

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

AGENDA March 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

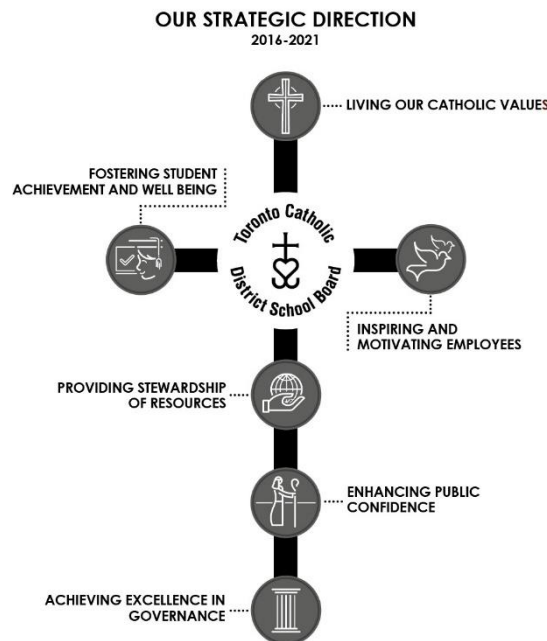
Ida Li Preti
Trustee Ward 3

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, March 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 February 4, 2021 for Public Session	1 - 23
10. Delegations	
10.a. Stephanie De Castro regarding June 2021 as Pride Month in all	24

Toronto Catholic District School Board Schools

10.b.	Amanda Kirpaul regarding School Class Sizes during COVID Junior Kindergarten/Senior Kindergarten	25
10.c.	Lori Campbell regarding Junior Kindergarten/Senior Kindergarten Mask Mandate	26
10.d.	Karen Ratcliffe regarding Masking of Junior Kindergarten/Senior Kindergarten in Toronto Catholic District School Board	27
10.e.	Jasmine Kordic regarding Masks	28 - 29
11.	Presentations	
12.	Notices of Motion	
13.	Consideration of Motions for which previous notice has been given	
14.	Consent and Review	
15.	Unfinished Business	
16.	Matters referred or deferred	
	<u>From the February 18, 2021 Regular Board Meeting</u>	
16.a.	Staffing at St. Anne Catholic Academy, School of Virtual Learning	30 - 34
17.	Staff Reports	
17.a.	Return to School Update (Information)	35 - 38
17.b.	Progress on Anti-Black Racism and Anti-Indigenous Racism Motion (Information)	39 - 51
17.c.	Response to Motion regarding Identification, Placement and Review Committee (IPRC) Form (Recommendation)	52 - 56
17.d.	Report to Support 2SLGBTQ+, Marginalized Students and Other Students In Need (Information)	57 - 72

17.e.	Report Recommending the Appointment of Trustees for the 2SLGBTQ+ Advisory Committee (Recommendation)	73 - 75
18.	Listing of Communications	
19.	Inquiries and Miscellaneous	
20.	Updating of Pending List	
20.a.	Annual Calendar of Reports and Policy Metrics	76 - 77
20.b.	Monthly Pending List	78
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, FEBRUARY 4, 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
L. DiMarco
K. Dixon

C. Fernandes
G. Iuliano Marrello
L. Latham
P. Matthews
M. Meehan
R. Peterson
S. Vlahos
J. Wujek

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

External Guest: A. Robertson, Parliamentarian

5. Roll Call and Apologies

Trustee Del Grande was not in attendance due to Board-approved leave of absence.

6. Approval of the Agenda

MOVED by Trustee Lubinski, seconded by Trustee Martino, that the Agenda, as amended to include the Addendum, be approved.

The Motion was declared

CARRIED

7. Report from Private Session

MOVED by Trustee Lubinski, seconded by Trustee Martino, that the following report from the PRIVATE Session be received as follows:

In PRIVATE Session – Approved Minutes of meeting held January 14, 2021 and dealt with a report relating to hiring practices.

Trustee Rizzo had declared an interest in the abovementioned Item – refer Item 8.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Di Giorgio

The Motion was declared

CARRIED

Trustee Rizzo did not vote/respond.

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

8. Declarations of Interest

In PRIVATE Session, Trustee Rizzo declared an interest in an Item dealing with hiring practices as she has a family member who is an employee of the Board. Trustee Rizzo did not vote nor participate in discussions regarding that Item.

In PUBLIC Session, there were none.

