, including updating information on our website, building on communications tools that help us reach out to parents. We are also very active on social media on both Facebook and Twitter, and we have launched our new website toronto.oapce.org. We also develop and distribute information packages for our representatives that enable them to share information with their councils.



<https://www.facebook.com/groups/OAPCEToronto/>



<https://twitter.com/OAPCEToronto>



<https://toronto.oapce.org/>

CSPC Resources and Support:

Through our regular and ongoing orientation to all CSPC members we have provided many parents with the tools and strategies to effectively strengthen their council and help them to overcome barriers in supporting student achievement at the local level. Through these presentations, emails, and phone calls, we have provided support to parents and helped them directly or we have connected them with the appropriate staff members in order to resolve issues and concerns that they may have encountered. Our scope has always been to help them reach resolutions that are intact with our Catholic values

Throughout the year we have worked on the draft S.10 CSPC Policy with our partner CPIC in ensuring that the by-laws, procedures and policies were representative of the regulation as well as the parents' concerns.



OAPCE Toronto - In the Province:

All three OAPCE Toronto Directors have contributed to the provincial organization in a number of ways. We have attended all of our Director meetings that have taken place over a variety of weekends with our Board of Directors from across the province. As OAPCE Directors representing Toronto we take this role with great responsibility and have made several recommendations to the Board of Directors to find improvements to eliminate barriers for parents and to ensure financial efficiencies. We are continually sharing our information received from the organization to TCDSB parents, and will continue to advocate for all parents in Toronto in support of Catholic Education.



OUR FOCUS FOR 2020/2021

OAPCE Toronto continues to build on its successes and looks to make improvements for the future, and to find strategies to help implement them:



ONGOING COMMUNICATION AND ENGAGEMENT WITH OUR REPS:

- Continue to increase membership.
Our goal is to have one official OAPCE representative in all our schools.
- Continue to hold informative presentations and meetings for parents by utilizing webinars through our provincial organization as well as in Toronto.
- Organize our 15th Annual Commissioning Ceremony, Principal and Parent Volunteer of Excellence Awards.



ONGOING INVOLVEMENT IN THE TCDSB:

- Continue to build on the relationship between OAPCE Toronto and CPIC and TCDSB Parent Engagement staff in order to eliminate any duplication of effort - thereby reducing financial expenditures and helping to bring forth a clear definition to parents as to who we are and what we do.
- Continue to sit on any TCDSB committees in an effort to build partnerships so as to continue to advise and be consulted and provide valuable input on issues that affect our local parent communities.

2020/2021



ONGOING ADVOCACY:

We would not be the advocates that we are if we did not include that we feel that we are at a very critical point in Catholic Education, not only due to the pandemic but also due to the many issues that have been brought to the forefront, - the positive aspect is that with all these changes and issues there has been an increase in parent engagement.

- Continue to further support implementation of S.10 Policy, helping to ensure that there is more accountability with the policy and its implementation of it.
- Continue to advocate for two key components for parents: Communication and Consultation. Through the many delegations, emails, conversations that we have participated in, these two components are issues that can be improved upon - Parents need support to support their Children - to understand the ins and outs of our new system is needed, and needed now.
- Parents need the right information, given to them from the right source, in a timely manner.
- More emphasis on reaching out to our diverse community
- Not everyone is on social media, posting items on Instagram, Twitter and Facebook only does not reach out to all
- Parents that English is not their first language, need translated materials
- Parents that do not have the resources at home, such as technology
- Providing parents with simple, understandable tools like one pagers, different resources for different grade levels, etc. as well.

2020/2021

We need to respect that we are obviously in unprecedented times and with that, there needs to be more patience, guidance and support - it is times like these when we need to support one another as fellow Christians and truly embody our Catholic values.

We truly appreciate that OAPCE has become an integral part of this Board, and look forward to working together with Staff and Trustees to represent the views of parents and stakeholders at the Toronto Catholic District School Board.

OAPCE Toronto is honored to represent the many parents and stakeholders in Catholic Education - as an executive we appreciate the help, guidance and support given to us by everyone at the TCDSB.

We thank you for your time and look forward to another wonderful year as advocates for parents in Catholic Education.

Yours in Catholic Education,

OAPCE Toronto Team





TORONTO CATHOLIC DISTRICT SCHOOL BOARD

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

PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. ____

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

| | | |
|--|---|--|
| Name | Josh Fullan | |
| Committee | Regular / Special Board | |
| Date of Presentation | 12/10/2020 | |
| Topic of Presentation | COVID-19 Child and Youth Study | |
| Topic or Issue | Impacts of Covid-19 on Children and Youth | |
| Details | I would like to share some findings from our study into the downstream impacts of COVID-19 conditions on children and youth, specifically related to their self-reported healthy movement levels, school experiences, and well-being. | |
| Action Requested | NA | |
| I am here as a delegate to speak only on my own behalf | | |
| I am an official representative of the Catholic School Parent Committee(CSPC) | | |
| I am an official representative of student government | | |
| I am here as a spokesperson for another group or organization | Yes Maximum City | |
| I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14 | Yes | |
| Submittal Date | 11/23/2020 | |



Fall 2020



COVID-19 CHILD AND YOUTH STUDY: Healthy Movement and School Experience



Preliminary Findings Prepared by
Maximum City

November 2020 Page 18 of 67



Table of Contents

| | |
|--|----|
| List of Figures | 3 |
| Introduction | 4 |
| Summary of Preliminary Findings Fall vs. Spring | 5 |
| Summary of Preliminary Findings Fall School Experience | 10 |
| Summary of Preliminary Findings by Dwelling Type | 19 |
| Research Team | 26 |

List of Figures

- Figure 1: Percentage of children/youth with changes in healthy movement levels spring vs. fall. 6
- Figure 2: Secondary effects of COVID-19 conditions spring vs. fall 7
- Figure 3: Feelings of safety and frequency of going outside spring vs. fall 8
- Figure 4: Changes in school engagement and stress spring vs. fall 9
- Figure 5: Changes in self-reported learning and resilience fall 11
- Figure 6: Changes in skills and competencies fall 12
- Figure 7: Changes in academic engagement by school type fall 13
- Figure 8: Changes in self-reported learning by school type fall 14
- Figure 9: Changes in physical activity by school type Toronto. 15
- Figure 10: Changes in recreational screen time by school type Toronto. 16
- Figure 11: Changes in time outside by school type Toronto 17
- Figure 12: Changes in sleep quality by school type Toronto 18
- Figure 13: Changes in physical activity by dwelling type 20
- Figure 14: Changes in time outdoors by dwelling type 21
- Figure 15: Changes in play time by dwelling type 22
- Figure 16: Frequency of time outside Toronto vs Rest of Canada 23
- Figure 17: Frequency of time outside for online students Toronto vs Rest of Canada 24
- Table 1: Behaviours and conditions that correlate to increased resilience vs. risk factors 25

Introduction

In the spring and fall of 2020, Maximum City conducted parallel pan-Canadian and Toronto-based studies of the downstream impacts of COVID-19 on the self-reported behaviours, school experiences, and feelings of children (aged 9-12) and youth (13-16). A cross-sectional sample of over 2100 pairs of children/youth and a parent/caregiver have participated in the study thus far, with a third wave of data collection to take place in spring 2021. Previous reports can be found [here](#).

New analysis of the spring data shows **strong correlation between not maintaining healthy movement behaviours and declines in subjective well-being** tied to negative emotions.

- Children/youth who were less physically active or spent more time on digital screens during the lockdown were more likely to belong to the group that evaluated their daily emotional life as worse than pre-COVID-19.
- Access to outdoor spaces to play or exercise (in addition to access to quality indoor spaces) was significantly associated with a lower likelihood of decreased well-being.
- Having a friend to share feelings with reduced the likelihood of belonging to the group with decreased well-being.

This report provides some preliminary findings from the **fall survey**, specifically related to school experiences and changes in healthy movement such as physical activity levels, screen time, time outdoors, sleep quality and duration.

Summary of Preliminary Findings: Fall vs. Spring (Figures 1-4)

Compared to the spring, children/youth are reporting moderate improvements in their healthy movement levels but there is still a significant proportion reporting a decline in physical activity, increase in screen time, decline in time outdoors, and decline in sleep quality compared to pre-COVID-19. Children/youth are more worried about getting COVID-19 compared to the spring, and are reporting better levels (i.e. lower declines) of school engagement and less increase in school stress. In each season's survey, respondents were asked to retrospectively compare behaviours and feelings to pre-COVID-19.

- 46% of children/youth report a decline in physical activity, compared to 57% in the spring.
- 70% of children/youth report an increase in recreational screen time, compared to 84% in the spring.
- 27% of children/youth report a decline in sleep quality, compared to 32% in the spring.
- 42% of children/youth report going outside less than once a day, compared to 48% in the spring.
- 27% of children/youth do not feel safe outside, compared to 19% in the spring.
- 73% of children/youth are worried about getting COVID-19, compared to 59% in the spring.
- 28% of children/youth report a decrease in school engagement, compared to 44% in the spring.
- 90% of children/youth report miss seeing their friends face-to-face, and 84% worry about how the pandemic is affecting their parents.
- 34% of children/youth of East Asian background report experiencing racism or discrimination related to COVID-19 (37% in the Greater Toronto Area vs. 28% in the rest of Canada).

Figure 1: Percentage of children/youth with changes in healthy movement levels spring vs. fall

