

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

AGENDA February 4, 2021

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

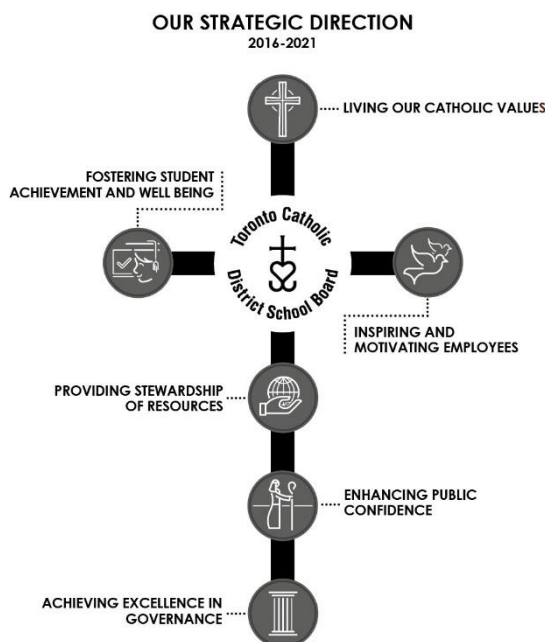
Ida Li Preti
Trustee Ward 3

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 of the Anishinabek (a-ni-shna-bek), the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Wendat peoples. We also acknowledge the land covered by Treaty 13 is held by the Mississaugas of the Credit First Nation and Toronto is subject to The Dish with One Spoon covenant. We also recognize the contributions and enduring presence of all First Nations, Métis, and Inuit people in Ontario and the rest of Canada.

La Reconnaissance du Territoire

Nous témoignons du plus grand respect pour les Peuples autochtones au Canada et nous avons à cœur de souligner que tous les immeubles du Toronto Catholic District School Board sont situés sur les terres traditionnelles de la Nation Anishinabek, de la Confédération de Haudenosaunees et des Wendats. Il est également important de noter que le territoire visé par le Traité 13 est celui des Mississaugas de la Première Nation Credit et que celui de Toronto est protégé par l'accord d'« un plat à une cuillère ». Nous tenons également à rappeler la présence pérenne et l'importance des contributions des Premières Nations, des Metis et des Inuits en Ontario, et dans tout le Canada.

OUR MISSION

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through witness, faith, innovation and action.*



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, February 4, 2021

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 January 14, 2021
for Public Session** **1 - 33**
- 10. Delegations**
 - 10.a. Paolo De Buono regarding June 2021 as Pride Month in All Toronto** **34**

Catholic District School Board Schools

- | | | |
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| 10.b. | Jennifer Di Francesco, Catholic Parent Involvement Committee (CPIC) Ward 1 Representative, regarding S.10 Regulation 1.iii | 35 |
| 10.c. | Rushan Paramanantham regarding Supporting Changes to Regulation 10 of Student Trustee Policy T.02 | 36 |
| 10.d. | Samantha Adebiyi and Garth Neilson regarding Black Achiever Initiative | 37 - 38 |
| 10.e. | Stephanie De Castro regarding Re-evaluation of Student Trustee Guidelines to Include Students of Non-Roman Catholic Faith | 39 |
| 10.f. | Shania Manthu regarding Supporting Changes to Regulation 10 of Student Trustee Policy | 40 |
| 11. | Presentations | |
| 12. | Notices of Motion | |
| 13. | Consideration of Motions for which previous notice has been given | |
| 13.a. | From Trustee de Domenico regarding Changes to Regulation 10 (1) of Student Trustee Policy T.02 | 41 - 42 |
| 14. | Consent and Review | |
| 15. | Unfinished Business | |
| 16. | Matters referred or deferred | |

From the August 20, 2020 Regular Board, September 17, 2020 Regular Board, October 15, 2020 Regular Board, November 11, 2020 Special Board, December 3, 2020 Student Achievement and January 14, 2021 Student Achievement Meetings

- 16.a. Inquiry from Trustee Di Pasquale regarding the implementation of Anti-Black and Indigenous Motion passed at the June 2020 Regular Board Meeting (Held by Trustees Di Pasquale)

From the November 4, 2020 Student Achievement, November 12, 2020 Corporate Services, December 3, 2020 Student Achievement and January 14,

2021 Student Achievement Meetings

16.b.	Toronto Catholic District School Board Outdoor Education (Information) (Held by Trustee Rizzo)	43 - 55
17.	Staff Reports	
17.a.	Return to School Update (Information)	56 - 61
17.b.	External Research Conducted in the Toronto Catholic District School Board (TCDSB) - Policy S.19 February 2021 Update (Information)	62 - 74
17.c.	Accountability Framework for Special Services Report Back 2019-2020 (Information)	75 - 104
18.	Listing of Communications	
19.	Inquiries and Miscellaneous	
20.	Updating of Pending List	
20.a.	Annual Calendar of Reports and Policy Metrics	105 - 106
20.b.	Monthly Pending List	107
21.	Resolve into FULL BOARD to Rise and Report	
22.	Closing Prayer	
23.	Adjournment	

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

HELD THURSDAY, JANUARY 14, 2021

PRESENT:

Trustees:

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

Student Trustees:

K. Baybayon
K. Nguyen

Staff:

B. Browne
D. Koenig
S. Camacho
A. Della Mora
P. Aguiar
A. Bria
M. Caccamo
S. Campbell
D. Chen
F. Cifelli
P. De Cock

L. DiMarco
K. Dixon
M. Farrell
C. Fernandes
G. Iuliano Marrello
P. Matthews
M. Meehan
S. Vlahos
J. Wujek

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

External Guest: A. Robertson, Parliamentarian

Memorial

On behalf of the Board of Trustees and the Toronto Catholic District School Board (TCDSB), Trustee Di Giorgio remembered Jose-Julian Calderon, a young Grade 12 student of Chaminade College, who passed away on January 3, 2021.

5. Roll Call and Apologies

Trustee Del Grande was absent.

MOVED by Trustee Rizzo, seconded by Trustee Martino, that the following Item be adopted as follows:

Verbal Statement from the Director regarding the Temporary Removal of the LGBT YouthLine's Website Link received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
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.

6. Approval of the Agenda

MOVED by Trustee de Domenico, seconded by Trustee Di Pasquale, that the Agenda, as amended to include the Addendum, Item 19a) Inquiry from Trustee Di Giorgio regarding the June 11, 2020 Board Motion regarding the Board's Hiring Practices for Summer School, reorder Items 17c) Mental Health and Well-Being Annual Report 2019-2020 prior to Item 16a) Communication From Abundant Life Centre - Loretto Sisters Project in Kenya (Video); and 18a) Communication from Ontario Catholic School Trustees' Association (OCSTA) Questions for Trustee Input - Feedback for Annual General Meeting after Item 9) Approval and Signing of Minutes, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
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

MOVED by Trustee Lubinski, seconded by Trustee Crawford, that the following report from the PRIVATE and DOUBLE PRIVATE Sessions be received.

In PRIVATE Session – Discussed a potential litigation to the Board; and in DOUBLE PRIVATE Session – Approved Minutes.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

8. Declarations of Interest

There were none in PRIVATE and DOUBLE PRIVATE Sessions.

Trustee Kennedy declared an interest in Item 16b) Renewal Plan 2020-2021 and Three-Year Forecast (All Wards) as she has family members who are employees of the Board. Trustee Kennedy indicated that she would neither participate in discussions nor vote on the Item.

9. Approval and Signing of the Minutes of the Meeting

MOVED by Trustee Martino, seconded by Trustee Kennedy, that the Minutes of the Meeting held December 3, 2020 for PUBLIC Session be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
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.

18. Listing of Communications

MOVED by Trustee Crawford, seconded by Trustee Martino, that Item 18a) be adopted as follows:

18a) Ontario Catholic School Trustees' Association (OCSTA) Questions for Trustee Input - Feedback for Annual General Meeting received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
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

MOVED by Trustee de Domenico, seconded by Trustee Kennedy, that Item 12a) be adopted as follows:

- 12a) Changes to Regulation 10 (1) of Student Trustee Policy T.02** will be considered at the February 4, 2021 Student Achievement and Well-Being, Catholic Education and Human Resources Committee Meeting.

WHEREAS: Regulation 10 (1) of Student Trustee Policy T. 02 mandates that only Roman Catholic students be allowed to serve as Student Trustees;

WHEREAS: Students from a variety of religious backgrounds attend Toronto Catholic District School Board (TCDSB) High Schools and deserve to have their voices heard; and

WHEREAS: Other Ontario Catholic School Boards allow students of non-Catholic faiths to become Student Trustees, including the Ottawa Catholic School Board.

BE IT RESOLVED THAT: The words “Roman Catholic” be struck from Regulation 10 (1) of Student Trustee Policy T. 02, such that it reads as follows:

“be a student enrolled at a Toronto Catholic District School Board secondary school, and during his or her term of office must be a full-time student or is an exceptional pupil in a special education program for whom the Board has reduced the length of the instructional program on each school day under subsection 3(3) of Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools—General) made under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced.”

13. Consideration of Motions for which Previous Notice Has Been Given

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

13a) From Trustee Di Pasquale regarding Expunging of Discretionary Kindergarten - Grade 3 Suspensions:

WHEREAS: The Ontario Government recently amended O. Reg. 440/20 of the Education Act to remove the discretion of the principal to suspend students in junior kindergarten to Grade 3 for activities listed in subsection 306(1) of the Education Act, beginning in the 2020-2021 school year;

WHEREAS: Positive experiences in the early years are key to laying the foundation for future success; and

WHEREAS: Whereas suspension records that remain on a student's Ontario Student Record (OSR) have the potential to create bias towards children and affect their future success.

THEREFORE, BE IT RESOLVED THAT: All suspensions on student records that are no longer permitted under the newly amended O. Reg 440/20 regarding discretionary suspension of children up to and including Grade 3, be expunged from their OSR and Safe Schools database.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
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:

- 16a) Communication From Abundant Life Centre - Loretto Sisters Project in Kenya (Video) - Trustee Rizzo;
- 16b) Renewal Plan 2020-2021 and Three-Year Forecast (All Wards) - Trustee Rizzo;
- 16c) Inquiry from Trustee Di Pasquale regarding the implementation of Anti-Black and Indigenous Motion passed at the June 2020 Regular Board Meeting - Trustee Di Pasquale;
- 16d) Toronto Catholic District School Board Outdoor Education - Trustee Rizzo;
- 17a) Return to School Update Report - Trustee Kennedy;
- 17c) Mental Health and Well-Being Annual Report 2019-2020 -Trustee Di Pasquale;
- 18b) Ontario Association of Parents in Catholic Education (OAPCE) and Catholic Parent Involvement Committee (CPIC) regarding the Board Motion Rescinding the February Switch Date - Trustee Martino; and
- 19a) Inquiry from Trustee Di Giorgio regarding the June 11, 2020 Board Motion regarding the Board's Hiring Practices for Summer School

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
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

- 17b) Annual Report on the Accessibility Standards Policy (A.35);
- 20a) Annual Calendar of Reports and Policy Metrics; and
- 20b) Monthly Pending List

17. Staff Reports

MOVED by Trustee Di Pasquale, seconded by Trustee Li Preti, that Item 17c) be adopted as follows:

17c) Mental Health and Well-Being Annual Report 2019-2020 received.

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

WHEREAS: The pandemic and current emergency remote learning situation are exacerbating mental health problems that our marginalized and vulnerable LGBTQ students face;

WHEREAS: YouthLine has been providing peer counselling supports for Toronto students for over 25 years;

WHEREAS: The Board took down a link to a valuable LGBTQ peer support organization due to a stakeholder concern over content;

WHEREAS: This was an unfortunate instance that resulted in the loss of supports for LGBTQ students on our website in the middle of a pandemic and emergency remote learning, where mental health resources are most sorely needed for our vulnerable students; and

WHEREAS: This is a teachable moment and provides an opportunity to review internal processes on how concerns with content from a partner website are addressed in the future, as well as diversifying supports available for our LGBTQ students as they navigate this pandemic and extended remote learning.

1. BE IT RESOLVED THAT: Staff create an LGBTQ resource page for our students with links to helpful local resources;
2. BE IT FURTHER RESOLVED THAT: Secondary Schools be made aware of YouthLine by providing a link to order posters from YouthLine; and
3. BE IT FURTHER RESOLVED THAT: Staff come back to Student Achievement in March with a report on what resources can be made

available to further support LGBTQ Students, during and after the pandemic.

MOVED in AMENDMENT to the AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale, that resources on our website also be increased for racialized students, families living in poverty and dealing with loss, and students facing homelessness.

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

In Favour

Opposed

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

The AMENDMENT to the AMENDMENT was declared

CARRIED

Trustee Kennedy did not vote/respond.

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

MOVED by Trustee Lubinski, seconded by Trustee Crawford, that the Item be deferred to Staff for a report from the Institute for Catholic Education (ICE) on this motion so that we can make a decision that will provide the adequate resources needed for LGBTQ students and all students.

Results of the Vote taken on Deferral, as follows:

In Favour

Trustees Crawford
Lubinski

Opposed

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

The Motion to Defer was declared

LOST

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

Trustee Lubinski indicated that she did not wish to participate further in the discussions nor vote on the Item, and recused herself from the meeting.

MOVED in AMENDMENT to the AMENDMENT by Trustee Li Preti, seconded by Trustee Rizzo:

BE IT RESOLVED THAT: The TCDSB form a LGBTQ2S Advisory Committee made up of Trustees, community organizations, parents and

students with support from our Equity and Human Rights Advisor and our Equity, Diversity and Indigenous Department.

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

In Favour

Opposed

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

The AMENDMENT to 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 AMENDMENT, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Di Giorgio
Di Pasquale

Kennedy
Li Preti
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
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Martino
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

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

Trustee Lubinski returned to the virtual room.

16. Matters Referred or Deferred

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

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

16a) Communication From Abundant Life Centre - Loretto Sisters Project in Kenya (Video) received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
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.

MOVED by Trustee Rizzo, seconded by Trustee Martino, that Item 16b) be adopted as follows:

From the November 12, 2020 Corporate Services Committee and December 10, 2020 Regular Board Meetings

16b) Renewal Plan 2020-2021 and Three-Year Forecast (All Wards) received.