9. Approval and Signing of the Minutes of the Meeting

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that the Minutes of the Meeting held January 14, 2021 for PUBLIC Session be approved.

The Motion was declared

CARRIED

10. Delegations

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

- 10a) Paolo De Buono regarding June 2021 as Pride Month in All Toronto Catholic District School Board Schools** that this Item be referred to the 2SLGBTQ+ Advisory Committee.

MOVED in AMENDMENT by Trustee Lubinski that the Item also be referred to the Institute of Catholic Education and the Archdiocese.

The Chair ruled the AMENDMENT out of order.

MOVED in AMENDMENT by Trustee Lubinski that the Item be referred to Staff. There was no seconder.

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

In Favour

Opposed

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

The Motion to Refer was declared

CARRIED

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

- 10b) Jennifer Di Francesco, Catholic Parent Involvement Committee (CPIC) Ward 1 Representative, regarding S.10 Regulation 1.iii withdrawn as per delegate's request.**

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

10c) Rushan Paramanatham regarding Supporting Changes to Regulation 10 of Student Trustee Policy T.02 received.

Trustee Kennedy joined the Zoom meeting at 7:39 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Lubinski

The Motion was declared

CARRIED

Trustee D'Amico did not vote/respond.

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

MOVED by Trustee Di Pasquale, seconded by Trustee de Domenico, that Item 10d) be adopted as follows:

10d) Samantha Adebija and Garth Neilson regarding Black Achiever Initiative received and referred to Staff.

MOVED by Trustee Rizzo, seconded by Trustee de Domenico, that the Item be referred to the African Canadian Advisory Committee and that a report come back to the Board indicating how a partnership can be implemented and operationalized.

Results of the Vote taken on Referral, as follows:

In Favour

Opposed

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

The Motion to Refer was declared

CARRIED

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

MOVED by Trustee de Domenico, seconded by Trustee Di Pasquale, that Item 10e) be adopted as follows:

- 10e) Stephanie De Castro regarding Re-evaluation of Student Trustee Guidelines to Include Students of Non-Roman Catholic Faith** received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Lubinski

The Motion was declared

CARRIED

Trustee D'Amico did not vote/respond.

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

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

- 10f) Shania Manthu regarding Supporting Changes to Regulation 10 of Student Trustee Policy received.**

Results of the Vote taken, as follows:

In Favour

Opposed

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

Lubinski

The Motion was declared

CARRIED

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

MOVED by Trustee Lubinski, seconded by Trustee Martino, that Item 10g) be adopted as follows:

- 10g) Joseph Markson, Catholic School Parent Council, Father John Redmond, regarding Opposing Changes to Regulation 10(1) of Student Trustee Policy T.02 received and referred to 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.

MOVED by Trustee Martino, seconded by Trustee Lubinski, that Item 10h) be adopted as follows:

- 10h) Eric Guy regarding Pride Month and Pride Flag for June 2021 in all Toronto Catholic District School Board Schools** received and referred to Staff.

Trustee Li Preti requested that the Question be split.

Results of the Vote taken on Receipt, as follows:

In Favour

Opposed

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

Di Pasquale

The Motion of Receipt was declared

CARRIED

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

Results of the Vote taken on Referral, as follows:

In Favour

Trustees Crawford
D'Amico
Di Giorgio
Kennedy
Lubinski
Martino
Tanuan

Opposed

de Domenico
Di Pasquale
Li Preti
Rizzo

The Motion to Refer was declared

CARRIED

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

The Chair declared a 10-minute recess.

The meeting resumed with Trustee Tanuan in the Chair, with the Attendance list remaining unchanged.

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

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

13a) From Trustee de Domenico regarding Changes to Regulation 10 (1) of Student Trustee Policy T.02:

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 Toronto Catholic District School Board (TCDSB) 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; and

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.

Results of the Vote taken, as follows:

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

The Motion was declared

FAILED

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) 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;
- 16b) Toronto Catholic District School Board Outdoor Education - Trustee Rizzo;
- 17a) Return to School Update Report - Trustee Kennedy; and
- 18a) Council of Medical Officers of Health (COMOH) regarding Safe Return to School is an Essential Priority - Trustee Kennedy

MOVED by Trustee Crawford, seconded by Trustee Martino, 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) External Research Conducted in the Toronto Catholic District School Board (TCDSB) - Policy S.19 February 2021 Update;
- 17c) Accountability Framework for Special Services Report Back 2019-2020;
- 20a) Annual Calendar of Reports and Policy Metrics; and
- 20b) Monthly Pending List

16. Matters Referred or Deferred

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

- 16a) Inquiry from Trustee Di Pasquale regarding the Implementation of Anti-Black and Indigenous Motion passed at the June 2020 Regular Board meeting** received.