Changes in Healthy Movement Behaviours: Spring vs. Fall

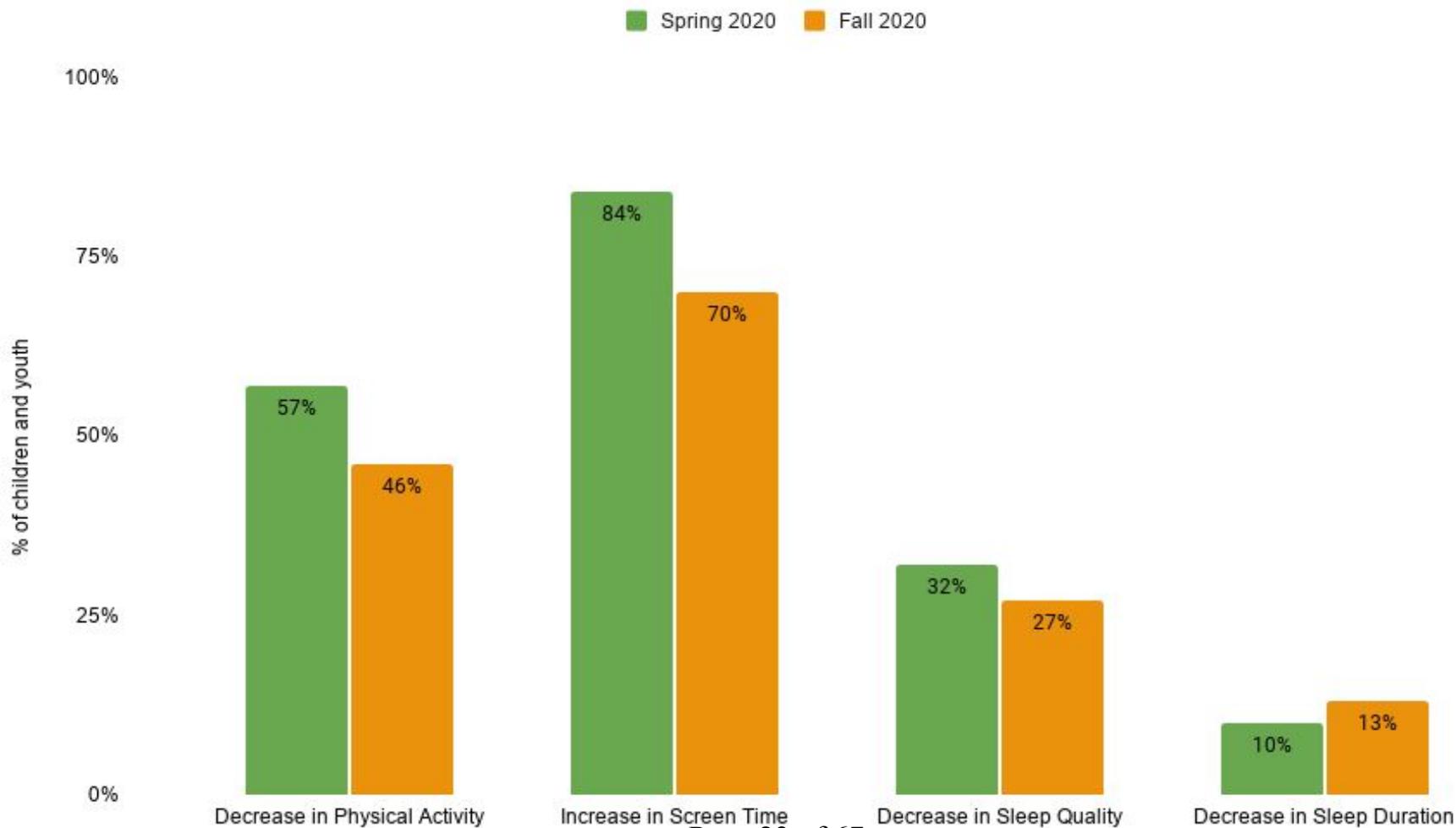


Figure 2: Secondary effects of COVID-19 conditions spring vs. fall

COVID-19 Effects: Spring vs. Fall

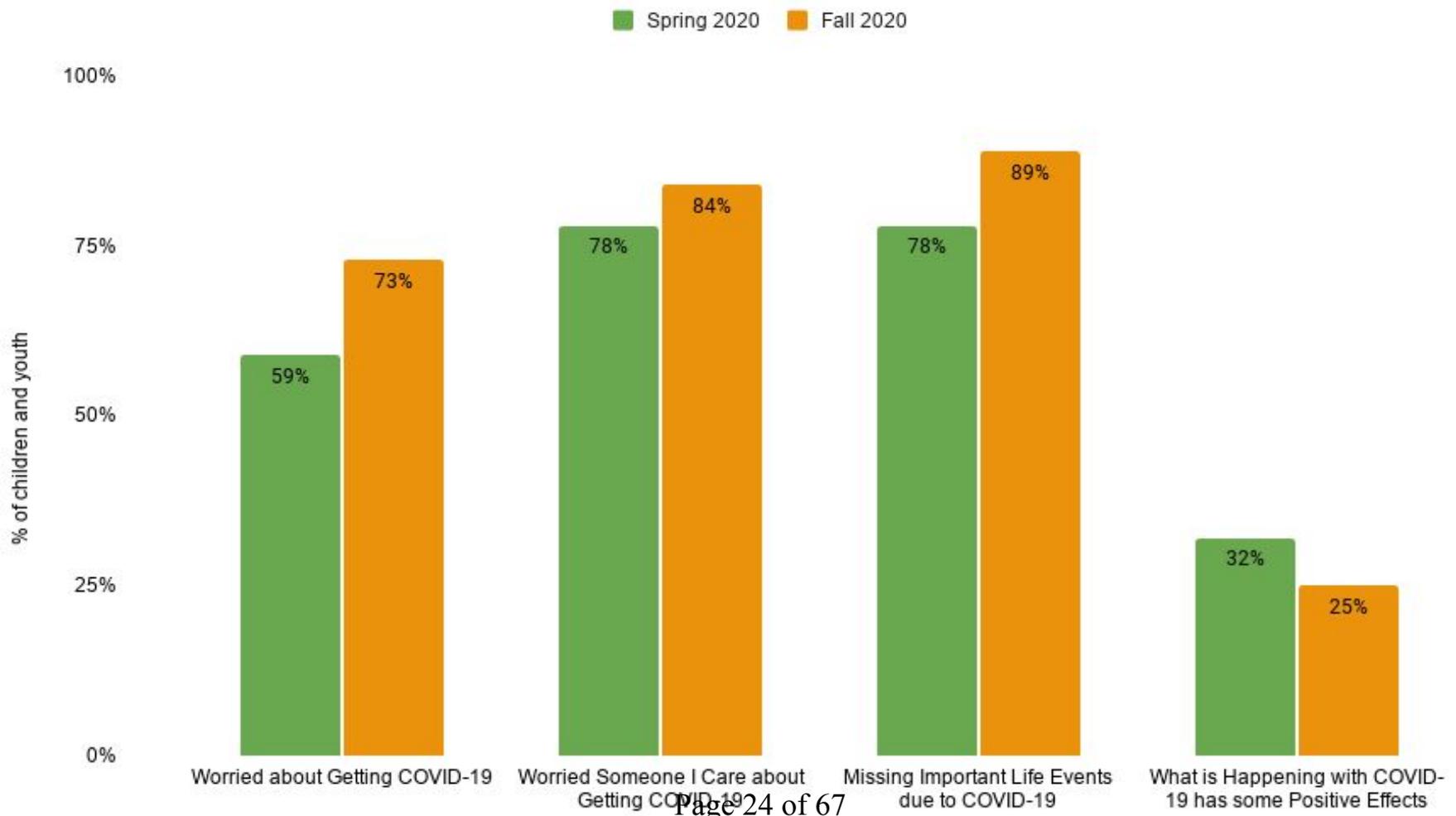


Figure 3: Feelings of safety and frequency of going outside spring vs. fall

Going Outside: Spring vs. Fall

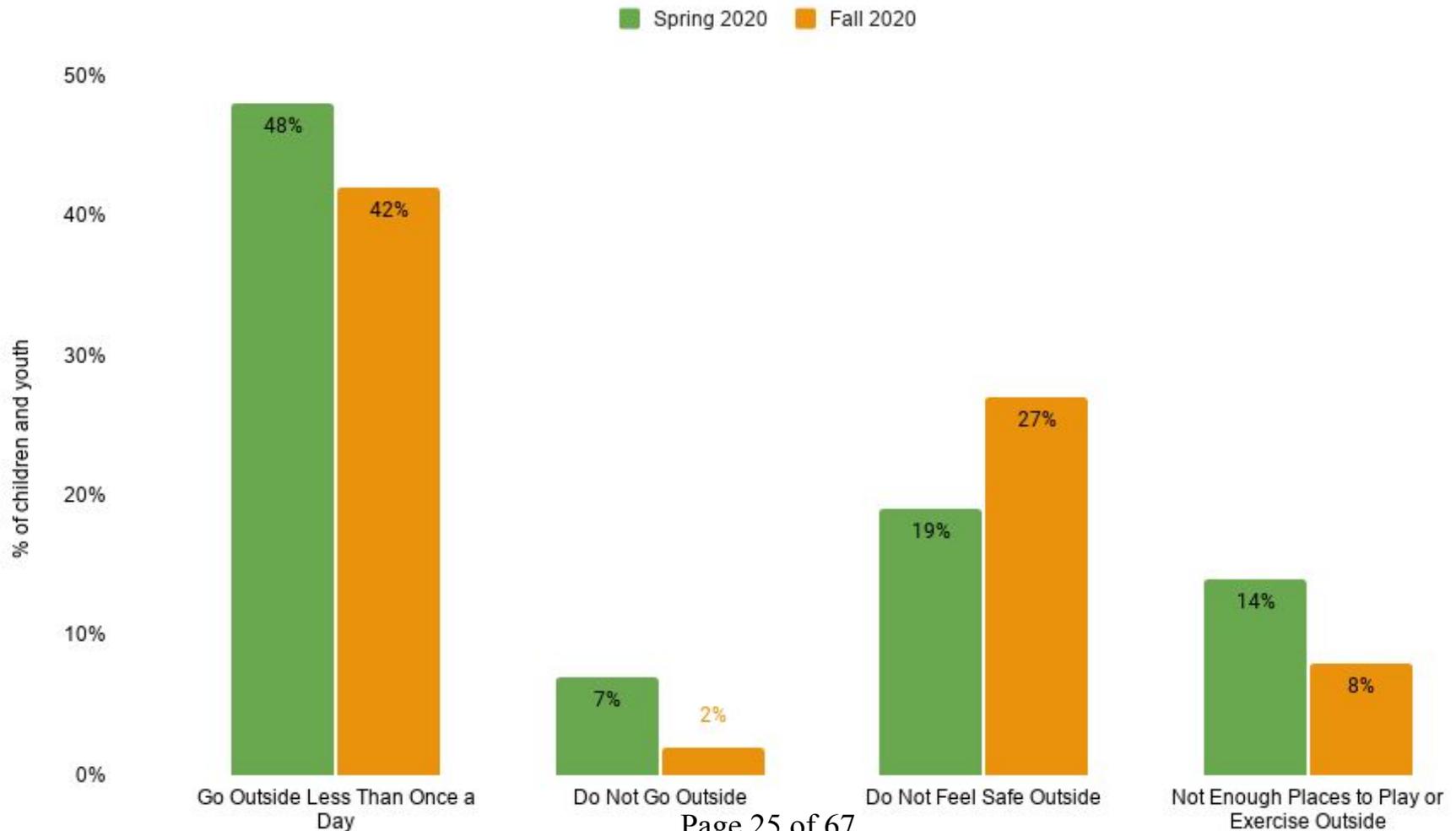
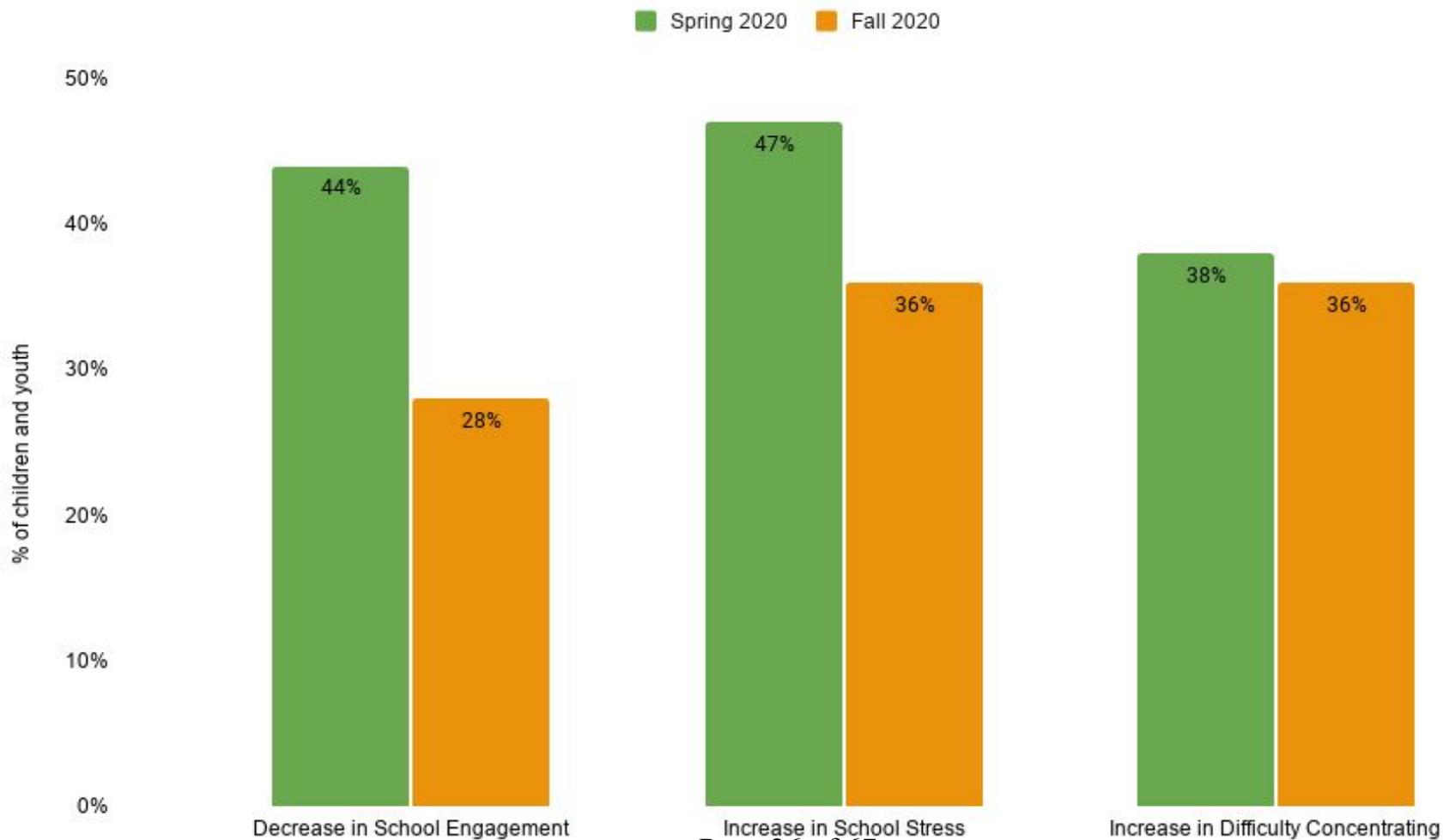


Figure 4: Changes in school engagement and stress spring vs. fall

Changes in School Engagement and Stress: Spring vs. Fall



Summary of Preliminary Findings: Fall School Experience (Figures 5-12)

- 28% of children/youth report a decline in school engagement and 30% report a decline in self-reported learning.
- 36% of children/youth report an increase in stress and 27% report a decrease in resilience.
- Nearly half (46%) of students report an increase in difficulty collaborating with their peers and more than a third (36%) report an increase in difficulty concentrating.
- More than a third (35%) report an increase in feelings of empathy and more than a quarter (26%) report an increase in sense of citizenship.
- Children/youth who attend school in person report lower declines in school engagement and self-reported learning compared to those who participate in school online or hybrid online/in-person.
- Children/youth in the Greater Toronto Area report slightly worse outcomes across healthy movement behaviours compared to those in the rest of Canada.
- Greater Toronto Area children/youth who attend school in person report lower declines in physical activity compared to those who participate in school online or hybrid online/in person
- Greater Toronto Area children/youth who attend school in person report lower increases in recreational screen time compared to those who participate in school online or hybrid online/in person, and lower declines in sleep quality.
- Greater Toronto Area children/youth who attend school in person report lower declines in time outdoors compared to those who participate in school online or hybrid online/in person.