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

1. That Trustees and the Area Superintendent will inform school communities of new renewal projects and if consultation is required, the meetings will be convened in consultation with the local Trustee for projects requiring community consultation; and
2. That project status reports for renewal/capital projects be reviewed by Communications to include designs, brief description of project, projected timelines, local Trustee, etc.

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

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico

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.

MOVED in AMENDMENT by Trustee Di Giorgio, seconded by Trustee de Domenico:

WHEREAS: The TCDSB has previously allocated over \$900,000 in renewal funding to perform track and field remediation work at Neil McNeil School and \$1,000,000 in renewal funding to perform field improvements at Michael Power/St. Joseph School; and

WHEREAS: There is currently \$320,000 allocated to track and field remediation/improvements at Chaminade College in the 2020-2021 Renewal plan.

BE IT RESOLVED THAT: An additional \$500,000 from the Contingency Reserve account be allocated to this project to enhance the existing scope of work, in consultation with the school community, including, but not limited to, improving the accessibility of the existing field.

MOVED in AMENDMENT to the AMENDMENT by Trustee Li Preti, seconded by Trustee Di Giorgio:

BE IT RESOLVED THAT: \$175,000 be allocated to James Cardinal McGuigan High School to build a basketball court for the school community, in consultation with the Catholic School Parent Council (CSPC), School Administration and Superintendent.

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

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

In Favour

Opposed

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

The AMENDMENT to the AMENDMENT was declared

CARRIED

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

MOVED in AMENDMENT to the AMENDMENT by Trustee Lubinski, seconded by Trustee D'Amico:

BE IT RESOLVED THAT: \$75,000 from the Contingency fund be allocated to St. Ambrose School to improve school yard field for the community in consultation with CSPC, school administration and Superintendent.

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

In Favour

Opposed

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

Rizzo

The AMENDMENT to the AMENDMENT was declared

CARRIED

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

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

WHEREAS: In a COVID world it is important to allocate resources to support students and staff in our schools.

BE IT RESOLVED THAT: To increase the amount from \$1million by \$200,000 to \$1.2 million for additional water filling stations with emphasis on schools that do not have washrooms on each floor; and

BE IT RESOLVED THAT: To increase the amount of solar window film from \$420,000 by \$200,000 to \$620,000.

Trustee Crawford requested that the Question be split.

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

In Favour

Opposed

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

Part 1 of the AMENDMENT to the AMENDMENT was declared

CARRIED

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

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

In Favour

Opposed

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

Part 2 of the AMENDMENT to 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 AMENDMENT, as follows:

In Favour

Opposed

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

Rizzo
Tanuan

The AMENDMENT was declared

CARRIED

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

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

1. That the 2020-2120 Renewal Plan, in the budget amount of \$69,145,505, and as detailed on Appendices A and B of the report, be approved;
2. That the three-year Renewal Forecast in the estimated amount of \$196,027,359, and detailed in Appendix C of the report, be recognized for planning purposes; and
3. That staff bring back a report with a revised 2020-2021 Renewal Plan in the Spring of 2021 following announcement of COVID-19 Resilience Infrastructure Stream (CVRIS) funding allocations.

MOVED in AMENDMENT to the AMENDMENT by Di Giorgio, seconded by Rizzo:

BE IT RESOLVED: That the planned hiring for a consultant to advise on the condition of track and field assets across our Board (\$100,000) be eliminated as staff is capable and currently performs this function.

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

In Favour

Opposed

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

The AMENDMENT to the AMENDMENT was declared

LOST ON A TIE

Student Trustee Nguyen wished to be recorded as voted in favour.
Student Trustee Baybayon wished to be recorded as voted in opposition.

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

BE IT RESOLVED THAT: On the 2021-2024 Three-Year Renewal Forecast, (page 70 of 183, or page 13, of the Agenda, Appendix C), Staff strike out the word *Chair Lift* in *Chair Lift – Accommodation* in reference to St. Wilfrid School and leave the word *Accommodation* until the report is finalized and a decision has been made.

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

In Favour

Opposed

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

The AMENDMENT to the AMENDMENT was declared

CARRIED

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

MOVED in AMENDEMENT to the AMENDMENT by Trustee Rizzo, seconded by Trustee Martino, that a maximum of \$50,000 be allocated for a Consultant of athletic fields.

The Chair ruled the AMENDMENT to the AMENDMENT out of order.

Trustee Rizzo challenged the Chair.

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

In Favour

Opposed

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

The Chair's Ruling was upheld.

Student Trustee Baybayon wished to be recorded as voted in opposition.

MOVED in AMENDMENT to the AMENDMENT by Trustee Rizzo, seconded by Trustee Martino, that a report be submitted to Board on the findings of the consultant.

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

In Favour

Opposed

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

The AMENDMENT to 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 AMENDMENT, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Di Giorgio
Di Pasquale
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
Di Giorgio
Di Pasquale
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 Kennedy returned to the virtual room at 11:31 pm.

The Director advised that no other Item was deemed urgent.

19. Inquiries and Miscellaneous

MOVED by Trustee Di Giorgio, seconded by Trustee Lubinski, that Item 19a) be adopted as follows:

- 19a) From Trustee Di Giorgio regarding the June 11, 2020 Board Motion regarding the Board's Hiring Practices for Summer School received.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
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.

MOVED by Trustee Di Giorgio, seconded by Trustee Lubinski, that all Items not dealt with be deferred/referred to the next available/appropriate meeting(s) as determined by Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
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 DEALT WITH AS CAPTURED IN ABOVE MOTION

- 16c) Inquiry from Trustee Di Pasquale regarding the Implementation of Anti-Black and Indigenous Motion passed at the June 2020 Regular Board Meeting;
- 16d) Toronto Catholic District School Board Outdoor Education;
- 17a) Return to School Update Report; and
- 18b) Communication from Ontario Association of Parents in Catholic Education (OAPCE) and Catholic Parent Involvement Committee (CPIC) regarding the Board Motion Rescinding the February Switch Date

21. RESOLVE into FULL BOARD to Rise and Report

MOVED by Trustee Kennedy, seconded by Trustee Di Giorgio, 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 Giorgio
Di Pasquale
Kennedy
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Li Preti did not vote/respond.

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

23. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

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

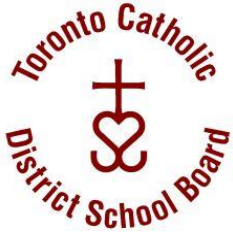
The Motion was declared

CARRIED

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

SECRETARY

CHAIR



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. _____

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Paolo De Buono
Committee	Student Achievement and Well-Being Catholic Education Human Resources
Date of Presentation	2/4/2021
Topic of Presentation	June 2021 as Pride Month in All TCDSB Schools
Topic or Issue	Recognition of Pride Month (which is a topic or issue not subject to a collective agreement as per the Delegations policy)
Details	Recognizing June 2021 as Pride Month is in the best interests of all TCDSB students, particularly the TCDSB's LGBTQ+ students. At least 10 Catholic district school boards in Ontario, including 2 which border the TCDSB and 3 within the Archdiocese of Toronto, recognized June 2020 as Pride Month. The TCDSB refused to do so. This year, consistent with the TCDSB's Equity Action Plan, the TCDSB should recognize June 2021 as Pride Month and should use the rainbow flag as the symbol for this recognition. /TD>
Action Requested	That the TCDSB recognize June 2021 as Pride Month in all TCDSB schools.
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

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

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Delegation No. _____

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

Name	Jennifer Di Francesco		
Committee	Student Achievement and Well-Being Catholic Education Human Resources		
Date of Presentation	2/4/2021		
Topic of Presentation	S.10 Regulation 1. iii		
Topic or Issue	The chair or at least one of the CSPC co-chairs must be Roman Catholic.		
Details	In the spirit of inclusivity and equality that the regulation be stricken from S.10 only allowing a Roman Catholic parent to be a chair or co-chair on a CSPC council. If we accept students of all faiths and Student Trustees of any denomination because their voices count, then that should be extended to ALL parents that send their children to our schools.		
Action Requested	That a Trustee put forth a motion to support this change in S.10 and be the change we want to see at the TCDSB.		
	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 Rep
	I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date		1/15/2021	



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

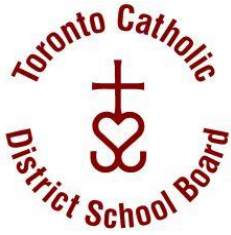
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Delegation No. _____

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

Name	Rushan Paramanantham	
Committee	Student Achievement and Well-Being Catholic Education Human Resources	
Date of Presentation	2/4/2021	
Topic of Presentation	Supporting Changes to Regulation 10 of Student Trustee Policy T.02	
Topic or Issue	Since Regulation 10 of Student Trustee Policy T.02 allows that only Roman Catholics may apply for the elected position of Student Trustee, I would like to speak about myself and my experiences about why myself and all students at the TCDSB should be allowed to run.	
Details	I would like to speak about why I should have the opportunity to run for student trustee, and how my faith shouldn't restrict me from running.	
Action Requested	I request for the motion to be approved.	
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	1/21/2021	



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

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Delegation No. _____

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Samantha Adebiyi
Committee	Student Achievement and Well-Being Catholic Education Human Resources
Date of Presentation	2/4/2021
Topic of Presentation	Black Achiever Initiative
Topic or Issue	Completion rate of Black students in schools
Details	<p>Black Achievers is a cluster mentoring initiative that will provide Black youth with the opportunity to develop professionally (academically and career-wise), socially and mentally with the support of Black adult professionals/role models. The program will run from September to June (school year) and youth will meet weekly.</p> <p>Objectives</p> <ul style="list-style-type: none"> • To positively impact Black youth and give them hope for their futures through personal, social and leadership development, and cultural pride • To provide Black youth with opportunities that will facilitate their full participation in professional, academic and community life • To support educational achievement of Black youth and encourage post-secondary education • To promote change within the system of employment by facilitating access to resources, connections and education and by encouraging Black youth to pursue fulfilling professional careers <p>Opportunities and Needs Being Addressed:</p> <ul style="list-style-type: none"> • Black youth are less likely than all other youth to attain a postsecondary qualification. The gap between postsecondary graduation rates for Black youth persists even after controlling for differences in socioeconomic and family characteristics • Black youth have intersectional needs; for example, male Black youth are almost twice as likely as other male youth to not be employed or in education or training. This gap remained after accounting for differences in socioeconomic factors (e.g., parent's level of income and education),²

	<p>suggesting that male Black youth are at a disadvantage compared to other male youth.</p> <ul style="list-style-type: none"> • Black youth have been disproportionately affected by issues such as racism and discrimination, gun violence and COVID-19 compared to other youth
Action Requested	To work with the schools in having referrals to the Black Achiever program
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	Yes YMCA
I have read, understand and agree to comply with the rules for Delegations as per the T DSB Delegations Policy T14	Yes
Submittal Date	1/26/2021



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

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For Board Use Only

Delegation No. ____

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Stephanie P. De Castro	
Committee	Student Achievement and Well-Being Catholic Education Human Resources	
Date of Presentation	2/4/2021	
Topic of Presentation	Re-Evaluation of Student Trustee Guidelines to Include Students of Non-Roman Catholic Faith	
Topic or Issue	Changes to Regulation 10 regarding students of non-roman catholic faith to be able to run for the position of Student Trustee in the school board without religion being an issue.	
Details	I would like to support the change to this motion to ensure that all students in this board are given equal opportunities.	
Action Requested	Motion to change guidelines be approved.	
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		
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	1/26/2021	



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

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For Board Use Only

Delegation No. ____

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	shania muthu	
Committee	Student Achievement and Well-Being Catholic Education Human Resources	
Date of Presentation	2/4/2021	
Topic of Presentation	Supporting Changes to Regulation 10 of Student Trustee Policy	
Topic or Issue	Student Trustee by-law- Being Roman Catholic prohibits students of all interest	
Details	<p>As someone coming from a different background and religion, it was hard being declined based solely on that for the position. I always had a love for leadership, and change and by the law being a barrier, it limited my ability to do so. I tried very hard to move it around but at the time no one was willing to help. But now that I know many more connections due to my being on the CSLIT team, as the social justice director within the first past months I have raised 4000 with many sponsorships to help families in need within our community. This goes to show that it doesn't matter what my background is, though a persons passion only should matter, which is why it is essential that this rule be removed- in order to allow everything with the courage and passion to run to be able to do so.</p>	
Action Requested	to speak at the meeting about why this should be removed	
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	1/27/2021	



*Markus de Domenico
Trustee Ward 2*

E-mail: Markus.deDomenico@tcdsb.org

Voicemail: 416-512-3402

To: Student Achievement: February 4, 2021

From: Markus de Domenico, Trustee Ward 2

Subject: Consideration of Motion – Changes to Regulation 10 (1) of Student Trustee Policy T. 02

MOVED BY: Markus de Domenico, Toronto Catholic District School Board

WHEREAS: Catholic leadership is imperative to the distinctive nature of Catholic schools;

WHEREAS: Evidence of Catholic leadership and a commitment to the Catholic faith is an important requirement of Student Trustees to lead within our Catholic Schools;

WHEREAS: Some of the most faithful examples of Catholic student leadership may be provided by student leaders who have not been formally Baptized, but through our commitment to ministry and evangelization may be on a journey toward becoming a formal member of the Church;

WHEREAS: A large number of TCSDB secondary students chose to enroll in our Catholic schools because of our commitment to academic excellence and faith-based education from a variety of religious backgrounds;

WHEREAS: Regulation 10 (1) of Student Trustee Policy T. 02 limits such students from serving as Student Trustees;

BE IT RESOLVED THAT: Student Trustee Policy T.02 be referred to staff to bring to the Governance and Policy Committee in order to consider revising the policy in such a way that affirms the importance of Catholic leadership within the context of inclusive opportunities for all TCDSB secondary students in order to increase enfranchisement, student voice, and the opportunity to serve as a student trustee in the TCDSB.