MOVED by Trustee Kennedy, seconded by Trustee Rizzo, that the Item be referred to staff for a report to come back to the March 4, 2021 Student Achievement and Well-Being, Catholic Education and Human Resources Committee Meeting.

Results of the Vote taken on Referral, as follows:

In Favour

Opposed

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

The Motion to Refer was declared

CARRIED

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

Time for business expired.

MOVED by Trustee Rizzo, seconded by Trustee Di Giorgio, that time be extended, as per Article 12.6, to complete the Agenda.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees D'Amico
de Domenico
Di Giorgio

Crawford
Lubinski

Di Pasquale
Kennedy
Li Preti
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 Li Preti, that Item 16b) be adopted as follows:

16b) Toronto Catholic District School Board Outdoor Education 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.

17. Staff Reports

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that Item 17a) be adopted as follows:

17a) Return to School Update received.

Time for business expired.

MOVED by Trustee Rizzo, seconded by Trustee Di Giorgio, that time be extended, as per Article 12.6, to complete the debate on the Item.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Crawford

The Motion was declared

CARRIED

Trustee Kennedy did not vote/respond.

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

MOVED in AMENDMENT by Trustee Di Giorgio, seconded by Trustee Lubinski, that:

WHEREAS: There are 64 Guidance Counsellors at the secondary level of our Board, and there is a disparity in the distribution between virtual and in person; and

WHEREAS: Administrators were reallocated to address an imbalance in the number of students enrolled in virtual learning in the past.

BE IT RESOLVED THAT: The Guidance Department focused solely on St. Anne's academy virtual students be supplemented with an additional 4FTE (Full-time Equivalent).

Time for business expired.

Time was extended, as per Article 12.6, to complete the debate on the Item, and approved as follows.

In Favour

Trustees Di Giorgio
Di Pasquale
Lubinski
Martino
Rizzo
Tanuan

Opposed

Crawford
Li Preti

The Motion was declared

CARRIED

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

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

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that the Motion, as amended, be referred to Staff for a report to come back to the February 18, 2021 Regular Board meeting.

Results of the Vote taken on Referral, as follows:

In Favour

Opposed

Trustees Crawford
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion to Refer was declared

CARRIED

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

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

18. Listing of Communications

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

- 18a) Council of Medical Officers of Health (COMOH) regarding Safe Return to School is an Essential Priority** that this Item be referred to the next available meeting.

Results of the Vote taken on Referral, as follows:

In Favour

Opposed

Trustees Crawford
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion to Refer was declared

CARRIED

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

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

21. RESOLVE into FULL BOARD to Rise and Report

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

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

23. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

Student Trustee 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	Stephanie De Castro	
Committee	Student Achievement and Well-Being Catholic Education Human Resources	
Date of Presentation	3/4/2021	
Topic of Presentation	June 2021 as Pride Month in all TCDSB Schools	
Topic or Issue	Recognition of Pride Month	
Details	I believe that following the TCDSB Equity Action Plan, June 2021 should be recognized as Pride Month. To empower students enrolled in the board, and to represent a more safe and welcoming environment for all students and staff. I feel it is a need to have this inclusivity and representation in our board.	
Action Requested	To recognize June 2021 as Pride Month in our schools.	
I am here as a delegate to speak only on my own behalf	<input type="checkbox"/> Yes	
I am an official representative of the Catholic School Parent Committee(CSPC)	<input type="checkbox"/>	
I am an official representative of student government	<input type="checkbox"/>	
I am here as a spokesperson for another group or organization	<input type="checkbox"/>	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	2/8/2021	