Figure 5: Changes in self-reported learning and resilience fall

Changes in Self-Reported Learning, Engagement & School Stress

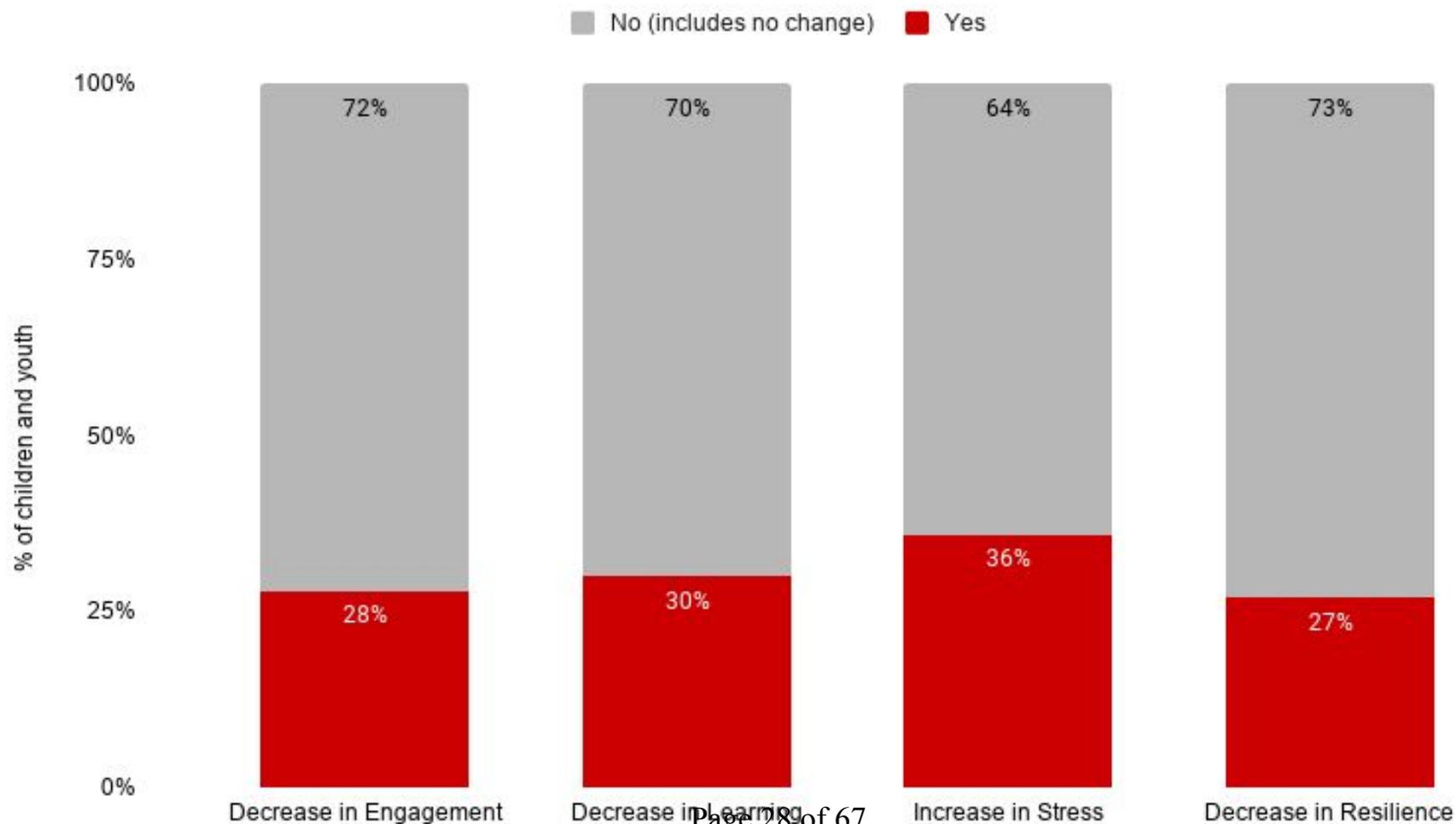


Figure 6: Changes in skills and competencies fall

Changes in Skills and Competencies

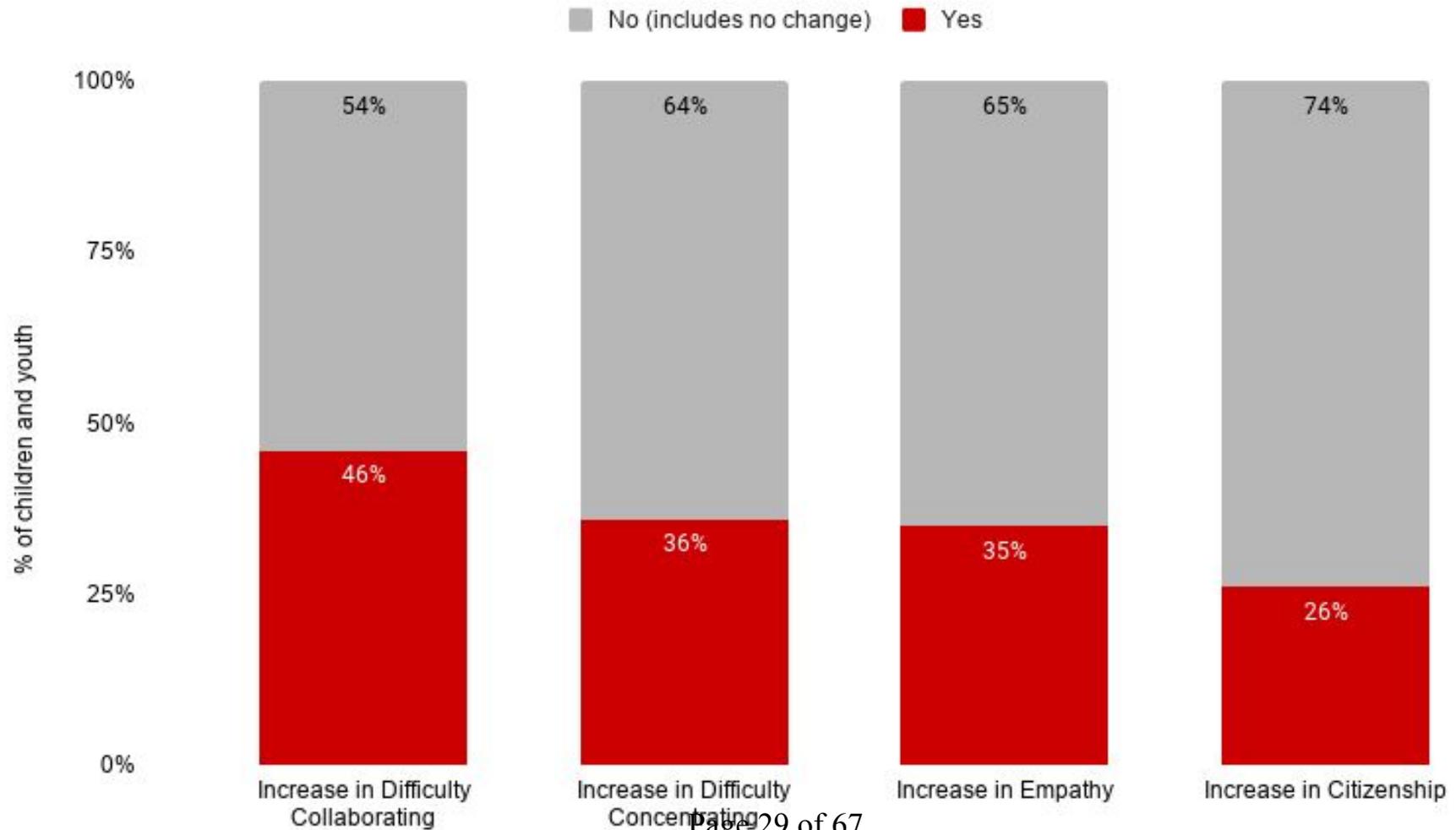


Figure 7: Changes in academic engagement by school type fall

Changes in Engagement by School Type

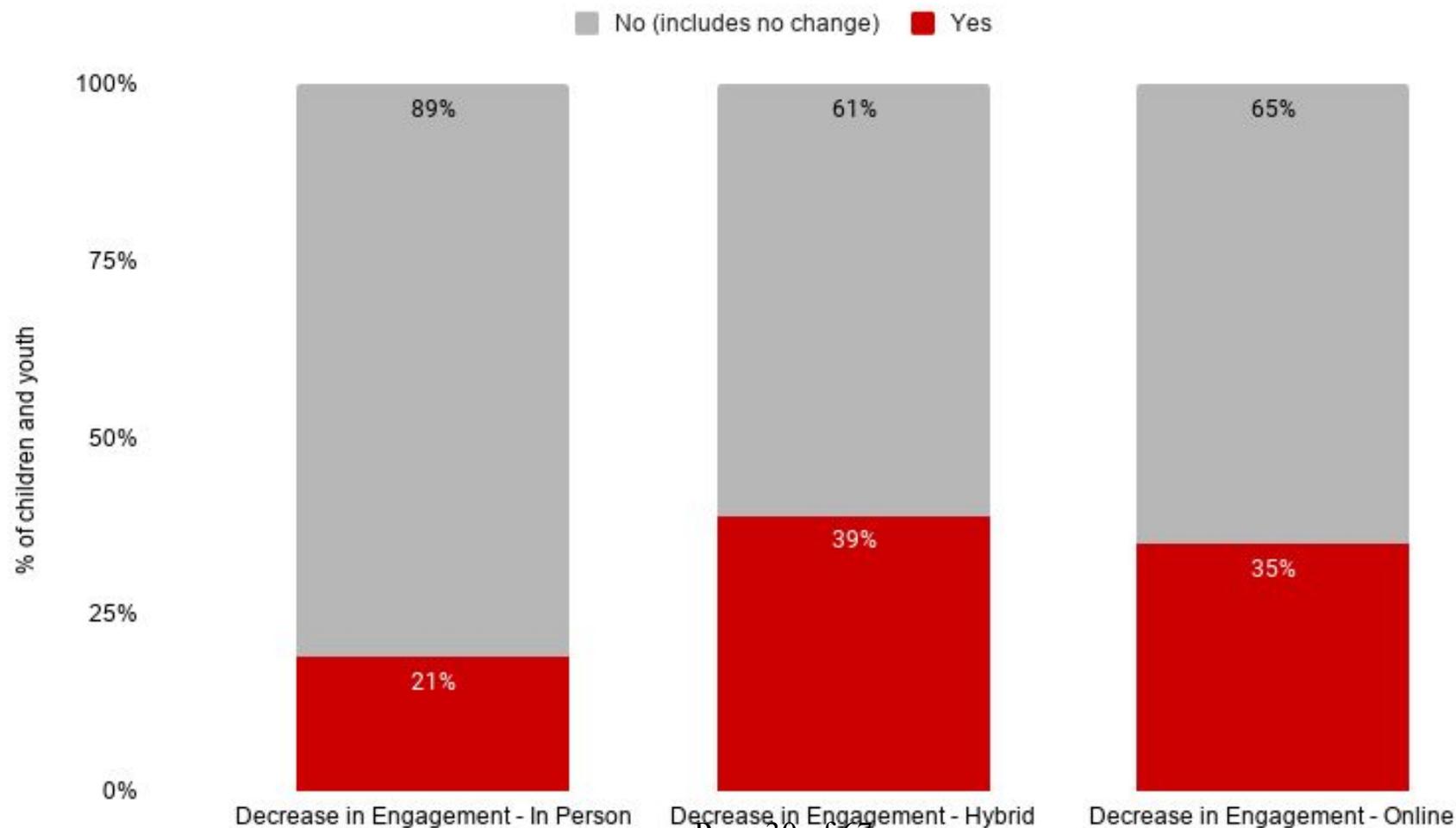


Figure 8: Changes in self-reported learning by school type fall

Changes in Self-Reported Learning by School Type

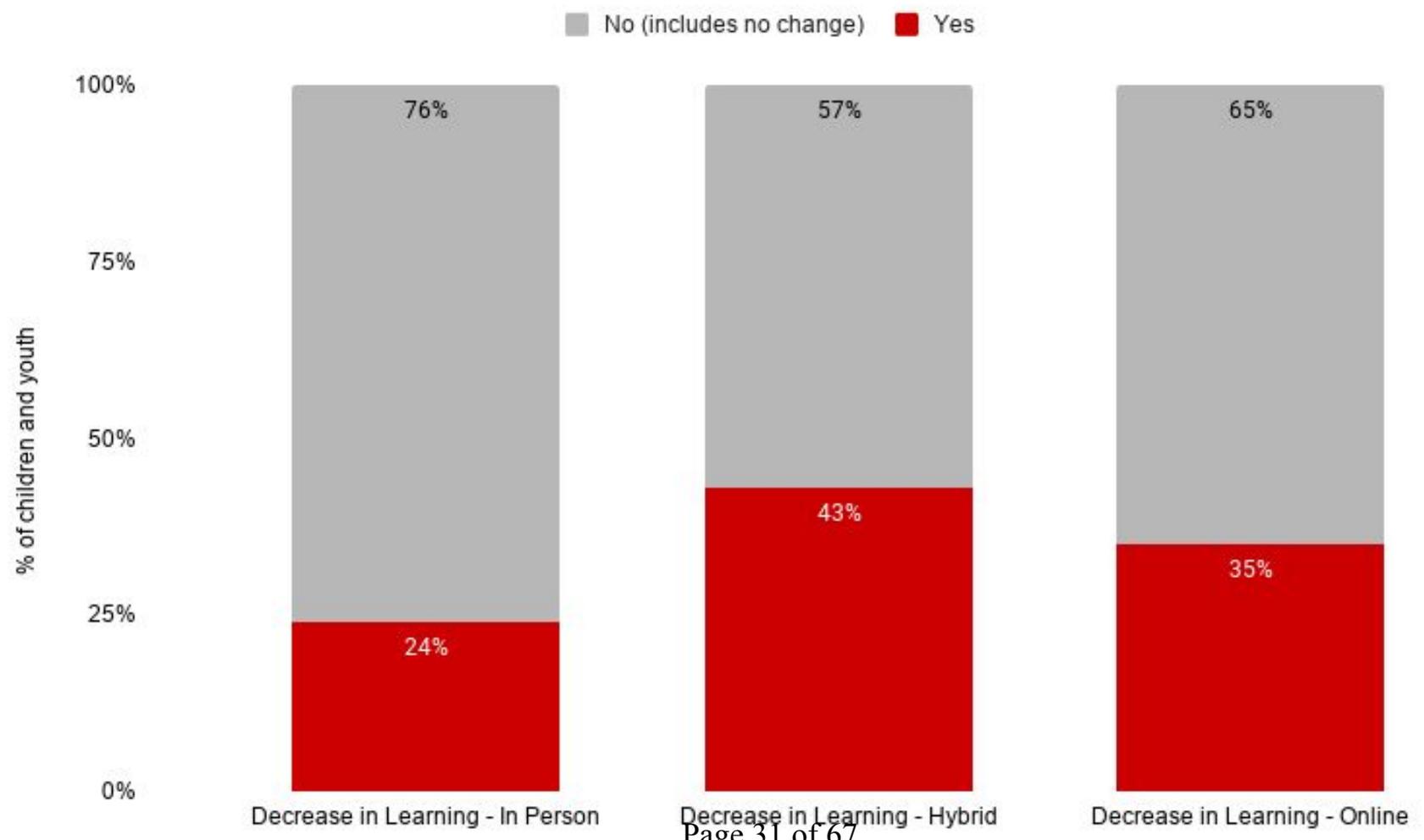


Figure 9: Changes in physical activity by school type Toronto