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

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 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



REPORT TO

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

RETURN TO SCHOOL UPDATE

*"The Lord gives sight to the blind, the Lord lifts up those who are bowed down, the Lord loves the righteous."
Psalm 146:8*

Created, Draft	First Tabling	Review
January 28, 2021	February 4, 2021	Click here to enter a date.
Barbara Leporati, Senior Coordinator, Planning Services Corrado Maltese, Coordinator, Occupational Health and Safety John Wujek, Superintendent, Area 5 and Parent Engagement Shawna Campbell, Superintendent, Area 3 and Early Years Lori Di Marco, Superintendent, Curriculum Leadership & Innovation; and Academic ICT Michael Loberto, Superintendent, Planning and Development Services Deborah Friesen, Superintendent, Capital Development, Asset Management and Renewal Adrian Della Mora, Executive Superintendent of Human Resources Omar Malik, Acting Chief Information Officer		
INFORMATION REPORT		

Vision:

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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

S. Camacho
Acting Associate Director of
Facilities, Business and
Community Development

A. EXECUTIVE SUMMARY

The last update to the Reopening Action Plan was submitted to the January 28, 2021 Regular Board meeting for information and consideration. This report provides additional information concerning items occurring over the last week. The Reopening Action Plan is updated as necessary and is available on the TCDSB website. Key updates and strategies are provided for consideration.

Toronto Public Health has indicated that school-related cases throughout the shutdown have been caused by staff interactions.

Health Canada has approved the use of KN95 masks. TCDSB is providing KN95 masks for Special Needs Education workers.

Technology continues to be distributed to students in need.

TCDSB schools will continue to follow safety measures and guidance from Toronto Public Health when schools return to in person learning.

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, Staff Manual and Transition to Distance Learning Plan continue to reflect the process for operating schools safely.* Items from Board motions and Ministry updates that are confirmed have been included as required. Schools will continue to follow established protocols for virtual and in person learning.

D. EVIDENCE/RESEARCH/ANALYSIS

St. Anne Catholic Academy School of Virtual Learning

2. ***Online resources that support teaching and learning at St. Anne were approved by Board (total cost \$372,990) have been purchased and rolled out to all St. Anne Staff.*** These resources include:
 - K-5 Literacy Portal (SPARK)
 - K-3 Mathology
 - Gr 4-5 MathUP Teacher
 - Gr 2-5 Many Gifts (Social Studies)
 - Core French Gr 1-8 SmashEducation
3. ***Central Resource staff continue to support St. Anne teachers by:***
 - Offering subject and resource specific professional learning opportunities
 - Seeking out and sharing promising practices, supplemental resources, and virtual opportunities for classes
 - Co-Teaching opportunities to support teacher growth and learning
 - Providing live stream sessions for students while teachers engage in professional learning related to resource implementation
4. ***We continue to review discretionary spending requests, as they arise, that would be supported through the St. Anne block budget.***

Toronto Public Health

5. TPH data has shown that during the shutdown school-related cases are related to staff interactions. ***Targeted asymptomatic testing will continue based on TPH criteria and remains a TPH decision.***
6. ***Currently, the return to school date remains Feb. 11, 2021*** following the 28-day extension of the provincial lockdown. TPH is updating their screening tool which is anticipated to be released before students return to the schools.

KN95 Masks

7. ***N95 Masks are the North American standard for health care personnel.*** KN95 (while similar to N95) has been approved by Health Canada and available for special education staff in our schools. Medical grade masks and face shields continue to be used together for an additional measure of protection. ***KN95 is available for special education staff that work with students who can't /don't wear masks as it provides a good level of protection.***

Staffing and Recruitment

8. ***The Human Resources (HR) Department continues to support critical school-based programs during the school lockdown period.*** We are capitalizing on recent rule changes that expand the use of retired teachers and administrators. In particular, we are using retired administrators to bolster school-based administrative and supervision needs in cases involving family status needs. Occasional teachers are also being used temporarily to support in-person Special Education Program instruction.
9. ***HR staff is developing a strategy on how to leverage the College of Teachers' announcement that they will be issuing Temporary Teaching Certificates*** (effective until December 2021) for students who are nearing the completion of their formal Bachelor of Education program. The TCDSB will endeavor to use these talented teachers to address class coverage needs that are not being addressed through normal channels.
10. ***Senior HR staff is analyzing enrolment projections to proactively plan for potential staffing scenarios related to September school staffing requirements.*** Timely communication with the Ministry of Education will inform our approach.
11. ***The Sick Leave & Disability Department continues to diligently manage its extensive active sick leave cases. HR staff is closely monitoring absences during the school lockdown period and has implemented a process allowing Principals to advise HR staff of instructional/support gaps. The careful and regular review of sick leave metrics for all employee groups remains a priority.*** Significant caseloads are being reviewed daily and granting employees the ability to work virtually, where feasible, is being considered. Enhancing employee awareness of our employer-sponsored Employee Family Assistance Plan remains a priority.
12. ***Senior TCDSB staff members have maintained regular contact with our union partners (TECT, TSU, and CUPE) to collaboratively address issues.*** Recent discussions have focused on how we can sustain robust instruction and enhanced support staff monitoring/supporting students' learning/social/emotional needs during the school lockdown period.
13. ***The SMASH Education virtual experiential Core French program has been successfully launched.*** This program provides St. Anne students (Grades 1 – 8) with a Ministry of Education aligned core French supplemental resource.

Senior staff continues to work with our union partners to provide direct remote core French instruction at St. Anne Catholic Academy where possible.

14. ***HR staff is monitoring all quarantined staff to ensure that proper parameters are maintained.*** We continue to communicate with all employees regarding travel plans, quarantine requirements that may apply, and the need to commit to the employer to ensure continuity of program delivery and service.
15. ***Timely recruitment efforts are being sustained as we endeavor to bolster supply pools for key employee groups.*** All efforts reflect a deliberate focus on equity.

Technology

16. ***Thousands of devices have been distributed, orders to continue to flow, however supply levels are now running low.*** To date, the TCDSB has distributed over 17,000 devices to students in need for remote learning. More than 4,000 of these devices were pre-shipped to elementary schools beginning January 4, 2021, in anticipation of increased needs due to the school closure period. There are approximately 100 Chromebooks and 600 iPads remaining in our supply with the vendor.
17. ***Measures are being taken to efficiently manage our remaining supplies for students in need across the system.*** Student device asset records indicate that there are excess Chromebooks at elementary schools in pre-shipped inventories that have not been assigned to students. Coordination is underway to collect any excess devices to make available for students in need across the system.
18. ***Normal order processing continues, and urgent cases continue to be addressed.*** Principals continue to be able to place device orders for students in need. For any urgent needs, staff continue to work directly with schools to expedite on the needs.

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.

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**

**EXTERNAL RESEARCH CONDUCTED IN THE TCDSB
- POLICY S.19 FEBRUARY 2021 UPDATE**

"An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge." Proverbs 18:15
(NRSVCE)

Created, Draft	First Tabling	Review
January 18, 2021	February 4, 2021	Click here to enter a date.

M. Vanayan, Senior Coordinator, Educational Research

L. DiMarco, Superintendent of Curriculum Leadership & Innovation; Academic ICT

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A. EXECUTIVE SUMMARY

This report provides the annual list of approved external research proposals and a summary of findings or previous research projects received as of December 31, 2020. Appendix A lists applications that were approved in 2019-2020. Appendix B provides a description of findings from external research approved in 2016-2017.

The cumulative staff time dedicated to developing this report was 40 hours.

B. PURPOSE

1. According to TCDSB Policy S.19 Research Conducted in the TCDSB, a list of approved external research is to be reported annually to the Board.

C. BACKGROUND

1. TCDSB Policy S.19 Research Conducted in the TCDSB, 1988, was revised and approved on May 30, 2013. It was renamed “*External Research Conducted in the TCDSB*” as it addresses requests by external institutions, organizations and individuals.
2. As per TCDSB Policy S.19, each year, there is an annual report to Board outlining the studies that were approved during the previous year. In February 2016, there was a board motion to include a summary of previous external research findings, where available.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Any external institution, organization or individual who wants to conduct research activities in the Toronto Catholic District School Board (TCDSB) must submit an application to the Board for approval. This includes people or agencies that plan to recruit research participants from schools and conduct the research outside of TCDSB premises.
2. Applications are submitted to the Director of Education and are reviewed by the Research Review Committee; there are four deadlines each year. Proposals are evaluated based on scholarship, educational merit, research design, demands on

schools, and they are vetted within the framework of Catholic values and the Multi-Year Strategic Plan (MYSP).

3. In accordance with professional standards, it is an expectation that all research is conducted in a manner that ensures confidentiality and anonymity of individuals and schools. Any participation in an approved external research initiative by school staff, parents and students is voluntary and must include informed consent.
4. During the 2019-2020 school year, there were interruptions in the regular review and implementation of external research activities. Due to job action and labour sanctions, as well as the school closure due to the pandemic, some research activities were suspended. In the spring of 2020, due to the COVID19 pandemic, only online submissions were accepted and a limited number of applications were considered. In total, during the 2019-2020 school year, seven applications were approved. These studies were in various areas including, mental health and well-being, numeracy, second language education, Indigenous education, special services, and student success. These projects represented research from universities, and public and health organizations. Appendix A provides a summary of approved applications.
5. It is an expectation that upon study completion, all external researchers provide a copy of any report they write with their findings. Reports are shared with staff within the Teaching and Learning Collaborative (Curriculum, Leadership and Innovation; Student Success; Safe Schools; Special Services; Equity, Diversity and Indigenous Education). The timeframe for external research and subsequent reporting frequently extends beyond the school year. Often the research takes place in multiple locations, some studies may be examining long-term outcomes, and there are times when researchers are unable to complete the work as anticipated, due to funding limitations or other disruptions. Appendix B provides a summary of the findings from completed external research that was approved during the 2016-2017 school year.

E. METRICS AND ACCOUNTABILITY

An annual summary report on external research will be presented to the Board.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

APPENDIX A

TCDSB External Research Applications: Approved in 2019-2020

1. *Supporting Transition Resilience of Newcomer Groups (STRONG): A school-based intervention to promote well-being.*

- **Purpose:** To measure the effectiveness of the Supporting Transition Resilience of Newcomer Groups (STRONG) program, a school-based intervention to address the stress and challenges that newcomer children and youth may experience, and also increase school connectedness. This program is delivered by trained school mental health clinicians (i.e., psychologists and social workers) to students aged 11 and older.
- **Method:** Data collection includes pre- and post-program surveys of students (available in English and Arabic), as well as a student focus group. Data collection from school mental health clinicians includes a training feedback survey, an implementation survey, and a focus group.

2. *Pilot Evaluation: Stop Now and Plan Youth Justice (SNAP YJ) Program in School Settings.*

- **Purpose:** To determine the effectiveness of the Stop Now and Plan (SNAP) Youth Justice Program in a school setting; the program is designed to improve emotion regulation, self-control and problem-solving skills and to decrease delinquency.
- **Method:** Data collection includes pre- and post-program surveys of students in Grades 9-12 and where possible, student focus groups. Teachers may be asked to complete evaluation assessments before and after the group sessions. (This research is part of a multi-year pilot).

3. *Impact of Early French Immersion on Language and Cognitive Development in a Diverse Population.*

- **Purpose:** To measure the language and cognitive development of children in French Immersion programs with different linguistic and social backgrounds.
- **Method:** Repeated measures on students from Grade 1 to Grade 3 (nonverbal and verbal) individually administered tasks. (This was the third year of a three-year longitudinal study in French Immersion schools).

4. *Creative Team Playtesting, mPower.*

- **Purpose:** To examine a digital math game, entitled *mPower*, for Ontario students in Kindergarten to Grade 6. This initiative was supported by the 21st Century Learning & Academic Information Communication and Technology (AICT) Department of the TCDSB.

<ul style="list-style-type: none"> • Method: Observational data of students (K-6) in small groups sessions; each group will have 10-12 students (scheduled by grade). Review sessions will take place for one morning per week for five weeks. Students will use the program for 30 minutes-1 hour each session. Observations will be noted as students participate in activities.
<p>5. 2020 School Mental Health Survey – Principal Survey.</p> <ul style="list-style-type: none"> • Purpose: To document successes and needs for supporting student mental health at the school level. The 2020 survey will seek to replicate the 2019 principal survey. The School Mental Health Surveys (SMHS) project is a study of student mental health and the school environment. The first provincial SMHS (2014-2015) was part of the 2014 Ontario Child Health Study (OCHS) and included surveys of students, teachers and principals. In 2019, the principal portion was administered, as a means to measure school-based mental health on an ongoing basis. • Method: All principals will be invited to complete an online survey. (This is a provincial initiative with a representative sample from boards).
<p>6. Tutoring and Peer Mentorship: Indigenous Student Success, Achievement and Well-Being.</p> <ul style="list-style-type: none"> • Purpose: To explore reconciliation through Indigenous resurgence in the context of teacher education and K-12 classrooms by implementing a series of workshops (providing resources on Indigenous identity, culture, and education) to individual classrooms in various schools across the TCDSB ranging from Grades 4 to 12 that focus on peer mentorship. The program will be implemented in 20 TCDSB schools. • Method: Mixed-methods design including student surveys, photographs of student work and where possible, teacher focus groups.
<p>7. Inhibition Training for Children with Autism Spectrum Disorder.</p> <ul style="list-style-type: none"> • Purpose: To evaluate the long-term effects of a program on students' executive functioning skills and the impact of adding a caregiver-training component to empower parents and encourage generalization and maintenance of skills learned. The program involves an 8-week small group inhibition program with children identified with Autism Spectrum Disorder (ASD) and a caregiver training (CT) component. • Method: Repeated measures design across sessions using standardized and non-standard cognitive assessments and self-reports to assess changes over time for children and their parents.