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	Amanda Kirpaul	
Committee	Student Achievement	
Date of Presentation	3/04/2021	
Topic of Presentation	School class sizes during covid JK/SK	
Topic or Issue	Worried about social distancing, with up to 29 children in a classroom specially JK and SK	
Details	<p>After coming out of lockdown, I find out that 2 more students will be joining JK/SK class, making it 27 students. I am told that since we are not in "hot" spot the JK/SK can go up to 29 students. Bishop Macdonell is downtown Toronto - isn't that a "hot" zone?</p> <p>I am a concern parent and I am not only concerned about the students but the teachers well being.</p>	
Action Requested	<p>To start asking ourselves, why we think it is okay after coming out of a lockdown for covid, to have large class sizes. Is this prudent. I woul like us to reach deep down and start questioning the status quo.</p> <p>Can we hire a new teacher?....If not, what can we do? Should we just wait and hope nothing happens. Maybe someone will be able to tell me that this is safe and they would put their child/children in a large size class and not question it. Specially during a pandemic where social distancing matters.</p>	
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		
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		
Submittal Date	2/16/2021	



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

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COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. ____

Public Session

Private Session

Three (3) Minutes

Name	Lori Campbell	
Committee	Student Achievement	
Date of Presentation	3/04/2021	
Topic of Presentation	Jk/SK Mask Mandate	
Topic or Issue	Masks	
Details	Their guidance is now, "for elementary school students, there was a lack of consensus around a masking recommendation, but most agreed that in areas of moderate to high community transmission, NMMs should be recommended in this age group.	
Action Requested	No masks for JK/SK as per sick kids recommendations	
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 br>	
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	2/16/2021	



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

For Board Use Only

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

Delegation No. ____

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

PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED

Name	Karen Ratcliffe	
Committee	Regular / Special Board	
Date of Presentation	2/18/2021	
Topic of Presentation	Masking of JK/SK in TCDSB	
Topic or Issue	Masking of JK/SK in TCDSB schools. Sick Kids have updated their guidance as it relates to School Operation during the Pandemic. Top doctors from Ontario's major healthcare centers explicitly state that they do not recommend kindergarten children be masked in schools.	
Details	<p>The guidance from Sick Kids is now "for elementary school students, there was a lack of consensus around masking recommendation, but most agreed that in areas of moderate to high community transmission, NMMs should be recommended in this age group. There was agreement that masking should not be mandated in kindergarten". This recommendation can be found in the section "Considerations for the Safe Continued Operation of Schools", subsection 5.</p> <p>These guidelines have also been endorsed by Children's Hospital of Eastern Ontario (CHEO) and The Kingston Health Sciences Centre (KHSC).</p>	
Action Requested	Please use this opportunity to updated TCDSB/s initial masking mandate and remove the expectation for kindergarten students to wear masks in school. The website should be updated and directives to staff should be communicated as soon as practical.	
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	2/17/2021	



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	jasmine kordic	
Committee	Student Achievement	
Date of Presentation	3/04/2021	
Topic of Presentation	no masks for children jk to grade 3 and no masks while playing and doing physical activity	
Topic or Issue	Masks,	
Details	The Who top health experts do not recommend masks for children under 5. All children should not be wearing masks while playing or doing physical activity it compromises their breathing, this is also stated by the Who.	
Action Requested	We must protect our children from compromising their health and follow recommendations from The Who. According to Sick Kids hospital, our children are suffering more from Covid 19 mental health symptoms. Kids who are infected typically don't become very sick. they don't need masks, they need to wash their hands and top touching their faces with masks on!	
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)		
I am an official representative of student government		
I am here as a spokesperson for another group or organization	jasmine kordic	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	2/17/2021	



REPORT TO

REGULAR BOARD

STAFFING AT ST. ANNE CATHOLIC ACADEMY, SCHOOL OF VIRTUAL LEARNING

Where there is no guidance, a nation falls, but in an abundance of counselors there is safety. Proverbs 11:14

Created, Draft	First Tabling	Review
February 15, 2021	February 18, 2021	Click here to enter a date.

Michael Caccamo, Superintendent of Nurturing Our Catholic Community; Continuing Education; Safe Schools; St. Anne Catholic Academy, School of Virtual Learning
 Adrian Della Mora, Executive Superintendent of Human Resources and Employee Relations
 Lori DiMarco, Superintendent of Curriculum Leadership & Innovation; Academic ICT; St. Anne Catholic Academy, School of Virtual Learning
 Maria Meehan, Superintendent of Special Services

RECOMMENDATION REPORT

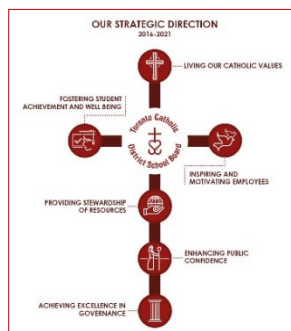
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Brendan Browne, PhD
 Director of Education

D. Koenig
 Associate Director
 of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report provides information relating to the design and ongoing refinement of St. Anne Catholic Academy during the COVID pandemic. It speaks to the various supports in place at St. Anne to address student needs as the TCDSB simultaneously plans for an eventual full return to brick-and-mortar instruction.