Changes in Physical Activity by School Type Fall 2020 Toronto

■ Decrease in PA ■ No Change in PA ■ Increase in PA

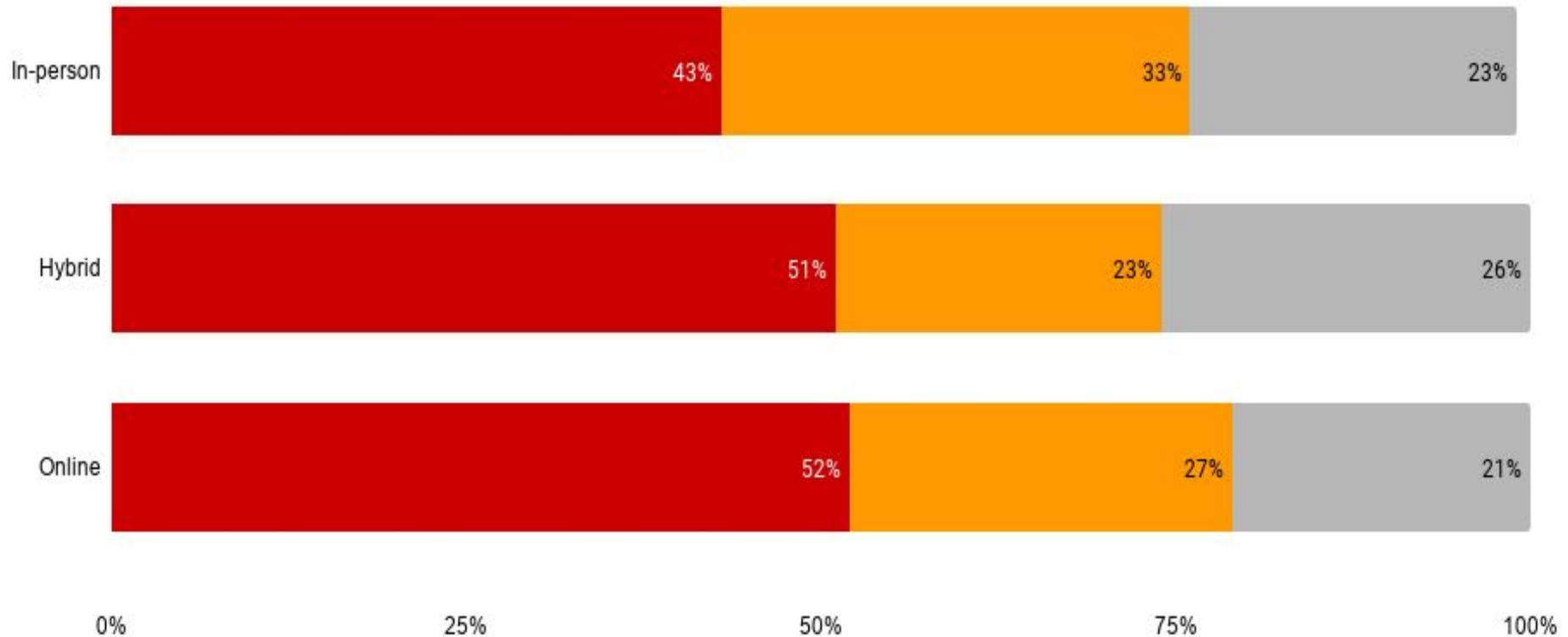


Figure 10: Changes in recreational screen time by school type Toronto

Changes in Recreational Screen Time by School Type Fall 2020 Toronto

■ Increase in RST ■ No Change in RST ■ Decrease in RST

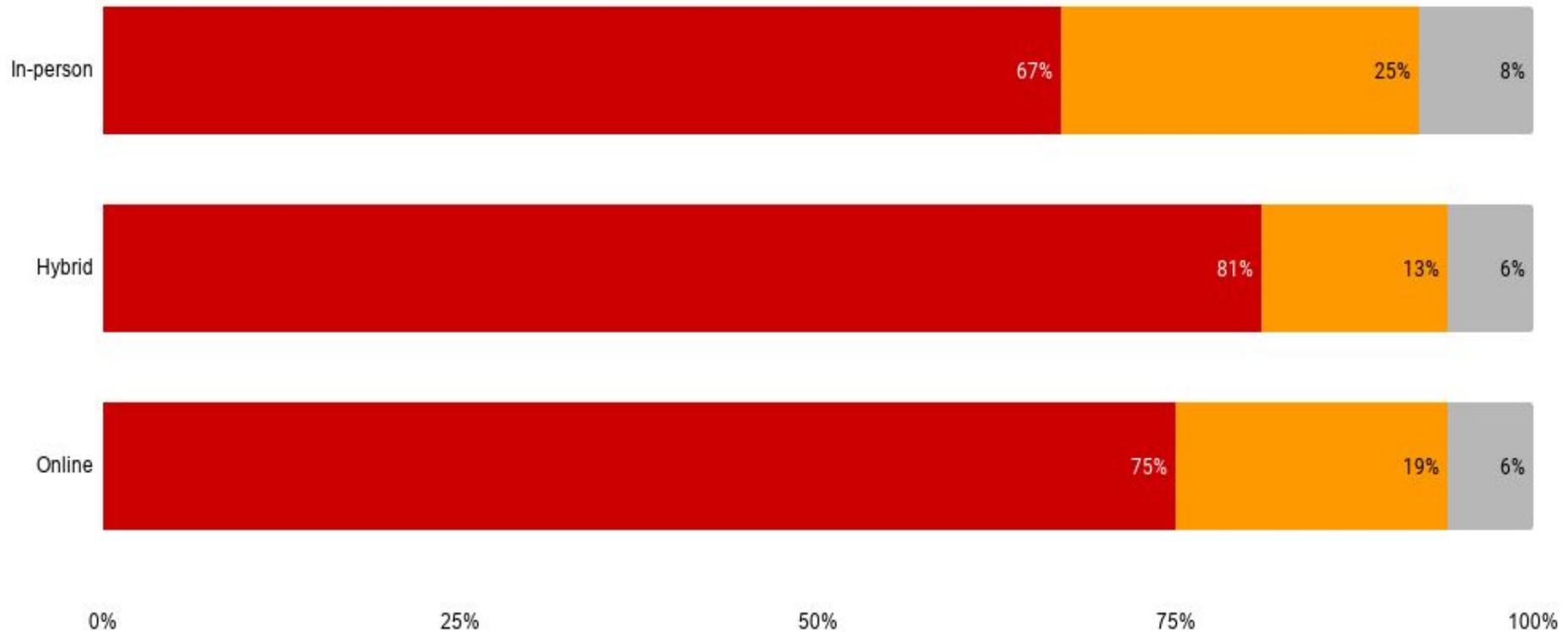


Figure 11: Changes in time outside by school type Toronto

Changes in Time Outdoors by School Type Fall 2020 Toronto

■ Decrease in TO ■ No Change in TO ■ Increase in TO

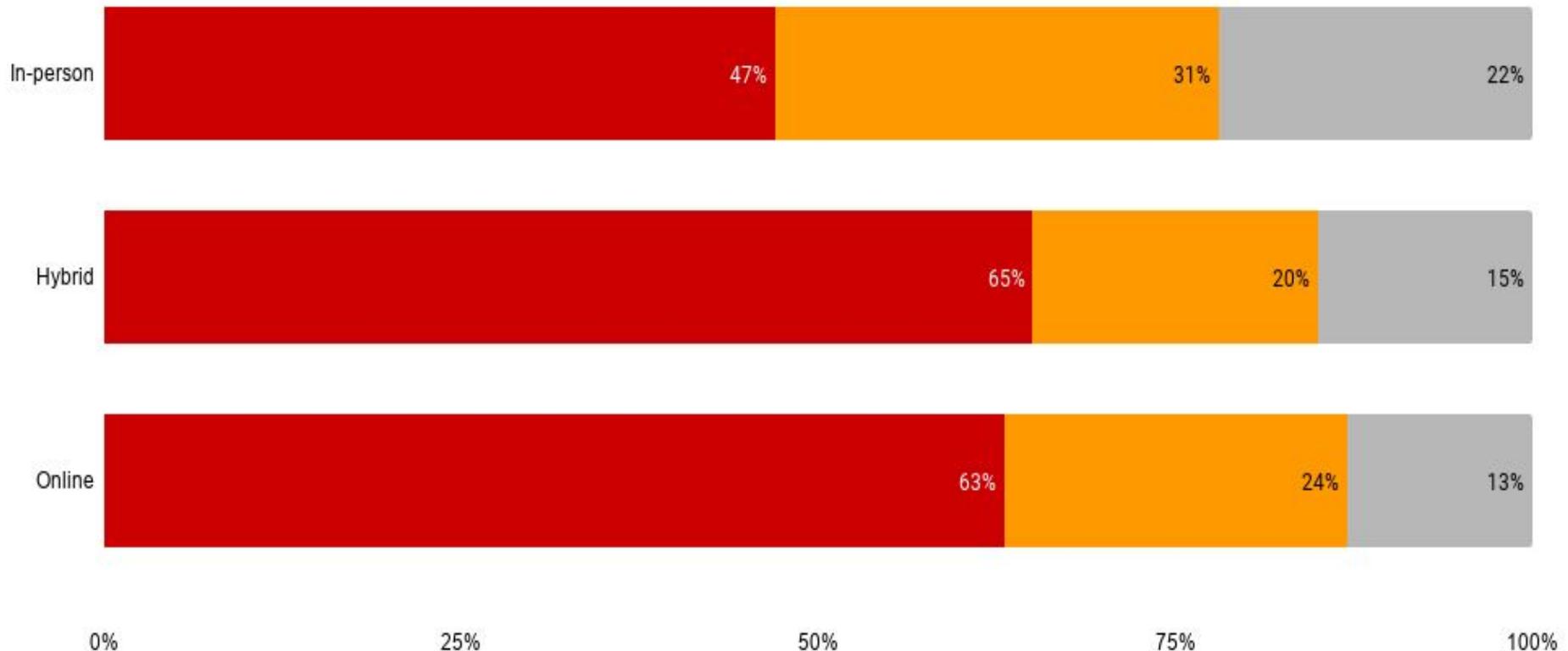
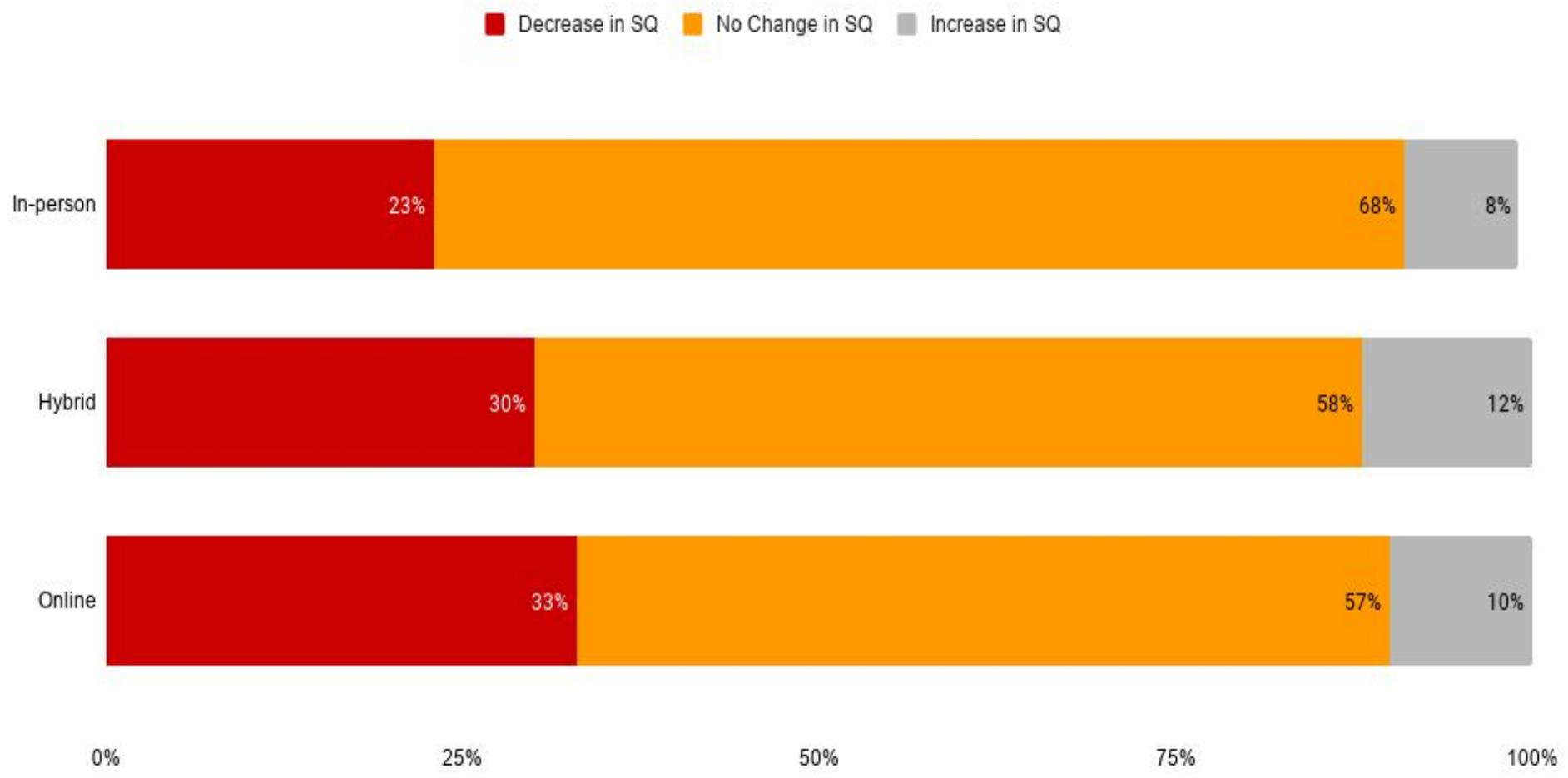