APPENDIX B

TCDSB External Research Applications: Approved 2016 – 2017 Studies Completed
<p>1. <i>ezclasstest Beta Testing – Grades 3 and 6 Ontario Mathematics</i></p> <ul style="list-style-type: none"> • Purpose: To learn about the principal, teacher, and student experience when using this online assessment system, and to analyze the technical quality of the Grade 3 and Grade 6 mathematics test questions. • Method: Online teacher and principal questionnaires. • Summary: <i>ezclasstest</i> is a new online curriculum-based diagnostic mathematics assessment for students in Grades 3 and 6. Teachers can access the online system using any computer or tablet and create tests specific to the curriculum topics they are teaching at the time. They have the option of administering it to groups of students as needed. Tests are scored automatically and reports sent to the teacher. Feedback from seven participating principals and 12 participating teachers helped to inform the researchers regarding technical issues of online implementation, and test content. The development of <i>ezclasstest</i> is an ongoing process and, as it becomes more widely used, and additional feedback is received from teachers, the assessments and system will be enhanced to provide teachers with the assessments they will need to help improve student learning. • Results and Application: Results will inform the development of the <i>ezclasstest</i> and will be shared with the Superintendent of Curriculum Leadership and Innovation, and the Superintendent of Student Success for their information and consideration.
<p>2. <i>Addressing the Numeracy Gap: A Solution to Increase Student Engagement and Achievement in Mathematics</i></p> <ul style="list-style-type: none"> • Purpose: To determine if usage of the Ontario Colleges Math Test (OCMT) tools would have a positive impact on student achievement in mathematics at the high school level. • Method: Pre- and post-surveys completed online by participating Grade 9 students; Grade 9 mathematics achievement scores. • Summary: Based on scores of students on the Grade 9 Applied Mathematics EQAO assessments, the numeracy achievement of students in Ontario has been identified as an area that requires focus. The OCMT online tools were designed to identify strengths and weaknesses for students using diagnostic and summative assessments including remedial models for nine topic areas: whole numbers, arithmetic, integers, decimals, fractions, ratios and proportions, percents, algebra and measurements. It allows students and teachers to receive feedback to address topics in a targeted way. The OCMT

was implemented in Grade 9 Applied classes and Summer Transition Programs over two years. Diagnostic results indicated that students struggled most with percents, algebra and fractions. Completing the remedial modules and summative assessments showed improvements in seven of the nine areas, providing evidence for the effectiveness of the OCMT. Surveys showed that using the tools both in-school and outside of schools benefitted student performance. There was evidence for a correlation between engagement, usage, and student reported confidence.

- **Results and Application:** Results will inform continued improvements in the OCMT tools. The report will be shared with the Superintendent of Curriculum Leadership and Innovation, and the Superintendent of Student Success for their information and consideration.

3. *The 2017 Ontario Student Drug Use and Health Survey (OSDUHS)*

- **Purpose:** To provide a knowledge base and share updated information for health promotion, education, and policy efforts at all levels of government with the ultimate goal of improving the well-being for Ontario youth.
- **Method:** Survey of students in Grades 7 to 12, within a stratified sample, representative of Ontario (repeated, cross-sectional, anonymous survey).
- **Summary:** The OSDUHS is the longest running Canadian survey that shows trends in student substance use and mental and physical health; it began in 1977. It monitors drug use, mental health, physical health, gambling, bullying and risk behaviours among Ontario students in Grades 7 to 12, every two years. The repeated design allows researchers to track change over time. A total of 11,435 students (Grades 7-12) from 764 classes in 214 Ontario schools participated in the 2017 study; 52 boards were involved. Topics explored included: drug use and related harm indicators, family and school life, drug perceptions, substance use and injury, mental and physical health indicators, antisocial behaviours, violence at school, bullying (including cyberbullying), gambling and video gaming problems. New indicators for the report based on the 2017 implementation includes parental support, experiencing a concussion, experiencing a traumatic life event, cyberbullying others, gambling on video games and problematic technology use. All data are based on anonymous student self-reports; 2017 data and changes over time are reported. (Most mental health and physical health measures were introduced in the early 1990s). Some key findings relate to mental health help seeking: the percentage of students reporting seeing a mental health professional about a problem is currently higher than a decade ago; however, one third reported, that in the past year, there was a time they

wanted to talk to someone about a mental health problem, but did not know where to turn. Overall, psychological distress has shown an increase in the past few years; one positive trend is the decrease in bullying (victimization and perpetration) in the past decade.

- **Results and Application:** The summary report will be shared with the Superintendent of Curriculum Leadership and Innovation, the Superintendent of Student Success, the Superintendent of Safe Schools, the Superintendent of Special Services and the Chief of Mental Health and Well-Being Strategy.

4. An Evaluation of the Policy/Protocol Memorandum No.158 to Require Concussion Education in Ontario Schools

- **Purpose:** To evaluate the effectiveness of this PPM by analyzing the concussion prevention policies across the different school boards in Ontario, and to conduct a pre- and post-policy implementation analysis of Ontario School Board Insurance Exchange incident data.
- **Method:** Questionnaires for one staff member regarding the concussion policy and a small sample of teachers from each Board.
- **Summary:** Recent evidence suggests that concussions are becoming more common, especially among school-aged children. In March 2014, the Ministry of Education of Ontario issued a Policy/Program Memorandum No.158 (PPM 158) that requires school boards to create a concussion education and prevention policy. This research was summarized in a 2018 dissertation; the overall research contained three components: 1) qualitative analysis of concussion programs through a questionnaire to school boards; 2) pre-post analysis of the Canadian Hospitals Injury Reporting and Prevention Program (CHIRPP); survey of high school physical education teachers, coaches and/or trainers. The study confirms that all 72 provincially funded school boards in Ontario had a concussion protocol on their board website by June 2016. CHIRPP data indicated that the number of diagnosed concussions increased significantly subsequent to the introduction of PPM 158, while the number of suspected concussions decreased. The final component summarizes the teacher survey (12 teachers across the province participated) on their board's concussion policy. Findings included: all were aware of the policy, 83% had received training, 75% had a trained individual at every game/practice, 83% noticed a difference in parental involvement and 100% reported change in the way return-to-play (RTP) and return-to-learn (RTL) protocols were implemented; additionally, the majority (93%) thought there was a need for a government-mandated concussion law. It appears that the introduction of

this PPM had a profound effect in the implementation of policy within all Ontario publically funded school boards.

- **Results and Application:** These findings will be shared with the Superintendent of Curriculum Leadership and Innovation and the Superintendent of Student Success for their information.

5. *Third Progress Report on the implementation of the First Nations, Métis and Inuit Education Policy Framework*

- **Purpose:** To learn more about the unique and diverse needs of Indigenous students to support more responsive and effective education policy, and to inform the Third Progress Report.
- **Method:** Online survey for members of school communities; focus groups with Indigenous and non-Indigenous students, and with staff.
- **Summary:** In 2007, the Ministry of Education released the Ontario First Nation, Métis and Inuit Education Policy Framework. The Framework was the foundation for delivering quality education to all First Nation, Métis, and Inuit students attending provincially funded schools in Ontario. The ministry committed to releasing a progress report on the implementation of the Framework every three years. *Strengthening Our Learning Journey*, the third progress report, was released in 2018; TCDSB students (20) and staff (5) were involved in this provincial study. This was the third in a series of progress reports on the implementation of the *Ontario First Nation, Métis and Inuit Education Policy Framework* and the 2014 *Framework Implementation Plan*. The report highlights progress made since 2013, relative to the ten performance measures set out in the Framework. Perspectives and shared experiences of Indigenous and non-Indigenous students, parents, communities and education partners (quantitative and qualitative data) were summarized in the report. The report also includes recommendations to further the work of Ontario's Indigenous Education Strategy in provincially funded schools. Indigenous partners have suggested that four- and five-year graduation rates do not take into account unique social, historical and cultural contexts of Indigenous students; it is recommended that six- and seven-year graduation rates may be more appropriate for this population. The report concludes that although achievements have been significant over the 2007-2017 timeframe, there is still much more to be done to ensure success for First Nation, Métis and Indigenous students.
- **Results and Application:** These findings may inform the work of the Indigenous education portfolio at TCDSB and will be shared with

Superintendent of Equity, Diversity and Indigenous Education for information and review.

6. Suspension and Expulsion Program Evaluation

- **Purpose:** To evaluate suspension and expulsion programs in Ontario.
- **Method:** Surveys and interviews with professionals in the field, and document analysis.
- **Summary:** A number of initiatives are in place in Ontario to support the achievement of all students; one such initiative is the provincial suspension and expulsion program. The final report includes three parts: i) an overview of suspension and expulsion policy, an evaluation of program implementation, and an assessment of program effectiveness in Ontario's public schools; ii) a summary of enablers and challenges to program delivery and implementation; iii) a review of the funding allocations provided to school boards through the Safe and Accepting Schools Supplement, with a focus on the Safe and Accepting Schools Allocation. The report concludes that all school boards have suspension and expulsion programming available, and most school principals consider mitigating factors and alternatives appropriately, but addressing the needs of students with severe behavioural and mental health issues remains a challenge. Overall, the effectiveness of suspension and expulsion programming and different prevention, suspension, and expulsion initiatives varies with different students and different circumstances.
- **Results and Application:** This research highlights the importance of reviewing reasons for suspensions and expulsions by principals and understanding the youth culture. The research will be shared with the Superintendent of Safe Schools, the Superintendent of Equity, Diversity and Indigenous Education, and the Superintendent of Special Services for information and review.

7. High School Student Surveys and Administrator Surveys

- **Purpose:** To learn how students feel about their interaction with the Toronto Police Service.
- **Method:** Survey for all students in a randomly selected grade (Grades 9 - 12), and for an administrator in all secondary schools.
- **Summary:** At the end of the year, the Toronto Police Service distributed surveys to high schools of the Toronto District and Toronto Catholic District School Boards for samples of students in Grades 9 through 12. The survey addresses issues related to police presence around schools; feelings of safety in and around the school; police service and professionalism; reporting of crimes; and relationship with the police. Comparing results

over the past ten years, the trends supported a request for slightly increased police presence; while the perceptions of safety remain positive, there was a small increase in perceived incidences of violence; with regard to communicating with the police, students said they feel most comfortable speaking to an officer in person rather than by phone or email. These surveys have been conducted since 2001.

- **Results and Application:** Results are used to inform the ongoing work of the Toronto Police Service and will be shared with the Superintendent of Safe Schools and Superintendent of Equity, Diversity and Indigenous Education for their information and review.

8. Child Friendly Toronto: Engaging Children and Youth in the 'Comprehensive to the Core' Downtown Planning Project

- **Purpose:** To gather child and youth input for the city's downtown planning initiative, the *TOcore* project (City of Toronto, 1998-2015).
- **Method:** Participatory study engaging students from four neighbourhoods in Toronto's downtown core.
- **Summary:** Children's significant places of interest in their community during all seasons were parks and playgrounds at or near their school and home. During the winter, coffee shops and, to some degree, retail (i.e., shopping malls) replaced parks for youth. Levels of active transport (e.g., walking, biking) were generally high for all groups during the summer, and transit or car use increased for most groups over the winter months. Public transit was identified as an area in need of major investments.
- **Results and Application:** These findings may inform future outdoor education programming and will be shared with the Superintendent of Curriculum Leadership and Innovation.

9. Understanding Emotional Competencies from an Integrated Multi-Method Perspective Among Children and Adolescents

- **Purpose:** To enhance understanding of emotional intelligence for well-being.
- **Method:** Questionnaires and performance-based measures; completed with students (Grades 4-8) and their caregivers.
- **Summary:** This research describes the importance of emotional competence in education with reference to three distinct yet related constructs: (1) Ability Emotional Intelligence (AEI), which focuses on emotional skills and knowledge; (2) Trait Emotional Intelligence (TEI), which emphasises how individuals typically engage with emotional stimuli/information in their everyday life; and (3) A person's Emotional Self-Efficacy beliefs (ESE) surrounding their abilities to recognize,

appraise, and manage emotions. The literature suggests that collectively, emotional competence is an important contributor to the academic success of young people, not just in terms of distal markers of achievement (e.g., exam success), but also through the support of competencies and qualities that are conducive to a successful learning experience (e.g., coping under pressure, social skills, self-motivation, and mental health). While evaluation work is ongoing, there is evidence that emotional competency training for both students and educators can have positive effects on students' educational attainment.

- **Results and Application:** The report will be shared with the Superintendent of Curriculum Leadership and Innovation, the Superintendent of Student Success, and the Superintendent of Special Services for their review and consideration.

10. *Canadian Student Tobacco, Alcohol and Drugs Survey (CSTADS). [Formerly Youth Smoking Survey]*

- **Purpose:** To understand Canadian trends in tobacco, alcohol and drug use and judge the effectiveness of programs aimed at reducing substance use and regulating tobacco products, alcohol and illicit drugs.
- **Method:** Surveys of representative samples of students from Grades 7 to 12 across Canada.
- **Summary:** Understanding Canadian trends in tobacco, alcohol and drug use is vital to the effective development, implementation and evaluation of strategies, policies and programs aimed at addressing substance use and abuse. It is important to regularly monitor health behaviour to judge the effectiveness of programs aimed at reducing substance use and regulating tobacco products, alcohol and illicit drugs. The Canadian Student Tobacco and Drugs Survey is conducted every second year (since 2004). This survey includes questions related to tobacco use, purchasing behaviour, and tobacco marketing and drug and alcohol use, in addition to questions about bullying, school connectedness and mental wellness. In Ontario, 10,195 students from 62 randomly selected schools participated in this pan-Canadian survey. The final report shares findings in the areas of mental wellness, bullying, tobacco use, alcohol use and cannabis use; also included was health risk behaviour in cars. The 2016 Ontario results for all areas are compared against the 2014 Ontario results and the 2016 Canadian results. The report also includes tips for schools. This study cited that students with an attachment to their school and who find their teachers to be supportive (caring adults) are less likely to engage in unhealthy or risky behaviour; Ontario students in this study rated school connectedness variables to be

positive (in the 79% - 88% range). There is a concerning trend in the use of tobacco and nicotine products other than cigarettes; there appears to be a common misconception that these products are safe.

- **Results and Application:** These findings will be shared with the Superintendent of Curriculum Leadership and Innovation, the Superintendent of Student Success, the Superintendent of Safe Schools, Superintendent of Special Services and the Chief of Mental Health and Well-Being Strategy.