The cumulative staff time required to prepare this report was 43 hours.

B. PURPOSE

This report is offered in response to a motion at the February 3, 2021 Student Achievement and Well-Being, Catholic Education and Human Resources Committee.

C. BACKGROUND

1. At the February 4, 2021 committee meeting, the following motion was passed in response to the Return to School Update (item 17a).

WHEREAS: There are 64 guidance counsellors at the secondary level of our Board and there is a disparity in the distribution between virtual and in person.

WHEREAS: Administrators were reallocated to address an imbalance in the number of students enrolled in virtual learning in the past.

BE IT RESOLVED THAT: The guidance department focused solely on St. Anne's academy virtual students be supplemented with an additional 4FTE.

2. This motion arose from inquiries related to the supports in place for the mental health and well-being of the students at St. Anne Catholic Academy.
3. St. Anne Catholic Academy was designed as a temporary solution in response to the pandemic and parent and student needs. The goal was to ensure system staffing requirements were in place to meet the needs of all

students with the contingency of being ready for an uncertain but eventual full return to a brick-and-mortar school delivery model. As such, the TCDSB elected to leave Guidance Counsellors and other employee group allocations status quo in the brick-and-mortar schools and have them carry out their services to their assigned students in both brick-and-mortar and remote (St. Anne) settings.

4. Ongoing challenges associated with this pandemic have required Board staff to implement additional strategic supports to address evolving student needs.

D. EVIDENCE/RESEARCH/ANALYSIS

1. In addition to the classroom staffing, St. Anne was assigned these additional allocations, dedicated solely to supporting the students in the school:
 - 4 Secondary Guidance Counsellors
 - 1 Autism Support Teacher
 - 1 Secondary Special Education Teacher
 - 1.5 K-12 Social Workers
 - 1.5 K-12 Speech & Language Pathologist
 - 1 Elementary Assessment & Programming teacher
 - 1 K-12 Assistive Technology teacher
 - 1 K-12 Psychologist
2. Key brick-and-mortar staff who are also supporting St. Anne, include all:
 - Elementary Guidance Counsellors
 - Secondary Guidance Counsellors
 - Central Guidance Resource Teachers
 - K-12 Special Education Resource Teachers
 - K-12 ESL Teachers
 - Secondary Chaplaincy Team Members
 - Secondary Program & Assessment teachers
 - Elementary Assessment & Programming teachers
 - Social Workers
 - Mental Health Practitioners
3. All staff continue to be provided with School Mental Health Ontario (SMHO) resources supported by regular check-ins with SMHO by the TCDSB Mental Health Lead. Education Assistants, Child and Youth

Workers, elementary and secondary teachers have received system in-services on mental health and well-being.

4. Plan of Care for St. Anne Students:
 - designed by the Special Services Department;
 - shared by St. Anne administrators with St. Anne Staff;
 - shared with brick-and-mortar school administrators so that they are aware of their role in supporting students;
 - includes “ONE-CALL” approach for educators to support meeting student needs (Observe, Notice, Explore, Connect, Ask, Listen, Link);
 - elaborates on the “Link” component of the “ONE –CALL” approach and provides staff with next steps when dealing with an emergency involving a student in crisis;
 - included educators receiving clear direction on the process of linking students to home-school support staff such as Guidance Counsellors, Social Workers and Psychologists.
 - includes services that are provided remotely, with parental permission where required.
5. Through Chaplaincy, we continue to provide students with the ongoing availability of resources and supports (liturgies, prayers, reflections, and chaplaincy) to promote pastoral care, faith formation, and faith animation.
6. Through Catholic Student Leadership, we continue to engage students in Catholic social justice issues, faith formation and animation, wellness and leadership development opportunities during various student-led virtual experiences (i.e. CSLIT, ECSLIT).
7. Based on a review of quadesters 1 and 2 service levels at St. Anne, Senior Staff initiated planning to add 4 additional staff: 2 guidance counsellors and 2 credit recovery teachers.
8. Respectful of budgetary pressures and as a result of deliberate additional supports, Senior Staff are confident that the current staffing plan at St. Anne meets student needs.