Figure 12: Changes in sleep quality by school type in Toronto

Changes in Sleep Quality by School Type Fall 2020 GTA



Summary of Preliminary Findings: Dwelling Type (Figures 13-15)

- Children/youth who reside in apartment buildings report greater declines in physical activity, time outdoors, and time playing compared to those who live in houses.

Figure 13: Changes physical activity by dwelling type

Changes in Physical Activity by Dwelling Type Fall 2020

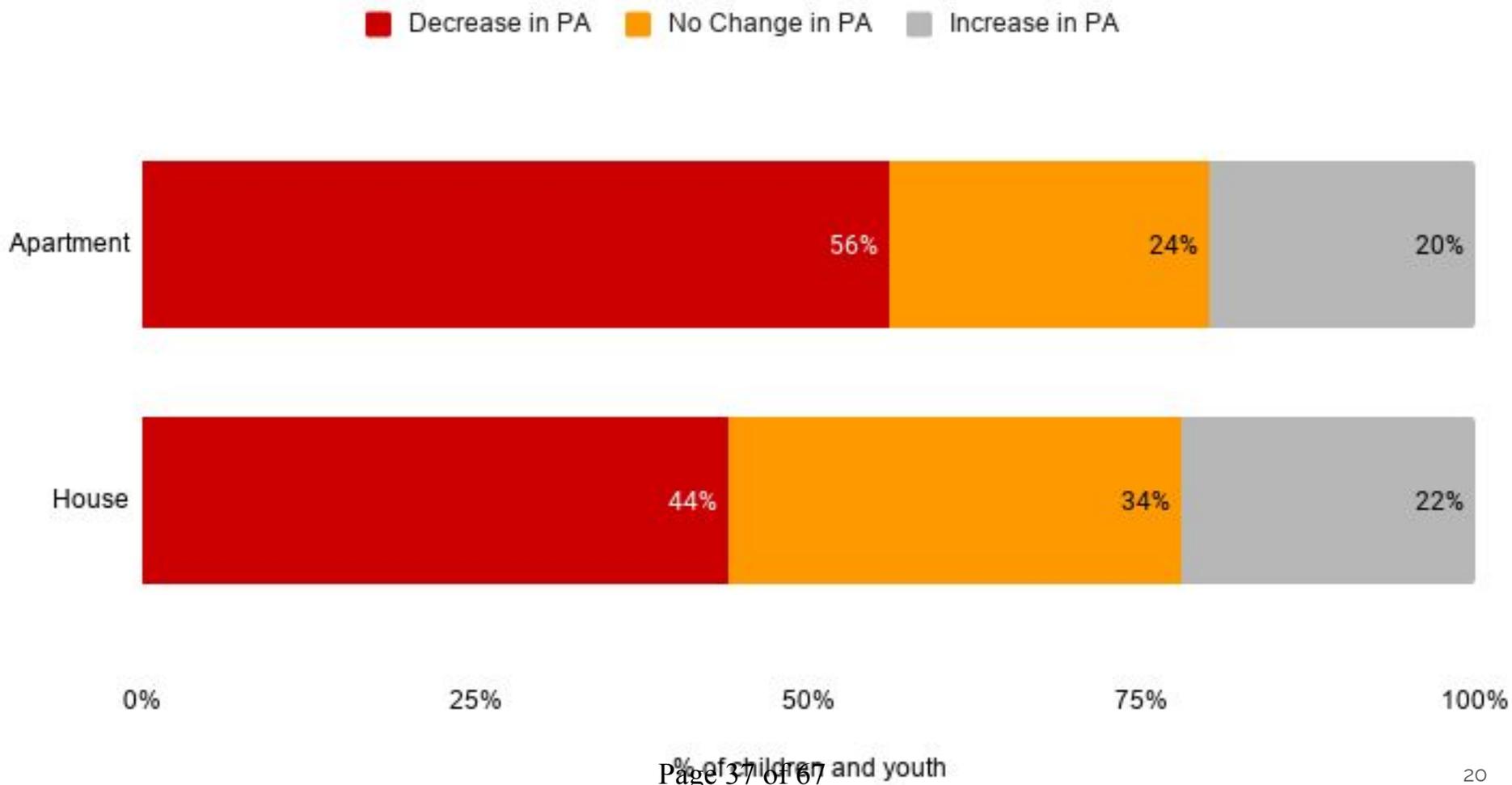


Figure 14: Changes in time outdoors by dwelling type

Changes in Time Outdoors by Dwelling Type Fall 2020

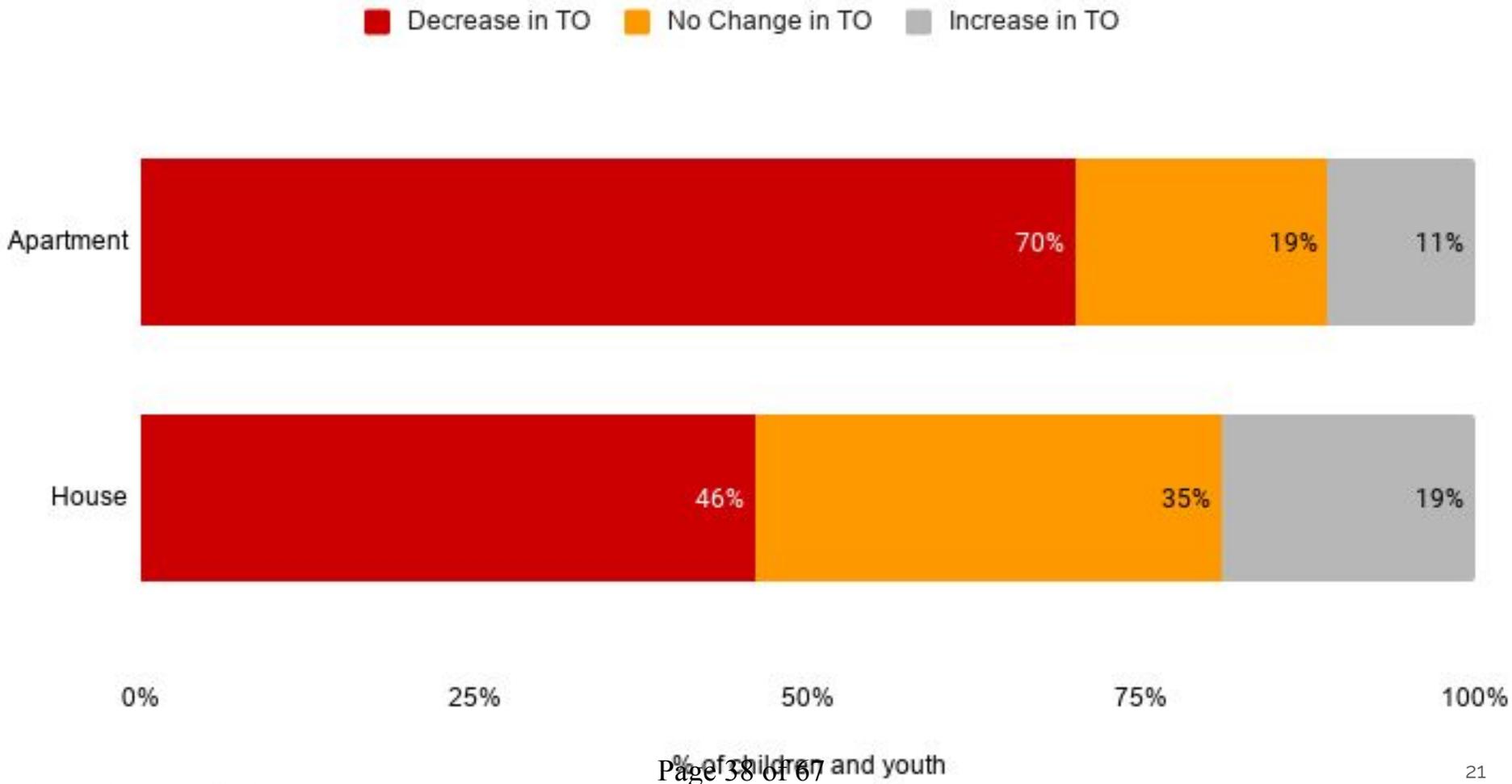


Figure 15: Changes in time playing by dwelling type

Changes in Play Time by Dwelling Type Fall 2020

■ Decrease in PT ■ No Change in PT ■ Increase in PT

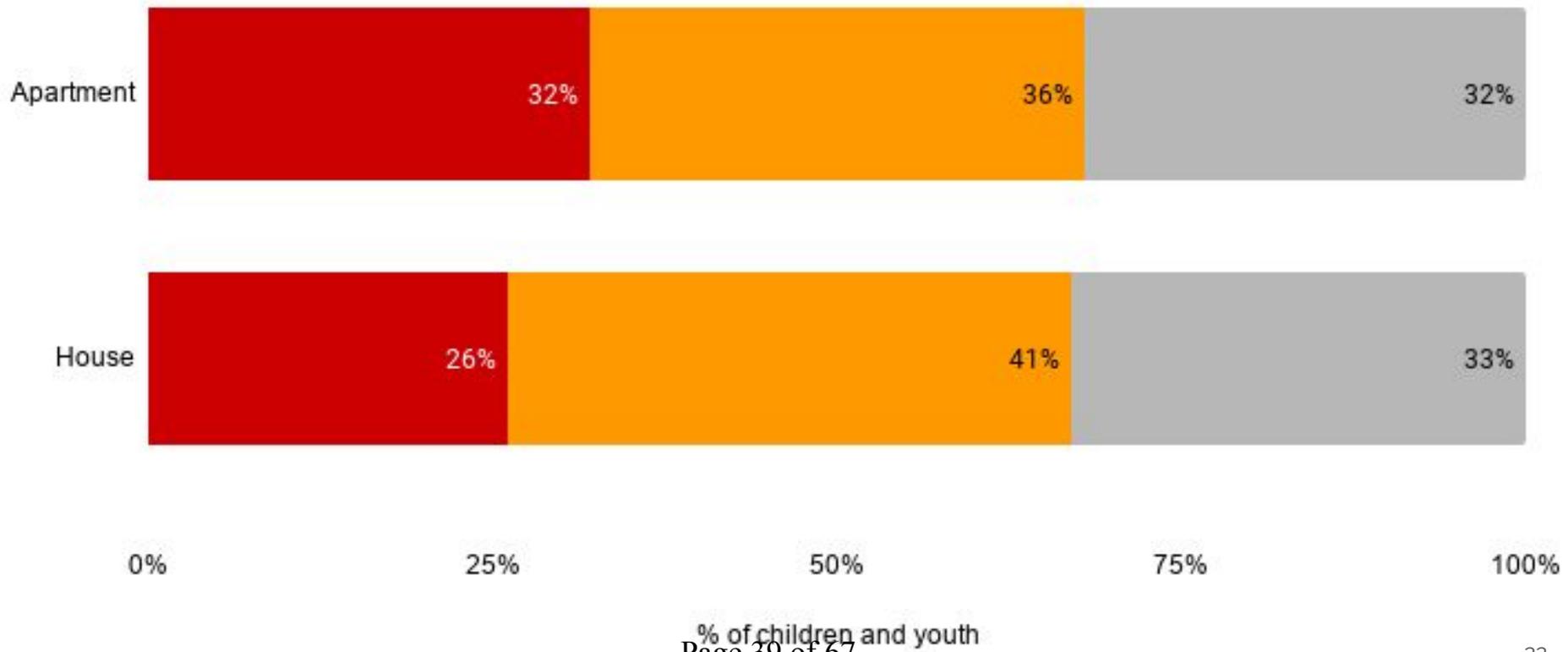


Figure 16: Frequency of time outside Toronto vs. rest of Canada

Frequency of Time Outside Fall 2020

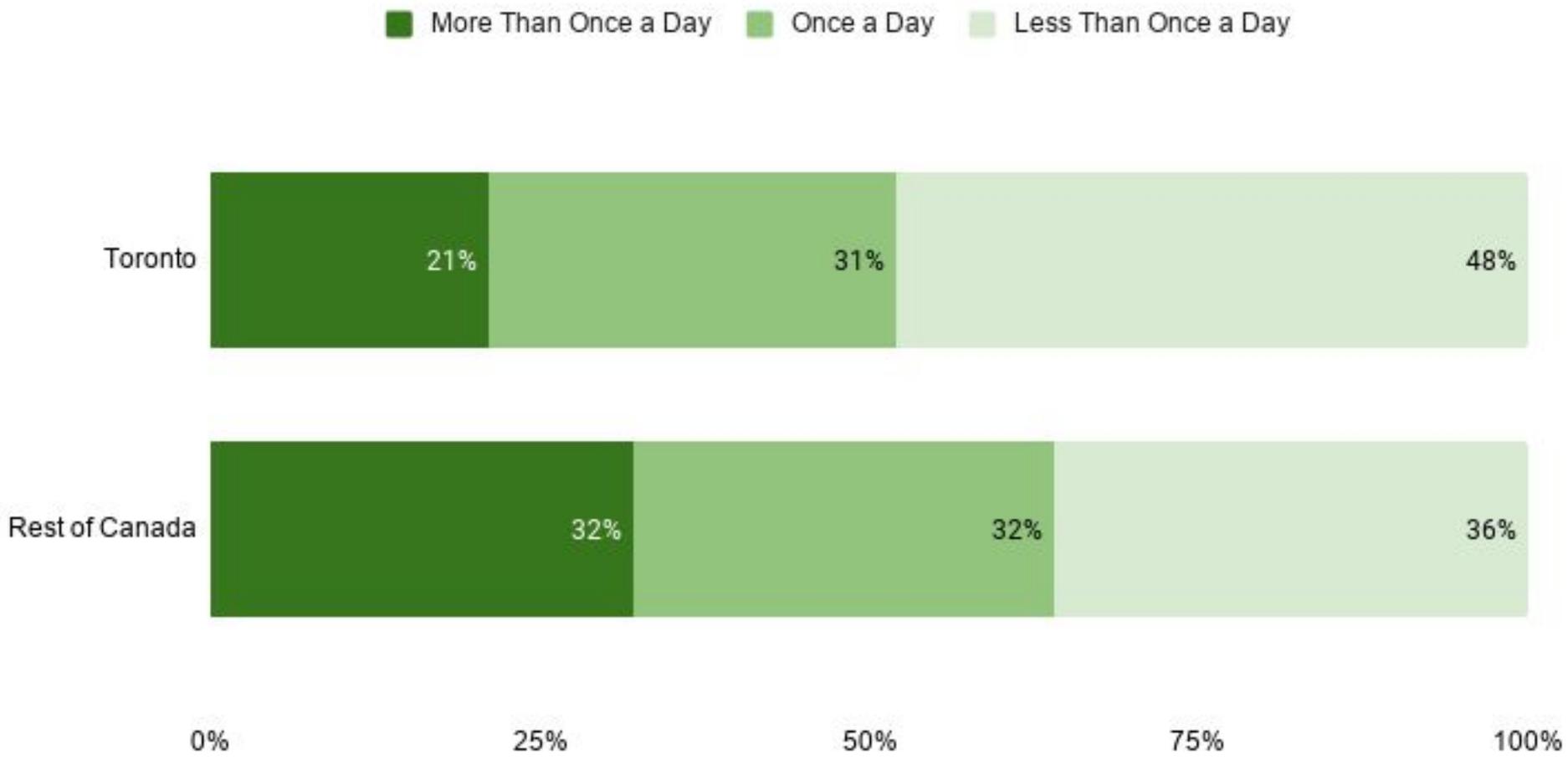


Figure 17: Frequency of time outside for online students Toronto vs. rest of Canada

Frequency of Time Outside Fall 2020 for Online Students

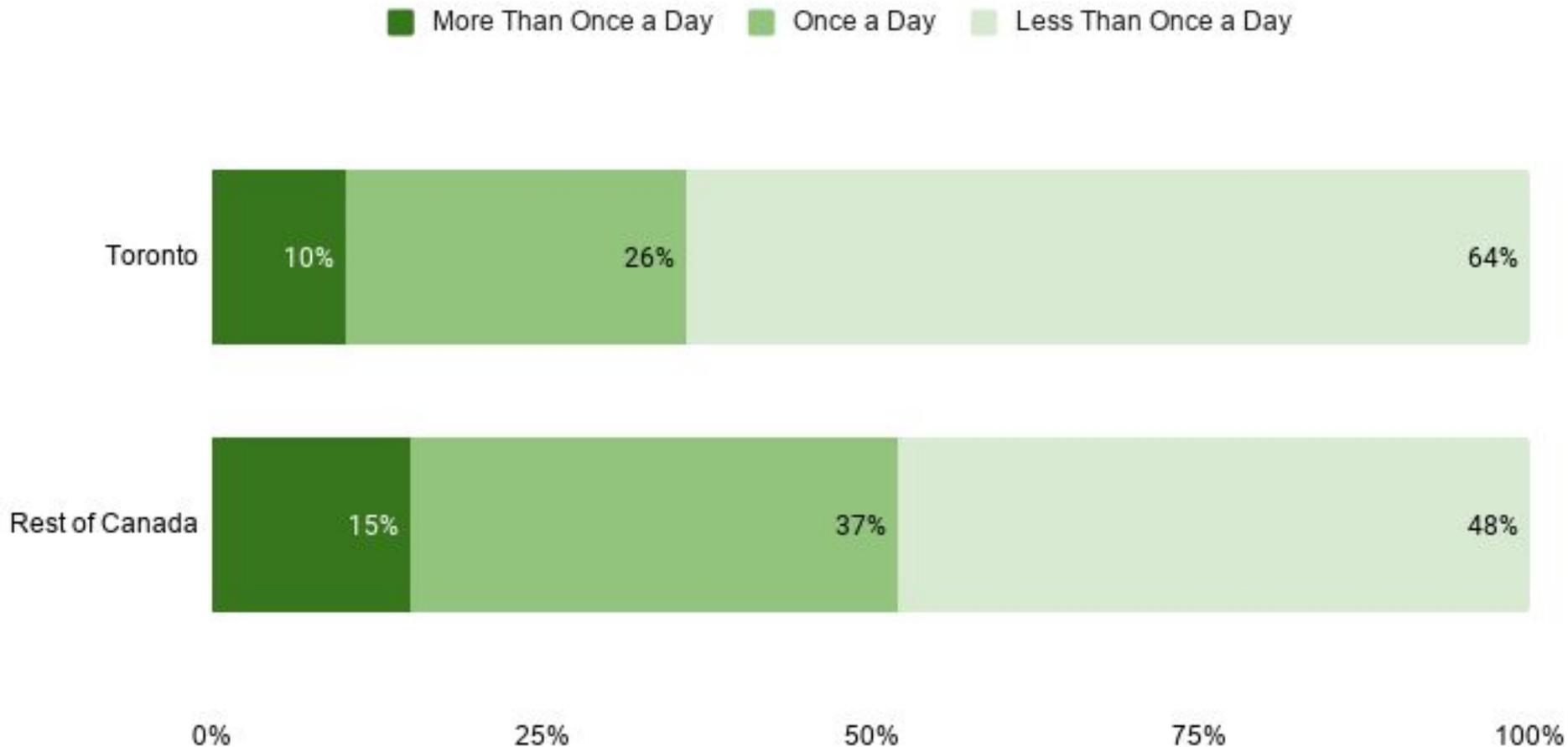


Table 1: Self-reported behaviours and conditions that correlate to increased resilience (or lower declines in well-being) vs. risk factors

| RESILIENCE FACTOR* | RISK FACTOR* |
|---|--|
| Maintains or increases physical activity levels | Decreases in physical activity levels |
| Spends less time on digital screens | Spends more time on digital screens |
| Maintains or increases sleep quality and duration | Decreases in sleep quality or duration |
| Goes outside once or more per day | Goes outside less than once per day |
| Has access to indoor and outdoor space to play and exercise | Has limited access to indoor and outdoor space to play and exercise |
| Has a friend to talk to about how they are feeling | Does not have a friend to talk to about how they are feeling |
| Participates in school in person | Participates in school virtually or hybrid |
| Lives in a house | Lives in an apartment |
| Lives in an urban or suburban area | Lives outside an urban or suburban area |
| Has a pet | Has decreased feelings of safety outside |
| Increases in quality family time | Has decreased feelings of household harmony |
| maximumcity.ca/wellbeing | Page 42 of 67 <i>criteria for evidence-based self-assessment tool to be released January 2021</i> 25 |

Research Team

The Maximum City research team consists of:

- Josh Fullan, Study Lead **josh@maximumcity.ca**
- Alex Lavasidis, Research and Analysis
- Hannah Miller, Research and Analysis
- Jaime Rosen, Graphic Design
- Meredith Gillespie, Research Assistant

Additional analysis of spring 2020 data conducted by:

- Dr. Raktim Mitra, Ryerson University

More info: <https://maximumcity.ca/wellbeing>