REPORT TO

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

**ACCOUNTABILITY FRAMEWORK FOR SPECIAL
SERVICES REPORT BACK 2019-2020**

And the Lord said, "Look, they are one people, and they have all one language; and this is only the beginning of what they will do. Nothing that they propose to do will now be impossible for them." (Gn 11:1)

Created, Draft	First Tabling	Review
January 25, 2021	February 4, 2021	Click here to enter a date.

Maria Meehan, Superintendent of Education, Special Services
Dr. Marina Vanayan, Sr. Coordinator, Educational Research

INFORMATION REPORT

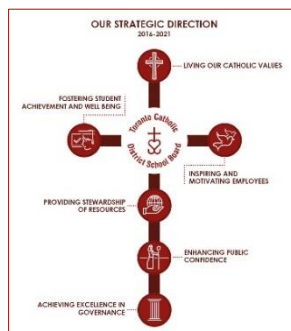
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Associate Director
of Academic Affairs

S. Camacho
Acting Associate Director
Facilities, Business and
Community Development

A. EXECUTIVE SUMMARY

The Accountability Framework for Special Services (AFSS) Report Back 2019-2020 guides renewal and improvement in the delivery of programs and services. The AFSS Report Back 2019-2020 is a reflection of the progress towards the achievement of goals outlined in the Accountability Framework for Special Services 2019-2021.

The cumulative staff time required to prepare this report was 85 hours.

B. PURPOSE

The purpose of the AFSS Report Back is to conduct an annual review of Special Education programs through the lens of student achievement and well-being. The report summarizes the work of the various Framework committees during the 2019-2020 school year including their goals, targets and evidence of achievement. It also captures the future focus and next steps of the committees through the 2020-2021 academic year, which include monitoring student engagement, staff professional learning and collaboration as well as program delivery.

C. BACKGROUND

1. The Toronto Catholic District School Board Accountability Framework for Special Education (AFSE), first established in 2010 and now called the Accountability Framework for Special Services (AFSS), guides renewal and improvement in the delivery of programs and services. Over the years, there was expansion of the Accountability Frameworks to eleven committees addressing the learning needs of students identified with different exceptionalities, students in different placements, and Mental Health and Well-being.

2. Aligned with the TCDSB Multi-Year Strategic Plan and Board Learning and Improvement Plan, and informed by the Ministry of Education's *Learning for All* foundational strategies, the AFSS supports the strategic direction to foster student achievement and well-being through four areas of focus.
 - A. Home, School and Parish: Nurturing our Catholic Community;
 - B. Curriculum, Teaching and Learning: A Focus on Assessment Practices;
 - C. Pathways, Planning and Programming: Student Engagement and Well-being; and
 - D. School and Classroom Leadership: Professional Learning, Collaboration and Engagement
3. Eleven committees guide the work of the Accountability Framework for Special Services. Each committee meets at least four times per year. While the goals for improved achievement and well-being for all students with Special Education needs ground our collective commitments, each AFSS committee focuses on unique and targeted areas of need. There are goals that pertain to the population of students with Special Education needs and those that pertain to specific exceptionalities.
4. The 2019-2020 school year was unprecedented. The early part of the school year was marked by labour sanctions across Ontario. On March 12, 2020 the Province of Ontario announced that all provincially funded schools would be shut down to mitigate the impact of the COVID-19 pandemic. All schools remained closed until the end of the school year and "Distance Learning" replaced "in-person" learning for all students K-12, including all students with exceptionalities.
5. The AFSS Report Back 2019-2020 (Appendix A) is a reflection of the progress towards the achievement of goals outlined in the Accountability Framework for Special Services 2019-2021. Due to the exceptional circumstances of the school year, the majority of target specific data from TCDSB surveys and other sources were not available in 2019-2020. Further, there was an urgent necessity to revise goals and prioritize responses to the meet the unique challenges of the academic year that impacted both teaching and learning conditions.
6. The AFSS Report Back 2019- 2020 is informed by the work of the committees that set the goals for the academic year. The AFSS Report Back provides the following information:

1. Smart Goals and Targets from the *Accountability Framework for Special Services 2019-2021*.
 2. Evidence 2019-2020
 3. Next Step(s)
 4. Goal Status
7. The status of each goal is reported using the following scale:
- A. On Target (green) – on track
 - B. Monitor (yellow) – on track but requires additional support
 - C. Action Required (red) – not on track
8. Where target-specific data were not available to inform the reporting of Evidence from the 2019-2020 academic year, evidence of COVID-19-priority strategies put in place to address student learning needs were included. Further, revised next steps that are responsive to mitigating the continued impact of the pandemic on teaching and learning have been included as areas of focus through to the end of the 2020-2021 academic year. These next steps may focus on emerging needs and priorities that could not have been anticipated when Smart Goals and targets were originally presented in the AFSS 2019-2021.
9. The AFSS Committees meet on a regular basis for the following areas:
- A. Autism
 - B. Behaviour
 - C. Blind/Low Vision
 - D. Deaf/Hard of Hearing
 - E. Gifted
 - F. Language Impairment
 - G. Learning Disability
 - H. Mild Intellectual Disability
 - I. Multiple Exceptionalities/Developmental Disability
 - J. Physical Disability (New to be implemented 2020-21)
 - K. Mental Health and Well-Being

D. EVIDENCE/RESEARCH/ANALYSIS

Category/Exceptionality	Goal Status
Student Voice – all students with an IEP <ul style="list-style-type: none">Home, School and Parish: Nurturing Our Catholic Community	On Target
Student Voice – all students with an IEP <ul style="list-style-type: none">Pathways, Planning and Programming: Student Engagement and Well-Being	Monitor
Student Achievement – Students with Special Education Needs <ul style="list-style-type: none">Curriculum, Teaching and Learning: A Focus on Assessment Practices	Monitor
Autism	Monitor
Behaviour	Monitor
Blind/Low Vision	Monitor
Deaf/Hard of Hearing	Monitor
Giftedness	Monitor
Language Impairment	Monitor
Learning Disability	Monitor
Mild Intellectual Disability	Monitor
Multiple Exceptionalities/Developmental Disability	Monitor
Mental Health	Monitor

The goal status for Physical Disability will be included in the AFSS Report Back 2020-2021.

E. METRICS AND ACCOUNTABILITY

1. Annual reporting on the work of the Accountability Frameworks for Special Services is undertaken in compliance with policy S.P. 01 Special Education Programs and Services.

2. The data, goals and next steps will be continuously monitored by Special Services staff in collaboration with the Research Department members who serve on the various Accountability Framework for Special Services committees.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES REPORT BACK 2019 - 2020



January 22, 2021



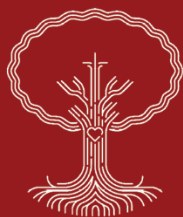
OUR MISSION

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

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

OUR VISION

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



ROOTED IN CHRIST

"Live your lives in him, rooted and built up in him and established in the faith, abounding in thanksgiving." – Colossians, 2:6-7

OUR STRATEGIC DIRECTION

2016-2021

FOSTERING STUDENT ACHIEVEMENT AND WELL BEING

To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations



LIVING OUR CATHOLIC VALUES

To understand and apply Catholic Teaching to all that we do



INSPIRING AND MOTIVATING EMPLOYEES

To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration

PROVIDING STEWARDSHIP OF RESOURCES

To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources



ENHANCING PUBLIC CONFIDENCE

To create enhanced, regular communication with all stakeholders



ACHIEVING EXCELLENCE IN GOVERNANCE

To lead and model best practices in Board governance



<https://www.tcdsb.org/Board/MYSP/Pages/MultiYearStrategicPlan.aspx>

ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES REPORT BACK 2019 -2020

TORONTO CATHOLIC
SCHOOL BOARD
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ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES REPORT BACK 2019 - 2020

The TCDSB Accountability Framework for Special Education (AFSE), first established in 2010 and now called the Accountability Framework for Special Services (AFSS), guides renewal and improvement in the delivery of programs and services. Over the years, there was expansion of the accountability frameworks to 11 committees. The Accountability Framework for Special Services Report Back 2019 – 2020 is a reflection on the progress towards the achievement of goals outlined in the Accountability Framework for Special Services 2019 – 2021.

AFSS Report Back 2019–2020

The 2019-2020 school year was unprecedented. The early part of the school year was marked by labour sanctions across Ontario. On March 12, 2020 the Province of Ontario announced that all provincially funded schools would be shut down to mitigate the impact of the COVID-19 pandemic. All schools remained closed until the end of the school year and “Distance Learning” replaced “in-person” learning for all students K-12, including all students with exceptionalities. Due to these exceptional circumstances, the majority of target specific data from TCDSB surveys and other sources were not available in 2019-2020. Further, there was an urgent necessity to revise goals and prioritize responses to the meet the unique challenges of the academic year that impacted both teaching and learning conditions.

The AFSS Report Back 2019- 2020 is informed by the work of the committees that set the goals for the academic year. The AFSS Report Back provides the following information:

1. SMART Goals and Targets from the Accountability Framework for Special Services 2019-2021.
2. Evidence 2019-2020
3. Next Step(s)
4. Goal Status

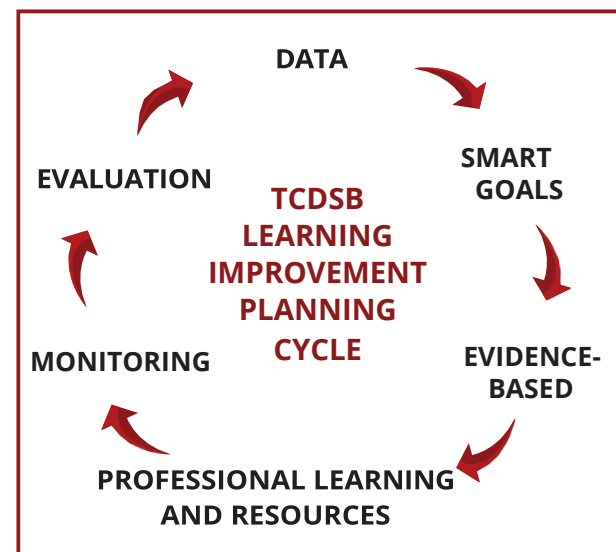
Where target-specific data was not available to inform the reporting of evidence from the 2019-2020 academic year, evidence of COVID-19-priority strategies put in place to address student learning needs were included. Further, revised next steps that are responsive to mitigating the continued impact of the pandemic on teaching and learning have been included as areas of focus through to the end of the 2020-2021 academic year. These next steps may focus on emerging needs and priorities that could not have been anticipated when Smart Goals and Targets were originally presented in the AFSS 2019-2021.

TCDSB Accountability Framework for Special Services: Overview

Eleven committees guide the work of the Accountability Framework. Each committee meets at least 4 times per year. While the goals for improved achievement and well-being for all students with Special Education Needs ground our collective commitments, each Accountability Framework focusses on unique and targeted areas of need. There are goals that pertain to the population of students with Special Education needs and those that pertain to specific exceptionalities.

The **AFSS REPORT BACK 2019-2020** presents Goals, Targets, and Evidence for 2019-2020. The status of each goal is reported using the following scale:

- **On Target** - On Track
- **Monitor** - On Track but requires additional support
- **Action Required** - Not on track



Aligned with the **TCDSB Multi-Year Strategic Plan** and **Board**

Learning Improvement Plan, and informed by the Ministry of Education's *Learning for All* foundational strategies, the Accountability Framework for Special Services supports the strategic direction to **FOSTER STUDENT ACHIEVEMENT AND WELL-BEING** through four **AREAS OF FOCUS**:

- HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY**
- CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES**
- PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING**
- SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION AND ENGAGEMENT**

Exceptionality (based on Exceptionality 1 data)	Total number of students
Autism	1996
Behaviour	167
Blind and Low Vision	9
Deaf and Hard-of-Hearing	88
Developmental Disability	126
Giftedness	1897
Language Impairment	806
Learning Disability	2037
Mild Intellectual Disability	291
Multiple Exceptionalities	168
N/A (students with an IEP only)	8673
Physical Disability	74
Speech Impairment	3

2019 - 2020 Exceptionality 1* Data

(*Primary exceptionality)

As of June 30, 2020.



Exceptionality	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Autism	62	151	159	206	171	179	162	133	124	118	123	78	107	223
Behaviour	0	0	3	11	11	28	26	30	17	17	8	7	3	6
Blind and Low Vision	0	0	0	0	1	1	1	0	0	1	1	1	1	2
Deaf and Hard-of-Hearing	3	6	8	7	4	5	4	7	6	5	5	7	6	15
Developmental Disability	0	1	2	1	2	3	4	8	17	14	8	6	12	48
Giftedness	0	0	0	0	1	0	263	225	308	258	195	200	221	226
Language Impairment	0	0	51	51	79	73	66	73	79	85	63	61	58	67
Learning Disability	0	0	0	1	20	70	128	145	227	219	241	307	314	365
Mild Intellectual Disability	0	0	1	1	2	8	18	20	22	33	27	35	48	76
Multiple Exceptionalities	1	8	13	12	14	13	12	5	10	11	12	12	16	29
N/A (students with an IEP only)	126	98	224	573	844	894	842	854	831	769	711	643	610	654
Physical Disability	2	5	4	4	6	8	3	3	7	8	4	6	7	7
Speech Impairment	0	0	0	0	1	1	0	0	0	0	1	0	0	0

STUDENT VOICE

- All students with an IEP

Safe and Caring Catholic School Climate Survey (Grade 6 & 8)*

Students who reported they have an IEP (including gifted): N = 2012

My School, My Voice (Grades 10 & 12)*

Students who reported they have an IEP (including gifted): N = 1011

**Data from 2018-2019*

HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY

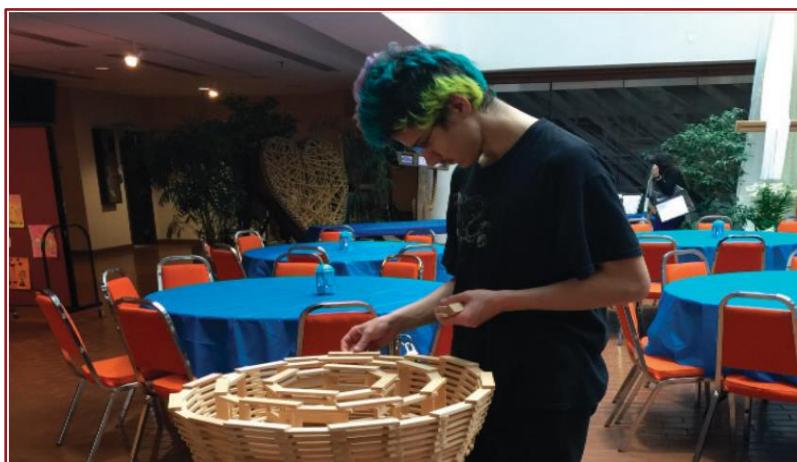
DATA ANALYSIS

In 2018 - 2019

Percentage of students with an IEP who responded positively to:

- My school promotes Catholic virtues and values – Elementary **94%**; Secondary **89%**
- My school promotes Catholic practices – Elementary **95%**; Secondary **91%**

In 2019-2020, these data from TCDSB surveys were not available.