D. METRICS AND ACCOUNTABILITY

Key central departments align their work to monitor and respond to St. Anne student and staff needs. The Director of Education and Associate Director of Academic Affairs provide oversight to the process and offer regular updates to trustees via a return to school report.

E. STAFF RECOMMENDATION

Staff recommend that plans already in progress continue for the addition of the following staff to St. Anne Catholic Academy, School of Virtual Learning, to address additional needs:

- 2 Secondary Guidance Counsellors, and
- 2 Secondary Credit Recovery Teachers



REPORT TO

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

RETURN TO SCHOOL UPDATE

*"I can do all things through him who strengthens me."
Philippians 4:13*

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

- Barbara Loporati, 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
- Shazia Vlahos, Chief of Communications and Government Relations
- 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:

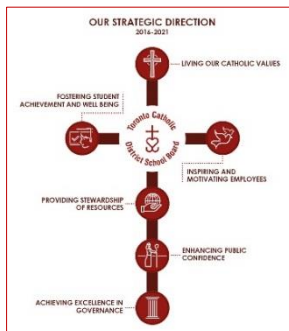
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S. Camacho
Acting Associate Director of Facilities, Business and Community Development



A. EXECUTIVE SUMMARY

The last update to the Reopening Action Plan was submitted to the February 18, 2021 Board meeting for information and consideration. This report provides additional information concerning items occurring since that time. The Reopening Action Plan is updated as necessary and is available on the TCDSB website. Key updates and strategies are provided for consideration.

A survey on the effectiveness and use of plexiglass barriers is proposed, through school Principals, in response to a Trustee question at February Board.

Efforts to keep technology supplied to students is ongoing.

TCDSB schools will continue to follow safety measures and guidance from Toronto Public Health as 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

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

Ventilation

1. In addition to the 2300 HEPA purifiers that have been provided to schools with no mechanical or only partial mechanical ventilation systems, ***a second round of 3,000 purifiers are being delivered on a system wide basis*** for all Special Needs classrooms, specialty spaces, main offices and staff rooms.
2. Head Caretakers have been advised that ***HEPA purifiers are to be left on at all times.***
3. ***The second cycle of changes utilizing MERV 13 filters for Air Handling Unit's (AHU's) are near completion.*** There are two remaining cycles scheduled. All mechanical HVAC systems were upgraded to MERV 13 filters in the fall.
4. ***Staff continue to work toward implementing further air quality improvements and initiatives as directed by the Board of trustees last week.*** In addition to the above immediate work, these include medium to long-term strategies such as continuing to study air flow and patterns of window operation, ensuring HVAC systems are balanced and working optimally, reviewing existing exhaust fans and components, and reviewing further improvements to windows design and operation.

Plexiglass Student Barriers

4. ***In response to a Trustee question at the Feb. 18 Board meeting regarding best approach to survey schools with plexiglass, we propose use of Microsoft Forms with a pre-populated series of questions to be used by the school Principal.*** The questions include indication of response as staff or on behalf of student, name of school (1 of 90 with plexiglass), list concerns if any about plexiglass use, whether they support continued use of plexiglass and a box for additional comments. Survey can remain open for 2 weeks to ensure staff and families can respond. Following the deadline, the responses will be gathered and collated. The findings can be presented in a Return to School report.
5. ***Distribution of plexiglass student barriers to remaining school communities has been suspended*** pending the outcome and recommendations of the above survey.

Technology

6. ***Orders continue to flow, supply levels are running low, and additional devices are being purchased.*** An initial purchase for 2,000 Chromebooks has been

made on an emergency basis using the additional ministry funding for technology to stabilize supply levels and subsequent purchases will follow.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. *Communications have been shared with all staff and families centrally related to a new variant in school settings and reminders from TPH about remaining vigilant in practicing health and safety measures.*

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

PROGRESS ON ANTI-BLACK RACISM AND ANTI-INDIGENOUS RACISM MOTION

“There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus” Galatians 3:28

Created, Draft	First Tabling	Review
February 9, 2021	March 4, 2021	Click here to enter a date.