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

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

PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. ____

Public Session

Private Session

Three (3) Minutes

| | |
|-----------------------|---|
| Name | Bree Ranieri |
| Committee | Regular / Special Board |
| Date of Presentation | 12/10/2020 |
| Topic of Presentation | Classroom Learning and COVID Resourcing |
| Topic or Issue | <p>Concern over the COVID safety of staff to student ratios for classrooms following the reorganization.</p> <p>Concern over the mental health impacts of changes to cohorts and teacher changes multiple times in a school year.</p> <p>The transition plan from classroom to virtual learning if schools are required to shut down.</p> |
| Details | <p>St. Clement has lost so far a total of 3 classroom teachers to online learning and most recently 1 causing a reorganization. This reorganization has impacted several students and teachers. Small classrooms are now packed in an older building with up to 27 students without any partitions or air filters. Nearly 10% of the student population was impacted having to enter new cohort 2 months into the school year or being assigned a new teacher. The online learning approach in the last shutdown was not consistent and not sustainable.</p> |
| Action Requested | <p>Ensure that adequate resources are provided to the learning options going forward. Q5 schools cannot just be at pre-Covid classroom ratios and allow for proper social distancing given the space in classrooms and lack of other health and safety measures (filters, glass partitions, etc.). Offering choice of online or classroom learning is costly, but we cannot negatively impact one element to resource the other. Low risk schools can easily become higher risk. Given the existing mental health impacts on our children, changes should also consider student impacts of changing cohorts or adjusting to a new teacher. Implement standards in the event that classroom learning is virtual in the case of a shutdown.</p> |

| | |
|--|-------------------------------|
| I am here as a delegate to speak only on my own behalf | No |
| I am an official representative of the Catholic School Parent Committee(CSPC) | Yes St Clement Co-Chair |
| I am an official representative of student government | No |
| I am here as a spokesperson for another group or organization | No |
| I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14 | Yes |
| Submittal Date | 11/15/2020 |

Toronto Catholic School Board Delegation

St. Clement CSPC

December 10, 2020

Opening:

On behalf of our parent community at St. Clement, we want to share with you concerns that have been raised over the approach to staffing of the in-classroom and virtual learning options for this school year.