SMART GOALS & TARGETS / NEXT STEPS

Continue student engagement in faith development consistent with the Board Learning Improvement Plan

Continue to promote and implement initiatives and strategies that foster a strong home-school-parish connection



Goal status and explanation if goal not met:

On Target

Strategies and Monitoring: See Accountability Frameworks below and the Board Learning and Improvement Plan document.

<h1>STUDENT VOICE</h1> <h2>- All students with an IEP</h2>	<p>Safe and Caring Catholic School Climate Survey (Grade 6 & 8)* Students who reported they have an IEP (including gifted): N = 2012</p> <p>My School, My Voice (Grades 10 & 12)* Students who reported they have an IEP (including gifted): N = 1011</p> <p><i>*Data from 2018-2019</i></p>
<h3>PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING</h3>	
DATA ANALYSIS	SMART GOALS & TARGETS / NEXT STEPS
<p>In 2018 - 2019 the percentage of students with an IEP who responded positively to: <i>(*Values in parentheses = All students)</i></p> <ul style="list-style-type: none"> ✓ In general, I like the way I am – Elementary 70% (69%); Secondary 62% (59%) ✓ Overall, I have a lot to be proud of – Elementary 67% (66%); Secondary 55% (56%) ✓ A lot of things about me are good – Elementary 67% (66%); Secondary 60% (59%) ✓ When I do something, I do it well - Elementary 60% (61%); Secondary 60% (62%) ✓ I like the way I look – Elementary 61% (59); Secondary 53% (51%) ✓ Used my Blueprint to explore education and career life planning at least once a year – Elementary (Gr. 8 only) 74% (76%); Secondary 89% (93%) ✓ My school provides opportunities to take part in events that help me learn more about different jobs or careers – Secondary 80% (80%) <p>In 2019-2020, some data from TCDSB surveys were not available.</p> <p>DISTANCE LEARNING SURVEYS Students who reported they have an IEP (including gifted): Elementary N = 1195; Secondary N = 848</p> <p>Student Well-Being <i>(*Values in parenthesis=All students)</i></p> <p>Student Voice: Felt stressed or very stressed since March Break:</p> <ul style="list-style-type: none"> • Elementary 26% (25%); Secondary 42% (43%) <p>Student Voice: Grade 8 - In preparing for high school, helpful/very helpful:</p> <ul style="list-style-type: none"> • activities to discover strengths, interests, skills for success - 66% (65%) • having a plan for achieving goals - 64% (63%) <p>Grade 12 - High school experiences or programs helpful in exploring opportunities and interests for future:</p> <ul style="list-style-type: none"> • Co-curricular Activities – 45% (48%); Community involvement/Volunteer activities – 36% (40%); Experiential learning – 23% (27%); Co-op courses – 33% (26%) 	<p>By June 2021, there will be an increase in positive responses regarding students' self-image:</p> <p>Elementary – from 60% -70% range to 64% - 74% range</p> <p>Secondary – from 53% - 62% range to 57% to 66% range</p> <p>By June 2021, there will be an increase in the use of my Blueprint by elementary student from 74% to 78%</p> <p>Continue to engage parents' awareness regarding their child's use of my BluePrint</p>
<p>Goal status and explanation if goal not met:</p> <ul style="list-style-type: none"> • Data informs current and future planning by the accountability frameworks for all exceptionalities. 	<p>Strategies and Monitoring: See Accountability Frameworks below and the Board Learning and Improvement Plan document.</p>

STUDENT ACHIEVEMENT - Students with Special Education Needs (excluding Gifted)

CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES

DATA ANALYSIS

EQAO RESULTS

Students with Special Education Needs (excluding Gifted) achieving Level 3 / 4:

	2017-2018				2018-2019			
	All		Participating		All		Participating	
	N	%	N	%	N	%	N	%
Primary Reading	1064	44%	940	49%	1091	43%	956	49%
Primary Writing	1064	51%	947	58%	1091	49%	962	55%
Primary Math	1083	27%	974	30%	1118	22%	995	25%
Junior Reading	1245	48%	1165	51%	1251	49%	1173	52%
Junior Writing	1245	51%	1162	54%	1251	57%	1172	61%
Junior Math	1245	13%	1158	14%	1253	12%	1170	13%
Gr. 9 Academic Math	242	65%	241	65%	286	63%	283	64%
Gr. 9 Applied Math	677	36%	663	37%	595	37%	583	38%

Students with Special Education Needs (excluding Gifted) successful:

	2017-2018		2018-2019	
	Participating		Participating	
	N	%	N	%
OSSLT	806	46%	764	54%

Note: All K-12 EQAO assessments for the 2019-2020 school year were cancelled as per direction from the Ministry of Education due to the extraordinary circumstances facing the Province. Target specific data were not available for 2019-2020.

Goal status and explanation if goal not met: Action Required

Data informs current and future planning by all staff.

SMART GOALS & TARGETS/NEXT STEPS

By June 2021, students with Special Education Needs will improve in literacy and numeracy achievement (BLIP Goals, 2018 - 2021):

Students achieving Level 3 / 4:

- Primary Reading **44% to 50%** ■
- Primary Writing **51% to 57%** ■
- Primary Math **27% to 33%** ■

Students achieving Level 3 / 4:

- Junior Reading **48% to 54%** ■
- Junior Writing **51% to 57%** ■
- Junior Math **13% to 19%** ■

Students achieving Level 3 / 4:

- Grade 9 Academic Math **65% to 70%** ■
- Grade 9 Applied Math **36% to 42%** ■

Successful:

- OSSLT: **46% to 52%** successful. ■

Strategies and Monitoring:

See Accountability Frameworks below and the Board Learning and Improvement Plan document.

STUDENT ACHIEVEMENT - Looking Ahead 2019-2021

CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES

DATA ANALYSIS (Statistics in parenthesis are from June 2019)

ELEMENTARY: Report Card Learning Skills: Self-Regulation - June 2020

		Needs Improvement	
		N	%
Grade 3	All	(6238) 6235	(5.3%) 3.4%
	SE	(1135) 1155	(15.6%) 10.9%
Grade 6	All	(6467) 6513	(5.1%) 3.6%
	SE	(1276) 1276	(13.2%) 9.4%

SECONDARY: Report Card Marks: Pass Rates in English and Mathematics - June 2020

ENGLISH		Academic		Applied		LDCC	
		N	%	N	%	N	%
Grade 9	All	(4669) 4642	(95.0%) 97.9%	(1228) 1349	(91.1%) 94.1%	(162) 170	(91.4%) 91.8%
	SE	(368) 364	(91.8%) 95.3%	(602) 591	(90.5%) 93.2%	(156) 159	(91.0%) 91.2%
Grade 10	All	(4624) 4626	(96.4%) 97.9%	(1365) 1293	(92.2%) 92.7%	(114) 130	(94.7%) 93.1%
	SE	(314) 367	(92.4%) 97.0%	(585) 551	(92.1%) 93.5%	(111) 123	(94.6%) 93.5%

MATHEMATICS		Academic		Applied		LDCC	
		N	%	N	%	N	%
Grade 9	All	(4542) 4455	(93.4%) 96.9%	(1506) 1673	(88.2%) 92.8%	(435) 339	(93.1%) 94.1%
	SE	(292) 276	(82.5%) 94.6%	(532) 598	(86.1%) 90.1%	(305) 249	(92.8%) 92.8%
Grade 10	All	(4261) 4195	(90.6%) 94.9%	(1748) 1742	(86.4%) 91.3%	(259) 252	(94.2%) 94.8%
	SE	(231) 250	(80.8%) 87.6%	(563) 551	(83.3%) 89.5%	(205) 195	(95.6%) 93.8%

Note: All: All Students; SE: Students with Special Education Needs (excluding Gifted)

SMART GOALS & TARGETS / NEXT STEPS

By June 2021, there will be a reduction of **3%** in the percentage of students with Special Education needs rated as "Needs Improvement" for the Self-Regulation Report Card Learning Skill.

Monitor

By June 2021, there will be a **3%** increase in the percentage of students with Special Education needs passing the English and Mathematics Academic and Applied Courses.

Monitor

Strategies and Monitoring:
See Accountability Frameworks below and the Board Learning and Improvement Plan document.

REPORT BACK from 2019 - 2020

AUTISM (ASD)

SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p>Curriculum Teaching and Learning: A Focus on Assessment Practices</p> <p>By June 2021, improve Self-regulation of students identified with Autism.</p> <p>In 2019-2020,</p> <ul style="list-style-type: none"> • 80% of targeted students in the Program to Assist Social Thinking (PAST) program will be able to understand their emotions and use strategies to be flexible in their thinking as measured by teacher checklists tracked over a pre- and post-test period. • By June 2021, there will be a 3% improvement in Self-regulation learning skills rated as Excellent or Good (Grade 4 2020-2021 Cohort). <p>School & Classroom Leadership: Professional Learning, Collaboration and Engagement</p> <p>By June 2021, promising practices in the area of Self-regulation and resources will be shared with elementary schools.</p> <ul style="list-style-type: none"> • In 2019-2020, 75% of elementary schools will plan learning opportunities in the area of Self-regulation for students based on the resources and information shared with them. <p>By June 2021, there will be deepened professional learning for school administrators focused on supporting students with Autism.</p> <ul style="list-style-type: none"> • In 2019-2020, 75% of vice-principals and principals will attend a workshop to have a better understanding of resources available to share with staff in order to support students with Autism and continue to build capacity. <p>Note: Target-specific data were not available in 2019-2020. There were cancellations due to labour sanctions and the pandemic; students were not in school and were learning virtually.</p>	<p>Pivot to Support Access to Virtual Learning</p> <p>The following resources were created to support students access to virtual learning and to support parents and staff:</p> <ul style="list-style-type: none"> • A secondary teacher newsletter, <i>Supporting Your Students with ASD through Distance Learning</i> (April and October) to support students and their parents during distance learning to reduce stress/anxiety. • A secondary student newsletter, <i>Tips to Support Your Distance Learning Experience</i>, (two in April) to support students on the credit bearing pathway by providing tips and strategies to navigate a shift to distance learning. • A Google site for parents of Grade 8 students transitioning to secondary based on their pathway to ease anxiety around this transition. • A Google site for parents to access special education resources and activities (Social Narratives, Visual Supports, ABA Strategies at Home and Home Routine Scripts) to support their children with special education needs, including those with Autism. • A Google site for teachers to access special education resources and activities (e.g., teacher created newsletters and resources) to support students with special education needs, including those with Autism. • Parent and student engagement in distance learning was provided through the multidisciplinary Autism Team with outreach to parents of students based on school/parent concerns and previous referral. Support and outreach continued throughout the Summer. • There was an emphasis on supporting students as they transitioned to school in the Fall. • Common Feedback Form Results (5 PD sessions, 156 staff respondents): 95% strongly agreed or agreed that they would integrate their learning into their planning and instruction; 96% agreed or strongly agreed that the PD session would contribute to student learning and achievement. 	<ul style="list-style-type: none"> • For the elementary panel, the focus will continue to remain on improvement to self-regulation. A Social Skills kit has been created and will be piloted in eight elementary schools. Feedback will be collected from staff and parents to inform whether there has been improvement of self-regulation skills in targeted students in these schools. Improvement of teacher reports of self-regulation on report cards of targeted students will also be reviewed. • For the secondary panel, Social Competency Modules have been created and will be piloted in two secondary schools where feedback will be collected from staff and students to inform whether there has been an increase in social engagement for targeted students in these schools. Surveys completed by teachers and students will inform the outcome focusing on sense of belonging and school connectedness.
<p>Goal Status: Monitor</p>	<p>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during Covid-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to Covid operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</p>	

REPORT BACK from 2019 - 2020

BEHAVIOUR (BEH)		
SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p>Curriculum, Teaching and Learning: A Focus on Assessment Practices</p> <ul style="list-style-type: none"> By June 2021, 85% of primary students in Intensive Support Programs (ISP) behaviour classes will have increased access to integration because of improved Self-Regulation strategies using <i>Behaviour Matters</i> program. <p>Home, School & Parish: Nurturing Our Catholic Community</p> <ul style="list-style-type: none"> By June 2021, 100% of parents of students in ISP behaviour classes will have an opportunity to attend two sessions on engagement and collaboration between school and home. Participants will be asked to complete exit surveys to assess their awareness and satisfaction with content. <p>Note: Target specific data were not available in 2019-2020, as <i>Behaviour Matters</i> could not be engaged. While target-specific data were not available, the Student Support Team was actively engaged.</p>	<p>The Student Support Response Team (SSRT) was actively engaged by:</p> <ul style="list-style-type: none"> Supporting behaviour ISP students and teachers to model self-regulation and build capacity in virtual ISP classes. Mentoring 8 out of the 20 elementary programs, approximately 50 students and 16 staff. Offering transitional support for students new to the ISP or leaving the ISP to return to their home school/High School. Offering direct instruction. Modeling for staff classroom set up (scheduling, physical space, and materials). Providing staff with procedure guidance with regards to TCDSB Special Education requirements (IEP, Special Services, BEH/Safety plans, Alternative reports), and individualized support for students struggling in the ISP. Providing PD to programs, lunch and learns, and reviews of CPI de-escalation procedures. In some cases, entire school staff (4 elementary school staffs during lunch and learns). <p>From March to June 2020, the Behaviour team and SSRT:</p> <ul style="list-style-type: none"> Created a google portal for staff and parents, grade specific, providing links to resources to help support social skills development, mental health, social/emotional well-being, mindfulness, Behavior management skills and Covid19 specific supports. Supported ISP Behavior classes, 20 online programs, with regards to social skills, counselling support and support accessing requirements to participate in virtual learning. 	<ul style="list-style-type: none"> Investigate virtual programming through <i>Behaviour Matters</i> for at least two ISP programs as a pilot using digital platform. Continue SSRT support to behavior programs, including modeling de-escalation and resource support for emotion management and track success during integration periods. In spring 2021, administer Parent Feedback forms to learn about specific student needs and to inform practices to improve communication and engagement. Implement Common Feedback Form for the PD session in February 2021 for support staff.
<p>Goal Status: Monitor</p>	<p><i>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during Covid-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to Covid operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</i></p>	