St. Clement has lost so far a total of 4 in-person classroom teachers to online learning and experienced a reorganization effective November 23rd. Given that there additional opportunities for parents to opt in or out of in-classroom or online learning options this year, we are gravely concerned that the health and safety conditions for in-class learning at our school will worsen with further changes.

Main Point and Supporting Details:

In this exceptional year, during which space considerations and student mental health have received a new emphasis in our schools, we are finding that the measures the Board has been taking to accommodate online learning have worsened overcrowding and mental health pressures on our in-person students.

Using pre-COVID ratios as a baseline for staffing schools who have not been assigned a Q5 designation poses a concern that “low risk” schools will be exposed to higher risks and the implications associated with these decisions.

At St. Clement school, following the staffing changes to in-person learning, we now have all classes (with the exception of kindergarten) at or above pre-COVID classroom sizes.

This is an unacceptable situation during a year in which the government has made commitments to reduce classroom sizes and target cohorts of 15. Any gains that could have been made due to transfer of in-class students to virtual learning have been cancelled by the removal of in-person teachers. While understandably, Q5 schools should receive careful consideration, it should not be at the expense of students at other schools. Funding should be distributed such that staffing levels and staffing models at ALL schools should at minimum be preserved or improved upon from pre-COVID levels.

1. To go into the space considerations in more detail - St. Clement classrooms were not designed for social distancing considerations. When using pre-COVID student/teacher ratios, many classroom spaces simply do not allow for public health social distancing requirements. Our school currently has one class in the gym partitioned from the other section of the gym and one class in the library. After the recent reorganization, we have heard from parents in the Junior and Intermediate grades that their children’s body size has not been taken into consideration when calculating the space required for having 28 or 29 large-sized children plus the teacher in a small classroom with little room to move or distance. We have heard from teachers in the

Primary grades about the safety hazard of tripping over bins covering the floors because students are no longer allowed to use wall hooks to store their belongings.

2. And now for a few words about mental health - I'm sure we would all agree that children have endured significant mental health challenges with the pandemic and lockdowns of the past 9 months. As we try to provide stability and support to our students, changes mid-school year pose further strain on children who are required to adjust to a new cohort or a new teacher or both. Mixing cohorts mid-cycle is also disruptive to the teacher and creates additional health and safety exposures. In the last reorganization, we had more than 10% of our student population who had to adjust to a change in teacher or cohort. Let's not underestimate this vital aspect of mental health as the Board makes decisions throughout this unprecedented year.

Summary:

To conclude - While we appreciate budget and teacher limitations, we have concerns about negatively impacting one aspect to support another. The Board's decision to provide more than one opportunity to switch learning pathways throughout the year is a costly one and must be resourced appropriately. We ask that you consider the factors of physical space, social distancing, and mental health with any subsequent plans. We thank you for your time today.

Question : What are the current class sizes at St. Clement?

Answer : Kindergarten classes are on average 23 students. Primary classes have stayed the same at 19 and up, while Junior classes have gone from mid-20s to 27 and up, and Intermediate has stayed the same at 27 and up.

Question : What else could the board do to provide stability to students?

Answer : Students and parents may benefit from clear communication of how remote learning would be delivered in the event of a complete school shutdown. Now that the Board has the experience from spring of last school year and the online learning currently being delivered, in-class students, parents and teachers would surely appreciate robust communication of how a potential school closure transition would be managed.



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

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

PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. ____

Public Session

Private Session

Three (3) Minutes

| | | |
|--|---|--|
| Name | Jennifer Di Francesco | |
| Committee | Regular / Special Board | |
| Date of Presentation | 12/10/2020 | |
| Topic of Presentation | Re-entry in February | |
| Topic or Issue | Cancelling re-entry option in February | |
| Details | Cancelling the option or re-entry or allowing families to take their children out because the board doesn't want to do another re-organization. | |
| Action Requested | Do not cancel the re-entry in February. | |
| I am here as a delegate to speak only on my own behalf | No | |
| I am an official representative of the Catholic School Parent Committee(CSPC) | No | |
| I am an official representative of student government | No | |
| I am here as a spokesperson for another group or organization | Yes CPIC Ward 1 | |
| I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14 | Yes | |
| Submittal Date | 12/4/2020 | |

Good evening Trustees, Director and Staff. Thank you for allowing me to speak tonight. My name is Jennifer Di Francesco and I am the CPIC Rep for Ward 1, as well as the Vice-Chair.

Let me start off with a statistic. Humber River-Black Creek, York South-Weston and North Etobicoke represent 4% of Toronto's total population, yet saw Covid cases 70% to 120% higher than Toronto overall, as Dr. Eileen de Villa stated on November 7 in an article by Shanifa Nasser at CBC News. These numbers are telling and yet these communities continue to get the short end of the stick, especially North Etobicoke.

If we want to live by our words and especially our policies when it comes to equity, not allowing families the full option to send their children will most definitely put more hardship on those facing socioeconomic and financial burdens.

We must remember that in North Etobicoke families are the ones working in the front lines in grocery stores, restaurants, senior homes, factories and other blue collar jobs that help keep our economy going. If they don't have the flexibility to send their children it may cause some to lose their jobs, sink deeper into debt, lose their homes or worsen their mental health.

There is also the equity issue. Those living in more affluent areas that have the means to stay home and have their children online have an advantage. For families in the hot spots there is a lack of technology or internet service for some. In North Etobicoke there is food and housing insecurity and cultural or language barriers. Families are more worried about being evicted, paying rent, bills and caring for their families than they are the virus.

Families in North Etobicoke feel disengaged from the rest of Toronto and feel they are not being heard or brought into the conversation. By shutting families out from making the decision to send their kids to school only reinforces a mistrust that's already there.

There is also the question of who gets to make the decision of which families will be allowed to send their children and who won't. How are these decisions made and by who? Medical? Family exceptional circumstances? Compassionate grounds? Who's to interpret these exceptions? And can families appeal the decisions? So many questions with very little answers.

Equity only works if it's given fairly and freely. It's not acceptable that some wards flourish while others wither. We have to have policy that has a direct impact on the needs and experiences of individual communities. I have heard the word Stability to justify the reasoning for not allowing parents to have the option to switch, but let me ask you, how can we offer stability in the middle of a pandemic when things are

constantly fluid and changing. A one size fits all does not work here and may not be a viable option for a lot of communities.

Reorganization in February will obviously cause changes in the classrooms, but telling parents since the Return to School plan was released in August time and time again that there would be this option, and to now go back on this will put more pressures on families that are already dealing with heavy burdens. This discussion as I have seen is putting parents against parents, those that are in the face to face vs. those in the virtual, and once again, those with the strongest voices are the ones that are being listened to, remember the parents that do not have a voice, do not know how to use their voice because of barriers, or are afraid to - these are the parents we need to ensure are being represented.

Let's keep our most vulnerable on the top of our list when making decisions for everyone and as Catholics support one another during this time, and all time.



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

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

PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. ____

Public Session

Private Session

Three (3) Minutes

| | | |
|--|--|--|
| Name | Francisco Peralta | |
| Committee | Regular / Special Board | |
| Date of Presentation | 12/10/2020 | |
| Topic of Presentation | Speak against a motion | |
| Topic or Issue | put forward a motion to Stop Further Reorganization in February, saying that it should only be considered on a case-case basis. I want to speak against this motion. | |
| Details | presented a motion requesting the board to stop the February reorganization based on the chaos that the November reorganization created in the schools. I want to give my point of view on why the February reorganization should remain as it is. | |
| Action Requested | I request the board to vote against the motion | |
| I am here as a delegate to speak only on my own behalf | Yes | |
| I am an official representative of the Catholic School Parent Committee(CSPC) | No | |
| I am an official representative of student government | No | |
| I am here as a spokesperson for another group or organization | No | |
| I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14 | Yes | |
| Submittal Date | 12/9/2020 | |



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

For Board Use Only

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

Delegation No. _____

Public Session

Private Session

Three (3) Minutes

PLEASE BE ADVISED THAT ALL STANDING COMMITTEE MEETINGS ARE BEING RECORDED

| | |
|--|--|
| Name | Kevin Donleavy and Linda Collins-Donleavy |
| Committee | Regular / Special Board |
| Date of Presentation | 12/10/2020 |
| Topic of Presentation | Motion to Amend February Transfer Option Virtual/In Person |
| Topic or Issue | My spouse and I would like to make a delegation regarding the motion " seconded by Trustee Crawford: |
| Details | <p>BE IT RESOLVED THAT: The TCDSB Staff refrain from further re-organization due to the request to move from face to face to virtual learning at St. Anne’s Academy or from St. Anne’s Academy back to face to face schooling for the remaining of 2020-21 school year except for medical or family exceptional circumstances.</p> <p>MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Martino:</p> <p>BE IT RESOLVED THAT: Stability being our priority, that the TCDSB Staff will refrain from further re-organization due to the request to move from face to face virtual learning at St. Anne's Academy or from St. Anne's Academy back to face to face schooling for the remaining 2020-21 school year except for medical, family exceptional circumstances or compassionate grounds."</p> |
| Action Requested | Myself and my wife are opposed to the passage of this motion. We feel that the board is reacting to a group of vocal parents, and in doing so is reneging on the commitments that were made in the summer and thus restricting the ability of many families who may require a change either way to be able to do so. We also feel that if such a change were made, it should have taken place prior to the last entry point and not after. |
| I am here as a delegate to speak only on my own behalf | Yes |

| | |
|--|------------|
| I am an official representative of the Catholic School Parent Committee(CSPC) | No |
| I am an official representative of student government | No |
| I am here as a spokesperson for another group or organization | No |
| I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14 | Yes |
| Submittal Date | 12/10/2020 |



REPORT TO

REGULAR BOARD

IMPLICATIONS OF FEBRUARY TRANSFER DATE BETWEEN VIRTUAL AND IN-PERSON SCHOOLS

And these two lots came to the hour and moment and day of decision before God and among all nations. Esther 10:11

| Created, Draft | First Tabling | Review |
|------------------|-------------------|-----------------------------|
| December 8, 2020 | December 10, 2020 | Click here to enter a date. |

Lori DiMarco - Superintendent, Curriculum Leadership & Innovation; Academic ICT; St. Anne Academy

Michael Caccamo - Superintendent, Nurturing Our Catholic Community; Safe Schools; Continuing Education; St. Anne Academy

INFORMATION REPORT

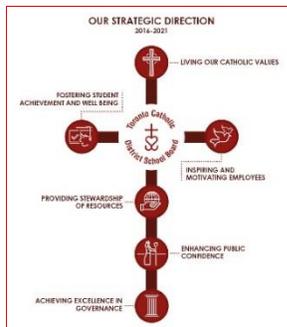
Vision:

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

Mission:

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

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



Brendan Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report provides information on the implications of another system-wide reorganization required to honour transfer requests between St. Anne Catholic Academy School of Virtual Learning and the bricks and mortar schools at the February 1st transition point.

The Board is considering a motion to rescind the February 1st transition point and limit transfers between virtual and bricks and mortar schools to approved extenuating circumstance requests only.

The cumulative staff time required to prepare this report was 30 hours

B. PURPOSE

At the December 3, 2020 meeting of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee, the following motion was deferred to the December 10, 2020 Board Meeting:

BE IT RESOLVED THAT: *Stability being our priority*, that the TCDSB staff will refrain from further re-organization due to the request to move from face to face to virtual learning at St. Anne's Academy or from St. Anne's Academy back to face to face schooling for the remaining of 2020-21 school year except for medical, family exceptional circumstances or compassionate grounds.

C. BACKGROUND

1. At the end of the summer 2020, the TCDSB offered parents choice:
 - to attend in-person or virtual school
 - to transition between virtual and in-person schools in November and again in February

2. In September 2020, after considering parent responses, approximately 18 200 elementary students and 5 900 secondary students transferred to the virtual school. As such:
 - Teaching staff who were unable to attend work in-person applied for and were granted accommodations to work from home through the virtual school (286 elementary, 172 secondary).

- In-person school staffing models had to be re-organized to allow for the transition to virtual school, as such many teachers were declared surplus. (433 elementary, 320 secondary – note some of these teachers had also been granted accommodations or were on leaves/secondments)
- Staffing considerations at schools in hot spot areas were made to allow for additional staffing and smaller class sizes.
- St. Anne staffing and scheduling could not be completed until all in-person schools had been staffed appropriately based on the motions approved at Board.
- Classes at St. Anne were filled using the class maximum numbers as per the collective agreements.
- After assigning all of the surplus teachers and those on accommodations, St. Anne still required additional staff (206 elementary teachers, 7 secondary teachers). These positions were advertised and filled using long term occasional teachers.

After assigning all of the long term occasional teachers, a shortfall of teachers remained; centrally assigned teachers were redeployed to fill these vacancies.

3. From September 2020 until the beginning of November 2020 some of the realities facing our schools were the following:
 - in-person schools had to adopt the new health and safety protocols as informed by Toronto Public Health.
 - the model of synchronous and asynchronous teaching and learning in the virtual school was new to most of our students and teaching staff, but especially to our newest teachers.
 - centrally assigned staff were not available for most of the first three months of this school year to offer professional learning to teachers.
 - due to instances of positive Covid-19 tests, in-person schools began to pivot to remote learning as necessary.
 - schools had to nurture a sense of community, and develop relationships, based on the new pandemic realities and protocols.
 - where open classroom space permitted, requests for transfers between virtual and in-person schools (and vice versa) were accommodated without breaking classroom caps.
4. In October 2020, we surveyed families regarding choice for the November transition point, resulting in the following:
 - elementary students requiring transfers: 2310 to St. Anne, 981 to return to in-person schools.

- it was determined that secondary students requesting transfers to virtual would remain at their in-person school and participate remotely. 202 students requested to return to in-person school from St. Anne.
- to address the staffing needs of the system, a second re-organization process began, 85 elementary teachers and 6 secondary teachers were declared surplus and transferred to St. Anne.
- much frustration was experienced by families who had to endure classroom or teacher changes.
- in-person schools had to move teachers and students between classes causing further disruption and interruption to learning.
- existing St. Anne classes that had space were filled with new students due to the required reorganization and new classes were created and many teacher changes occurred.
- many classes once again had to spend time nurturing new relationships and building community.

5. Since the November transfer date:

- students and teachers have adjusted to their new classes/schools.
- staffing concerns still exist but are considerably reduced.
- supports and professional learning are being offered on a regular basis since centrally assigned teachers have returned to their roles.
- a feeling of stability regarding classes and teachers has emerged.
- requests for moves between virtual and in-person schools (or vice versa) have been accommodated in response to requests for consideration in extenuating circumstances, family situations, compassionate reasons, etc. (elementary: 577 moved to virtual, 388 moved back to in-person; secondary: 6 moved to virtual, 57 moved back to in-person).

D. EVIDENCE/RESEARCH/ANALYSIS

1. As we approach February 2021, consideration needs to be given to continuing to give choice to parents and families or to stabilize the system.
2. The chart below shows implications for **elementary schools** if the decision is made to proceed with **no February common transfer date**, keeping things as they are, and **continuing to facilitate transfer requests due to extenuating circumstances**, health issues, family situations, compassionate reasons, etc. Since the November transfer date, the number of elementary student transfers facilitated as of December 9, 2020 are: 577 moved to virtual, and 388 moved back to in-person.

Elementary – continue as is, no February transfer date, continue to facilitate extenuating circumstances transfer requests

| Implications for the Public /System considerations | Implications for In-person Schools, Students and Staff | Implications for St Anne Students and Staff |
|---|---|---|
| <ul style="list-style-type: none"> • Disregards previous commitment made for another exit/re-entry point, possibly disadvantaging families that were counting on this option. • Relationships, which are so critical to student success, have already been established. A major reorg would result in another adjustment period and the need for reestablishing relationships, both teacher/student and student/student. There has already been a huge impact on instructional time in all school settings. • Another reorganization would further disrupt instructional time and could impact student learning. | <ul style="list-style-type: none"> • Will be able to place students as long as there are spaces available in the class and the class cap is not exceeded by the addition of students. • Will increase class sizes in an in-person model during a pandemic and thereby reduce the physical distance for students within the class. | <ul style="list-style-type: none"> • Will be able to accommodate all students where there are empty seats available for the requested grade. • Will be unable to fulfil requests once the requested grade has met their class caps. |

3. The chart below shows implications for **elementary schools** if the decision is made to proceed with the **February common transfer date**. This would require a system-wide reorganization which would lead to further teacher surplus, collapsing of classes, teacher changes and student transfers in both the in-person and virtual schools.

| Elementary –proceed with February transfer date | | |
|--|--|---|
| Implications for the Public /System considerations | Implications for In-person Schools, Students and Staff | Implications for St Anne Students and Staff |
| <ul style="list-style-type: none"> • Respects details of the original plan • A major reorganization would result in another adjustment period and the need for reestablishing relationships, both teacher/student and student/student. • Continuity of curriculum could be affected as students move between schools and/or classes. • Further impact on instructional time in all school settings as new classes are established or students/staff become familiar with new students. • The Toronto Elementary Catholic Teachers are not in agreement with any reorganization after September 30th and have stated that they will take appropriate action through the grievance process. | <ul style="list-style-type: none"> • Requires reorganization of classes depending on the number of moves to/from the school • Staffing changes of teachers, DECEs and support staff will occur • Could result in a class having a 2nd or 3rd teacher change • Could result in more combined grade classes if the school enrollment decreases • Could result in changes in cohorts thus students may be with different peers initially • Could result in new classes being created if the school enrollment increases. This would necessitate additional staff and require reorganization of classes. | <ul style="list-style-type: none"> • Requires reorganization of classes depending on the number of moves to/from the school • Changes of teacher likely to occur • Could result in having a 4th or 5th teacher change for a class • Could result in collapsed classes if enrollment decreases and surplus teachers would be required to return to their in-person school. • Could result in new classes being created if the school enrollment increases and results in a reorganization of in-person schools so that the appropriate number of teachers are moved to St Anne. This could result in many changes of teachers at St Anne. |

4. The chart below shows implications for **secondary schools** if the decision is made to proceed with **no February common transfer date**, keeping things as they are, and **continuing to facilitate transfer requests due to extenuating circumstances**, health issues, family situations, compassionate reasons, etc. Since the November transfer date, the number of secondary student transfers facilitated as of December 9, 2020 are: 6 moved to virtual, and 57 moved back to in-person.

| Secondary – continue as is, no February transfer date, continue to facilitate extenuating circumstances transfer requests | | |
|---|--|--|
| Implications for the Public /System considerations | Implications for In-person Schools, Students and Staff | Implications for St Anne Students and Staff |
| <ul style="list-style-type: none"> • Students attending in-person who wish to move to the virtual school in order to only be with students and teachers who are participating virtually will not be able to do so • Students attending in-person may opt to attend class in-person or remotely. | <ul style="list-style-type: none"> • Very little impact • Students will continue to access courses provided by in-person school as scheduled for the quadmester • Possible deployment of additional technology or devices depending on the number of students opting to go virtual at their in-person school. | <ul style="list-style-type: none"> • Very little impact • Students will continue to access courses available virtually at St. Anne as scheduled for the quadmester |

5. The chart below shows implications for secondary schools if the decision is made to **extend the hybrid model pilot** to include all students in the board (with all St. Anne students returning to their in-person school):

| Secondary – extend the hybrid model pilot to include all TCDSB secondary students | | |
|---|--|---|
| Implications for the Public /System considerations | Implications for In-person Schools, Students and Staff | Implications for St Anne Students and Staff |
| <ul style="list-style-type: none"> • Students who wish to participate virtually can do so • Students who wish to attend in-person can do so • Classes can be a mix of in-person cohorts and a virtual cohort • St Anne students move back to in-person school • Many secondary teachers on accommodation working at St Anne (approximately 172), who can only teach online, cannot return to in-person teaching at this time, which will mean a shortage of teachers in the schools. | <ul style="list-style-type: none"> • Complete rescheduling of the school will be required for all students and staff . • Increases to the number of students participating remotely. • Possible deployment of additional technology or devices for teachers and/or students. • Significant workload for school administrators, guidance and ICT Services staff required to transfer all students, recreate new student and staff timetables. • Rescheduling is a more manual cumbersome process as no changes can be made to quadmesters 1 and 2. • Students may not be able to take necessary courses due to limited course offerings in the school. • Very short turn around time to make necessary changes | <ul style="list-style-type: none"> • No students would be remaining • Staff would return to their in-person schools except for those that have been granted an accommodation (approximately 172). • Centrally offered day-elearning would continue for Gr 11 and Gr 12 students who cannot get specific courses at their in-person school. |

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.



Procurement Award Report – Addendum 1

The following shall be **added** to the **December 10, 2020, Regular Board Meeting**, Agenda item **20.d Monthly Procurement Approvals** (Recommendation), Appendix A:

Appendix A

| No. | Report Name | Vendor Name(s) | Type | Description | Amount |
|-----|--|--------------------|-----------------------|---|-----------------|
| 21 | Growing in Faith, Growing in Christ – Pearson Education Religious Education Program Resource (Grades 1-3 and Grade 7 @ all TCDSB schools, including St. Anne Catholic Academy) | Pearson Education | New Procurement Award | Purchase of Growing in Faith, Growing in Christ, a Religious Education curricular program offered in print and digital version, published by Pearson Education. | \$1,262,402.37 |
| 22 | Turnitin Originality Check- Grades 9-12 | Ocplus Growth-Ramp | New Procurement Award | Purchase of Bilingual Web-based tool that checks students’ writing, to help prevent plagiarism and to encourage original content. | \$98,268.00 USD |



Procurement Award Report

(for Purchases/Contracts over \$50,000)

1. Report Information

| | |
|---------------------|--|
| Report Name | Growing in Faith, Growing in Christ – Pearson Education Religious Education Program Resource (Grades 1-3 and Grade 7 @ all TCDSB schools, including St. Anne Catholic Academy) |
| Report # | |
| Division | Religious and Family Life Education |
| SO/Executive | M. Caccamo, Superintendent – Nurturing our Catholic Community, Safe Schools, Continuing Education, and St. Anne Catholic Academy School of Virtual Learning |
| Initiator/Requestor | M. Caccamo, Superintendent – Nurturing our Catholic Community, Safe Schools, Continuing Education, and St. Anne Catholic Academy School of Virtual Learning |
| Report Type | New procurement award |

2. Tender/RFP/RFQ Information

| | | | |
|-----------------|-------------------|------------------------------|-------------------|
| RFP/Tender # | | Value (exclude all Taxes) | \$1,262,402.37 |
| Term Start Date | December 14, 2020 | Term End date | December 14, 2025 |

3. Description of Goods/Service or Change

Growing in Faith, Growing in Christ is a Religious Education curricular program offered in print and digital version, published by Pearson Education. To date, the program has been purchased for Grades 1-3 (print version only) and for Grades 4-6 (print and digital versions – 5-year license). This new purchase would include a 5-year license for the Grades 1-3 digital version, the Grade 7 print version, and a 5-year license for the Grade 7 digital version. Licenses grant digital version access to teachers, students, parents, and parish priests.

The cost is divided as follows:

- Grade 7 print and 5-year digital license is \$574,293.00
- Cost of Grades 1-3 5-year digital license is \$688,109.37
- Total cost is \$1,262,402.73 (plus HST)

4. Procurement Process

| | |
|--|---------------------------------|
| Procurement Type | Single/Sole Source |
| Consortium/Group Purchase | No |
| # of Compliant Bidders/Respondents | N/A |
| Name of Recommend Vendor/Bidder | Pearson Education |
| Winning Bid Value (exclude all Taxes) | \$1,262,402.37 |
| Budget Source | Operational Budget |
| Budget Source approval (Report & Date) | Director’s Council October 6/20 |
| New/Under/Over Budget | Within approved budget |

5. Formal Award Recommendation

That the Board award a contract for Growing in Faith, Growing in Christ – Pearson Religious Education curricular program (Grades 1-3 5-year digital license and Grade 7 print and 5-year digital license @ all TCDSB schools, including St. Anne Catholic Academy) to Pearson Education in the amount of \$1,262,402.37 (plus HST).



Procurement Award Report

(for Purchases/Contracts over \$50,000)

1. Report Information

| | |
|---------------------|---|
| Report Name | Turnitin Originality Check- Grades 9-12 |
| Report # | |
| Division | Curriculum, Leadership and Innovation, AICT & Virtual School |
| SO/Executive | L. DiMarco, Superintendent - Curriculum, Leadership and Innovation, AICT & Virtual School |
| Initiator/Requestor | M. Varacalli-Sturino -21st Century Program Coordinator |
| Report Type | New procurement award |

2. Tender/RFP/RFQ Information

| | | | |
|-----------------|-------------------|------------------------------|------------------|
| RFP/Tender # | | Value (exclude all Taxes) | \$98,268.00 US |
| Term Start Date | November 10, 2020 | Term End date | October 12, 2023 |

3. Description of Goods/Service or Change

| |
|---|
| <p>Bilingual Web-based tool that checks students' writing, to help prevent plagiarism and to encourage original content.</p> <p>Plagiarism Detection Software</p> <p>Grades 9-12 (28, 710 students)</p> <p>This includes originality checking and access to the grammar tool. Teachers may utilize Turnitin through BrightSpace or another LMS, they would be able to use any tools that solution offers for grading and/or feedback.</p> |
|---|

This vendor is providing a 3 year model of yearly instalments of \$32,756.00 USD.

This is a savings of \$29,610 USD over 3 years.

4. Procurement Process

| | |
|--|------------------------------------|
| Procurement Type | Single/Sole Source |
| Consortium/Group Purchase | No |
| # of Compliant Bidders/Respondents | n/a |
| Name of Recommend Vendor/Bidder | OCPLUS GROWTH-RAMP |
| Winning Bid Value (exclude all Taxes) | \$98,268.00 US |
| Budget Source | Ministry Grant |
| Budget Source approval (Report & Date) | Directors Council December 1, 2020 |
| New/Under/Over Budget | Within approved budget |

5. Formal Award Recommendation

That the contract for Turnitin Originality Check- Grades 9-12 be awarded to OCPLUS GROWTH-RAMP in the total amount of \$98,268.00 USD over a three (3) year term.