REPORT BACK from 2019 - 2020

BLIND AND LOW VISION (B/LV)

SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p>By June 2021, enhance processes by which BLV students access assistive technology resources in accordance with Ministry guidelines.</p> <p>In 2019-2020,</p> <ul style="list-style-type: none"> • 100% of BLV students receiving Tier 1, 2, or 3 support who have received an SEA device will receive technology training via Bridges complemented with additional training by the in-house Assistive Technology (AT) team. • 100% of staff supporting Tier 3 BLV students will receive additional training in support of incorporating the use of technology in their daily curriculum. <p>TCDSB Students supported by the TDSB Blind/Low Vision Program (Total: 40 Students):</p> <p>Tier 1 - 19 Tier 2 - 10 Tier 3 - 11</p>	<ul style="list-style-type: none"> • This year the focus was on the ongoing learning and professional development focused on how to provide instruction in the Expanded Core Curriculum for Students with a Visual Impairment, virtually. • Workshop in writing IEP's with a focus on writing Alternative Page 3's for B/LV students; reviewing what is appropriate to write in the Current Level of Achievement for Alternative Program, how to write measurable goals and expectations with qualifiers that can be accurately observed and a review of appropriate assessment tools to include on the IEP, specifically for B/LV students who are working within the Expanded Core Curriculum for students with visual impairments. • Workshop in using Google Suite, with a focus on accessing Google Drive with accessibility features. • Ongoing involvement in the development of D2L (BrightSpace) with the developers to ensure it is accessible for screen-reader users (i.e., JAWS). • Workshops and capacity building (mentoring) in the writing of assessments (Functional Vision Assessments, Learning Media Assessments, and Orientation and Mobility Assessments). 	<ul style="list-style-type: none"> • There has been some tangible progress with respect to technology within TCDSB, in locating and setting up Special Equipment Amount (SEA) equipment, connecting with SEA IT, providing access to TCDSB platforms for TDSB staff, connecting TDSB staff with the Help Desk. • There will be a focus on the development of quicker turnaround times from the submission of the claim to the delivery of the equipment to the school.
<p>Goal Status: Monitor</p>	<p><i>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during Covid-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to Covid operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</i></p>	

REPORT BACK from 2019 - 2020

DEAF AND HARD-OF-HEARING (D/HH)

SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p>By June 2021, there will be an increase in the level of participation in social networking events for students who are D/HH in the Junior Division:</p> <ul style="list-style-type: none"> 80% of identified D/HH students in junior grades will engage in social networking events. <p>Revise Girls' Talk/Boys' Club events based on grade divisions.</p> <p>Provide speakers and activities for students at D/HH picnic, <i>Girls' Talk/Boys' Club</i> that focus on positive self-image and self-advocacy.</p> <p>By June 2021, there will be an increase in positive responses regarding D/HH students' understanding themselves as learners and their well-being:</p> <ul style="list-style-type: none"> D/HH Family Picnic feedback survey D/HH <i>Girls' Talk</i> feedback D/HH Boys' Club feedback <p>Note: Target-specific data were not available in 2019-2020. Students were unable to gather for social events; there were cancellations due to labour sanctions and the pandemic.</p>	<p>Pivot to Support Access to Virtual Learning</p> <p>The following activities supported the goals.</p> <ul style="list-style-type: none"> Revised the <i>Girls' Talk/Boys' Club</i> events format combining boys and girl was more effective than separate events for boys and girls; Provided Hearing Assistive Technology (HAT), at home to 21 elementary and 14 secondary students including accessories/support to patch HAT D/HH teachers provided classroom teachers resources to accommodate students with hearing loss in virtual sessions; D/HH teachers provided parents with information to support creating a better virtual learning environment for their child at home; Staff contributed to board website resources for parents to support language development during this period of virtual learning; Teacher collaborative inquiry was developed including strategies to conduct virtual assessments; All staff participated in professional learning sessions about teaching students who are D/HH virtually; Educational audiologist assessed and provided appropriate and up-to-date technology (through SEA); Supported HAT at home through consultation with parents; 	<p>Access to Technology</p> <ul style="list-style-type: none"> Educational audiologist will continue to meet with each teacher to consider each student and determine most appropriate HAT during this period of remote learning. The most appropriate technology will be immediately ordered through SEA process. <p>Student Engagement/Wellness</p> <ul style="list-style-type: none"> D/HH teachers will continue to check and connect with students as well as with classroom teachers and parents. Explore opportunities to virtually teach small groups of students with similar learning needs. Offer virtual small group sessions for students of similar grade levels and interests that promote positive self-image (e.g., working with an artist, cooking with a chef). <p>Professional Learning</p> <ul style="list-style-type: none"> Provide virtual in-services on needs of D/HH students to teachers of newly identified students. Educational audiologist to share best evidence-informed practices re: HAT. Attend D/HH in-services offered through Itinerant Teachers of the D/HH Southern Ontario (i.e., Effective Collaboration On-line).
<p>Goal Status: Monitor</p>	<p>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during Covid-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to Covid operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</p>	

REPORT BACK from 2019 - 2020

GIFTEDNESS (GI)

SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)																					
<p>Curriculum Teaching and Learning: A Focus on Assessment Practices</p> <p>By June 2021, there will be 3% improvement in Organization and Self-regulation skills rated as "excellent" (2019-2020 Grade 6 cohort).</p> <p>School & Classroom Leadership: Professional Learning, Collaboration and Engagement</p> <p>By June 2021, there will be deepened professional learning for 100% of elementary and secondary teachers of Gifted students on relevant topics such as:</p> <ul style="list-style-type: none"> Characteristics of Giftedness. Supporting the various learning needs of students with Giftedness. Promoting continuous engagement and self-motivation. Maintaining a balanced focus on curricular and co-curricular activities. Executive functioning skills. Time management strategies. Organizational strategies. <p>By June 2021, prepare and circulate annual newsletters across the TCDSB community to expand the understanding of Giftedness.</p>	<ul style="list-style-type: none"> No significant changes in "excellent" ratings. However, there was a significant increase in "good" ratings of approximately 4%. A relatively smooth transition of Congregated and Withdrawal classes to a virtual format, with student engagement remaining high. October 2019 Newsletter: <i>Misconceptions Surrounding Giftedness</i>. <table border="1"> <thead> <tr> <th>Learning Skills</th><th>2019-2020 (Baseline)</th><th>2020-2021 (Term 2)</th></tr> </thead> <tbody> <tr> <td colspan="3">Organization</td></tr> <tr> <td>Excellent</td><td>64.9%</td><td>65.0%</td></tr> <tr> <td>Good</td><td>23.6%</td><td>27.0%</td></tr> <tr> <td colspan="3">Self-Regulation</td></tr> <tr> <td>Excellent</td><td>68.0%</td><td>66.8%</td></tr> <tr> <td>Good</td><td>22.2%</td><td>26.5%</td></tr> </tbody> </table>	Learning Skills	2019-2020 (Baseline)	2020-2021 (Term 2)	Organization			Excellent	64.9%	65.0%	Good	23.6%	27.0%	Self-Regulation			Excellent	68.0%	66.8%	Good	22.2%	26.5%	<ul style="list-style-type: none"> Professional Development opportunities for teachers of the Gifted Students. Next newsletter <i>Programming for Gifted Students</i> to be released in the Fall 2021.
Learning Skills	2019-2020 (Baseline)	2020-2021 (Term 2)																					
Organization																							
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<p>Goal Status: Monitor</p>	<p>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during COVID-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to COVID operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</p>																						

REPORT BACK from 2019 - 2020

LANGUAGE IMPAIRMENT (LI)

SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p>Curriculum Teaching and Learning: A Focus on Assessment Practices</p> <p>In June 2020, there will be a significant reduction (September-June) in the proportion of students rarely demonstrating each of the 9 student oral language skills.</p> <p>School & Classroom Leadership: Professional Learning, Collaboration and Engagement</p> <p>By June 2021, evidence informed practices in the area of communication and self-regulation will be shared with elementary schools.</p> <ul style="list-style-type: none"> At least 85% of students in the LI Intensive Support Program (ISP) classroom will have teacher survey data administered, collected, and analysed. <p>By June 2021, increase teacher capacity to support achievement for students with Language Impairment:</p> <ul style="list-style-type: none"> 75% of LI-ISP teachers will plan learning opportunities that support communication and self-regulation based on the resources and information shared with them. <p>Note: Target-specific data were not available in 2019-2020 due to labour sanctions and the pandemic.</p>	<p>Pivot to Support Access to Virtual Learning</p> <ul style="list-style-type: none"> Created Google sites to provide a variety of information and resources: <ul style="list-style-type: none"> to Speech and Language Pathologists (SLPs) on the topic of virtual learning and COVID-19 protocols to educators and families internal department sites to share information about changes in service delivery. Responded to the virtual learning environment with committee-based initiatives to produce resources for teachers and families to use online. Developed a parent resource website: <ul style="list-style-type: none"> multimedia resources, micro-videos, etc. activities to support early literacy and oral language learning (during family routines). Developed protocols and ongoing professional development for online assessment and intervention tools. Produced 'calendar' with daily activities for teachers and parents to use with students. Planned/implemented programming for SLPs to support virtual Language Impairment (LI) programs. SLPs provided individual program support/consultation to LI teachers. Cohort from 2019-20 continued in Fall 2020. 	<p>Student Engagement/Wellness</p> <ul style="list-style-type: none"> Provide structured activities to address self regulation (a key component to effective communication and to wellness). Create additional daily activities for teachers to access (including printable handouts, activity suggestions, lesson plans, etc.) that address social emotional learning skills and communication strategies. Promote parent/teacher website with mental health and wellness resources. Monitor student engagement to inform instruction. <p>Professional Learning</p> <ul style="list-style-type: none"> SLPs to offer sessions to LI class teachers to meet the virtual and in-person programming needs. Continue to explore alternative programming to reflect the rapidly changing learning environment and additional demands of students. Explore opportunities to provide sessions to parents (e.g., oral language and communications strategies). Offer an "Ask a Speech-Language Pathologist" forum for teachers at St. Anne Catholic Academy – School of Virtual Learning.
<p>Goal Status: Monitor</p>	<p>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during COVID-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to COVID operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</p>	

REPORT BACK from 2019 - 2020

LEARNING DISABILITY (LD)

SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p>Curriculum Teaching and Learning: A Focus on Assessment Practices</p> <p>Students with the LD exceptionality in grades 2-5 using the Lexia Reading intervention will have an average gain of at least 1.0 grade levels over the course of the year.</p> <p>Students with the LD exceptionality in Empower™ Reading: Decoding and Spelling Gr. 2-5 will make a Running Record gain on average of 6 Running Records levels over the course of the year.</p> <p>School & Classroom Leadership: Professional Learning, Collaboration and Engagement</p> <p>By June 2021, 100% Special Education teachers will participate in at least one professional learning session focused on understanding and addressing the academic and social emotional needs of students with learning disabilities.</p> <p>By June 2021, increase equity and availability of Lexia licenses from 500 to 1500.</p> <p>By June 2021, the assigned number of Empower™ intervention programs will be distributed among a greater number of elementary schools (75 school) in order to enhance equity of access of this program across the Board.</p> <p>Note: Target-specific data were not available in 2019-2020 due to labour sanctions and the pandemic.</p>	<p>Pivot to Support Access to Virtual Learning</p> <ul style="list-style-type: none"> • The Empower™ programs were paused at the beginning of the closure in March 2020, and resumed during the 2020-2021 school year. • Empower™ teachers established distance-learning classes via "Check and Connect" with families to continue support for Empower™ students at home with reading strategies. • During the closure, students were guided and instructed through weekly Provisional Worksheets that served to review and consolidate previous Empower™ lessons. • Teachers continued to work individually with students on story reading and "challenge words" to continue to support and practise reading strategies. 	<ul style="list-style-type: none"> • Final data collection reflecting reading improvements for Lexia and Empower™ Reading. • Delivery of professional development for Special Education teachers during the 2020-2021 school year. This will include establishing a Google classroom for virtual presentations, archiving of past presentations, and a repository for Learning Disability resources. • Distribution of existing Lexia licenses to LD ISP classes this current school year (2020-2021). • Planning for strategic placement of Empower™ programs to address equity of access across the board. • Ensuring that all students who started during the 2019-2020 academic year have completed the full Empower™ program in 2020-2021. • Purchase of 1500 more Lexia licenses by June 2021, with all remaining students in LD ISP classes able to access Lexia.
<p>Goal Status: Monitor</p>	<p><i>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during COVID-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to COVID operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</i></p>	

REPORT BACK from 2019 - 2020

MILD INTELLECTUAL DISABILITY (MID)

SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p>Curriculum Teaching and Learning: A Focus on Assessment Practices</p> <p>By June 2021, 100% of students in MID Intensive Support Programs (ISP) classrooms will start to use Lexia reading intervention software.</p> <p>By June 2020, students with an identification of MID who currently are using Lexia reading intervention software will have an average of 0.5 grade-level reading improvement gain.</p> <p>School & Classroom Leadership: Professional Learning, Collaboration and Engagement</p> <p>By June 2021, 100% of MID ISP classroom Teachers will receive Lexia program training.</p> <p>Note: Target specific data were not available in 2019 – 2020 due to labour sanctions and the pandemic.</p>	<p>Pivot to Support Access to Virtual Learning</p> <ul style="list-style-type: none"> • MID ISP teachers established distance-learning classrooms via "Check and Connect" with families of students. • Students continued to be supported with access to the Lexia reading intervention during the closure. • Access to Lexia Reading Online Resources were made available for teachers and parents to support student reading during the school closure. 	<ul style="list-style-type: none"> • Distribution of existing Lexia licenses to MID ISP classes this school year (2020-2021). • Monitoring of student reading improvement gains for students using Lexia reading intervention software in MID ISP classes.
<p>Goal Status: Monitor</p>	<p>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during COVID-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to COVID operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</p>	

MULTIPLE EXCEPTIONALITIES (ME) / DEVELOPMENTAL DISABILITY (DD)

SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p>Curriculum Teaching and Learning: A Focus on Assessment Practices</p> <p>By June 2021, 75% of secondary teachers will respond positively regarding the literacy learning engagement of students in their ME/DD Intensive Support Program (ISP) class.</p> <p>By June 2021, 75% of elementary teachers will respond positively regarding the numeracy learning engagement of students in their ME/DD ISP class.</p> <p>School & Classroom Leadership: Professional Learning, Collaboration and Engagement</p> <p>By June 2021, 75% of secondary teachers of the ME/DD ISP class will implement the use of Early Literacy Builder resource with students to address their functional literacy skills.</p> <p>By June 2021, 75% of elementary teachers of the DD/ME program will implement the use of EQUALS program to address the functional numeracy skills of their students and increase student engagement.</p> <p>Note: Target-specific data were not available in 2019-2020. There were cancellations due to labour sanctions and the pandemic; students were not in school and were learning virtually.</p>	<p>Pivot to support Access to Virtual Learning</p> <p>The following resources were created to support students access to virtual learning and to support parents and staff:</p> <ul style="list-style-type: none"> • Tip sheets (<i>High 5</i>) for staff in ME/DD ISP classes and primary classes to use and share with parents, providing interactive life skills activities for elementary ME/DD and primary students using core language (distributed weekly over 8 weeks from April to June). • A parent newsletter, <i>Parent Tips to Support ME Students in Secondary</i>, supporting parents during distance learning to reduce stress/anxiety for them and their child (distributed weekly over 5 weeks during April and May). • A Google site for parents of Grade 8 students transitioning to secondary based on their pathway to ease anxiety around this transition: https://sites.google.com/tcdsb.ca/meddtransitiontohighschool/home • A Google site for elementary and secondary teachers to access special education resources and activities (included planning for virtual learning focusing on life skills activities) to support students with special needs, including those in ME/DD ISP classes. • Multidisciplinary staff supported distance learning for ME/DD students. • Parents and students were supported throughout the summer in the ME/DD Summer program. • There was an emphasis on supporting students as they transitioned to school in the Fall. 	<ul style="list-style-type: none"> • Professional learning will be offered to elementary teachers of the ME/DD ISP class to support the continued implementation of the EQUALS program to address the functional numeracy skills of their students and increase student engagement. • Professional learning will be offered to elementary teachers of the ME/DD ISP class to support the continued implementation of the <i>MeVille to WeVille</i> program to address the literacy skills of their students and increase student engagement. • Resource staff to continue supporting the implementation of the Early Literacy Builder resource with students at the secondary level. • Tip sheets (<i>High 5</i>) for staff in ME/DD ISP classes and primary classes will be continued monthly.
<p>Goal Status: Monitor</p>	<p>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during COVID-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to COVID operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</p>	

REPORT BACK from 2019 - 2020*

*For this Exceptionality, the focus will be on Looking Ahead. The Looking Ahead from the AFSS 2019 has been revised for the 2020-2021 academic year.

PHYSICAL DISABILITY (PD)			
DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Identify the range of physical disability and the supports currently in place.</p> <p>Area for growth: To be determined by June 2021.</p>	<p>Curriculum Teaching and Learning: A Focus on Assessment Practices</p> <p>By Spring 2021, create a framework to support staff who work with students with the Physical Disability identification.</p> <p>The framework will focus on understanding the learning environments and profile of students with Physical Disabilities. It will set targets for June 2021 in support of full inclusion of students identified with the Physical Disability exceptionality.</p>	<p>Survey schools to identify the specific nature of the physical disability of students and the locally developed supports that are in place to assist them with the curriculum.</p> <p>Chronicle best practices currently in place to support students with Physical Disabilities.</p> <p>Provide professional development to build capacity in support of students with Physical Disability.</p>	<p>Central staff will:</p> <ul style="list-style-type: none">• Monitor effectiveness of professional learning. <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none">• Monitor inclusion of students with Physical Disability needs and their ability to access the curriculum as independently as possible. <p>Administrators will:</p> <ul style="list-style-type: none">• Monitor the implementation of IEP goals specific to the learning profiles of students with a Physical Disability. <p>Teachers will:</p> <ul style="list-style-type: none">• Monitor students using assessment for learning strategies
	<p>Curriculum Teaching and Learning: A Focus on Assessment Practices</p> <p>By June 2021, there will be full inclusion of students identified with Physical Disability through student-specific accommodations and assistive technology.</p>		
	<p>Professional Learning, Collaboration and Engagement</p> <p>By June 2021, there will be increased professional learning opportunities and sharing of effective practices to support students with Physical Disability identification.</p>		
<p>Goal Status:</p> <p>The report on goal status will be included in the AFSS Report Back 2020-2021.</p>			



A CATHOLIC SCHOOL GRADUATE IS EXPECTED TO BE:



A DISCERNING BELIEVER



AN EFFECTIVE COMMUNICATOR



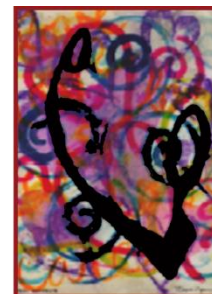
A REFLECTIVE, CREATIVE AND HOLISTIC THINKER



A SELF-DIRECTED, RESPONSIBLE, LIFELONG LEARNER



A COLLABORATIVE CONTRIBUTOR



A CARING FAMILY MEMBER



A RESPONSIBLE CITIZEN

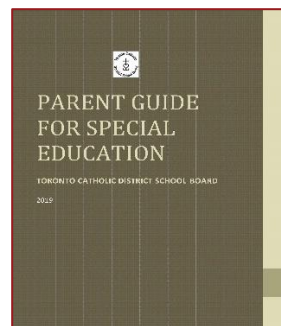
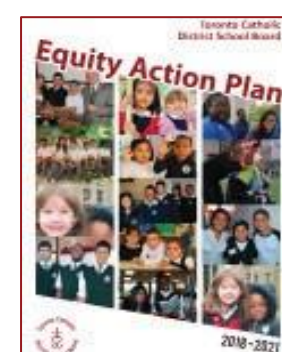
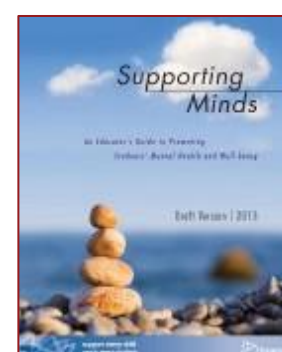
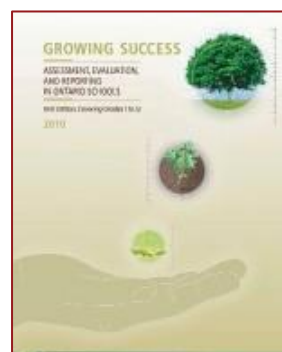
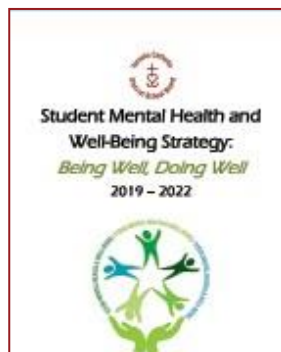
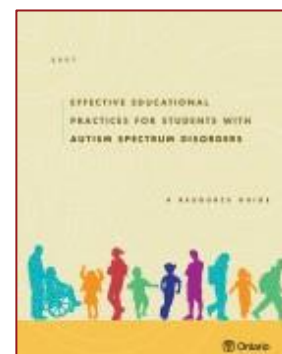
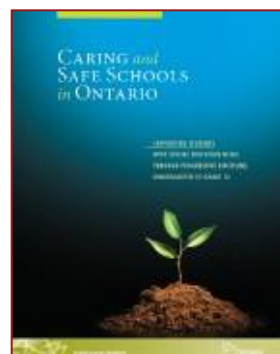
REPORT BACK from 2019 - 2020

MENTAL HEALTH (MH)

SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p>Student Engagement and Well-Being</p> <p>By June 2021, there will be an increase in positive responses regarding students' self-image or social-emotional competency (based on a range of questions):</p> <ul style="list-style-type: none"> Elementary – maintain positive range (78% to 88%). Secondary – from 71% - 83% range to 75% to 85% range. <p>By June 2021, there will be an increase in <i>Stop the Stigma</i> Mental Health and Well-being initiatives from 54 elementary schools.</p> <p>Professional Learning, Collaboration and Engagement</p> <p>By June 2021, there will be an increase in positive responses regarding staff well-being:</p> <ul style="list-style-type: none"> Workforce Census – 2019-2020 Baseline. 	<ul style="list-style-type: none"> Some target specific data were not available in 2019-2020. More detailed information on the Pandemic Response to supporting mental health and well-being may be found in the Annual Mental Health and Well-Being Report presented to the Student Achievement and Well-being Committee (January 2021) Distance Learning Student Survey results: <ul style="list-style-type: none"> Student Well-being focused question: Student Voice: Felt stressed or very stressed since March Break: <ul style="list-style-type: none"> Elementary 25%; Secondary 43% <i>Stop the Stigma</i> initiative expanded from 54 to 73 elementary schools 3285 staff participated in the TCDSB Workforce census online. Preliminary results indicate 60% of all staff reporting work-related stress. Professional Development (PD) on mental health offered to secondary educators during February 2020 <i>Leaders of Your Own Learning</i> (LOYOL) PD opportunity. Suicide awareness through <i>SafeTalk</i> offered to 240 staff members. A total of 120 team members were trained on suicide intervention skills. Delivered numerous live Mental Health PD sessions to staff including 150 Teaching and Learning Collaborative (TLC) team members, and 150 business leaders. 	<ul style="list-style-type: none"> <i>Stop the Stigma</i> Campaign will increase to expand to all Grade 6-12 St. Anne students. Mental health PD offered to various teams remotely including St. Anne educators, 100 team members will follow suicide awareness webinars, a total of 12 clinicians will be trained in suicide intervention skills. Continue to deliver PD on Staff Well-Being to secondary educators through LOYOL and through live sessions as well as pre-recorded webinars to be shared through the system.
<p>Goal Status: Monitor</p>	<p>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during COVID-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to COVID operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</p>	

ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES: RESOURCES

The following RESOURCES have informed our plan:





TORONTO CATHOLIC DISTRICT SCHOOL BOARD TRUSTEES 2020 – 2021

Wards

1. Joseph Martino, Chair	416-512-3401
2. Markus de Domenico	416-512-3402
3. Ida Li Preti	416-512-3403
4. Teresa Lubinski	416-512-3404
5. Maria Rizzo	416-512-3405
6. Frank D'Amico	416-512-3406
7. Michael Del Grande	416-512-3407
8. Garry Tanuan	416-512-3408
9. Norm Di Pasquale	416-512-3409
10. Daniel Di Giorgio	416-512-3410
11. Angela Kennedy	416-512-3411
12. Nancy Crawford, Vice-Chair	416-512-3412
Keith Andre Baybayon, Student Trustee	416-512-3413
Kathy Nguyen, Student Trustee	416-512-3417

Dr. Brendan Browne, Director of Education
Joseph Martino, Chair of the Board

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JANUARY 2021

2021 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 (P)	Student Achievement	<u>A.35 Accessibility Standards</u> Policy Metric	Associate Director Academic Services
3	February (P)	Student Achievement	<u>S. 19 External Research</u> Policy Metric	Associate Director Academic Services
4	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
5	May (A)	Student Achievement	Staffing Status Report for Next School Year	A.D. Facilities, Business, Community Development
6	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
7	June (P)	Student Achievement	<u>B.B.04 Smoke & Vapour Free</u> Policy Metric	Associate Director Academic Services
8	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start</u> Policy Metric	Associate Director Academic Services
9	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion</u> Policy Metric	Associate Director Academic Services
10	September	Student Achievement	<u>Community Advisory Committees</u> Report	Associate Director Academic Services
11	September (P)	Student Achievement	<u>T.07 Community Engagement</u> Policy Report	Director of Education
12	September	Student Achievement	<u>A.37 Communications</u> Policy Metric	Associate Director Academic Services
13	October (A)	Student Achievement	Student Trustees: Voices that Challenge- CSLIT	Associate Director Academic Services

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

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</u> and <u>S.S.02 Opening or Closing Exercises Policy Report</u> (combined)	Associate Director Academic Services
17	October	Student Achievement	Board Learning Improvement Plan (BLIP)	Associate Director Academic Services
18	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
19	November (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
20	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report ESLIT	Associate Director Academic Services
21	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services
22	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
23	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services
24	December	Student Achievement	<u>Staff CPIC Annual Report Including Financial Reporting</u>	Associate Director Academic Services

STUDENT ACHIEVEMENT AND WELL BEING

PENDING LIST TO FEBRUARY 4, 2021

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	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
2	Jan-2021 Student Achievement	Mar-21	Student Achievement	That Staff come back to Student Achievement in March with a report on what resources can be made available to further support LGBTQ Students, during and after the pandemic (Mental Health and Well-Being Annual Report 2019-2020)	Associate Director of Education, Academic Services
3	Jan-2021 Student Achievement	TBD	Corporate Services	1. That staff bring back a report with a revised 2020-2021 Renewal Plan in the Spring of 2021 following announcement of CVRIS funding allocations; and 2. That a report be submitted to Board on the findings of the consultant (Renewal Plan 2020-2021 and Three-Year Forecast (All Wards))	Associate Director of Facilities, Business & Comm. Dev.