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

Adrian Della Mora – Executive Superintendent of Human Resources

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

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A. EXECUTIVE SUMMARY

Combatting racism has been a priority for the TCDSB, but the incidents in the United States in May 2020 heightened the Board's awareness and urgency to take action focusing more specifically on anti-Black racism and anti-Indigenous racism. At the June 18, 2020 Student Achievement and Well-Being Committee meeting, a motion was put forward containing 19 resolutions aimed at dismantling anti-Black racism and anti-Indigenous racism, 18 of which were passed. This report, based on a February 4, 2021 Student Achievement and Well-Being Committee meeting response to the inquiry on the motion, will outline the progress made on all 18 resolutions.

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

B. PURPOSE

1. This report provides the current progress of each of the 18 resolutions passed as part of the motion from the June 18, 2020 Student Achievement and Well-Being Committee meeting. *(See Appendix A)*

C. BACKGROUND

1. Anti-Black racism, anti-Indigenous racism, and racism in general have had a significant and traumatic impact in Canada and throughout its history.
2. The events in the U.S. that took place in May 2020 had a significant impact in Canada and the rest of the world, emphasizing the urgency for increased efforts in combatting anti-Black racism and anti-Indigenous racism, both at the local and the international level.
3. Arising from the June 18, 2020 Student Achievement and Well-Being Committee Meeting, a motion was put forward containing 19 resolutions aimed at dismantling anti-Black racism and anti-Indigenous racism through the implementation of various initiatives, the provision of professional learning opportunities and resources, and the review and reformation of practices, guidelines, and policies at the TCDSB. In total, 18 resolutions were passed.
4. At the February 4, 2021 Student Achievement and Well-Being Committee meeting, a response was provided to an inquiry regarding the June 18, 2020

Student Achievement and Well-Being Committee meeting motion regarding anti-Black racism and anti-Indigenous racism.

5. Consequently, the response was referred to Staff for a written report to come to the March 4, 2021 Student Achievement and Well-Being Committee meeting.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The Anti-Racism Act (2017) has mandated the collection of identity-based student data in order to provide evidence regarding disparities and disproportionalities facing Black, Indigenous, and other marginalized communities. The collection must be completed by 2023.
2. Community Advisory Committees have advised the Board that action must be taken to address issues of systemic racism. These committees have been regularly consulted, and where appropriate, involved in the implementation of initiatives.
3. Appendix A of This report provides the current progress of each of the 18 resolutions passed as part of the motion from the June 18, 2020 Student Achievement and Well-Being Committee meeting.

E. METRICS AND ACCOUNTABILITY

1. Given the majority of resolutions that were passed are aligned with the existing TCDSB Equity Action Plan, and to ensure consolidation of equity initiatives in one report, the progress of these resolutions will be included in a year-end report on the status of the TCDSB Equity Action Plan.
2. The progress of those resolutions not connected to the TCDSB Equity Action Plan 2018-2021 will be included as an addendum in the year-end report referred to above.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Resolution	Connection to TCDSB EAP	Status
<p>1. Staff prepare a report outlining strategies to make hiring more racially representative (both locally and centrally) which acknowledges how important it is for students to be able to see themselves reflected in different fields and positions of leadership</p>	<p>Leadership, Governance, and HR Practices (LGHR) Priority Action #2</p>	<ul style="list-style-type: none"> • Regularly scheduled meetings between Senior HR and Senior Equity staff to discuss and implement priority recruitment strategies and track progress metrics. • Interview preparatory sessions offered to all candidates with a deliberate invitation to visible minority candidates. • Job applications have been reviewed with an equity lens. • Ability for candidates to self-identify as a member of an employment equity group is included on all job applications and this information informs progress update discussions. • A diversity statement has been included on all job postings. • All departments have been informed that equity and diversity goals are to be considered in all hiring decisions. • Implicit bias training for interview panelists (all principals) taking place in March 2021. • Discussions have taken place to ensure having culturally diverse interview panel members. • Review of interview questions for cultural sensitivity will be taking place.

		<ul style="list-style-type: none"> • Active discussions occurring with Faculties of Education to promote equity in program admission. • Steps have been taken to form a TCDSB Academic/Business Visible Minority Leader Committee designed to flag leadership disablers and propose ways to proactively identify and cultivate diverse leaders early in their careers. • Deliberately include TCDSB business leaders in diversity training sessions to enhance their leadership efficacy and awareness. • Process to begin regarding a revision/update of the current TCDSB Employment Equity Policy (H.M. 11).
<p>2. Disaggregated race-based student data collection be initiated so that the TCDSB knows the issues BIPOC students face and has numbers on representation</p>	<p>LGHR Priority Action #3</p> <p>School and Classroom Practices (SCP) Priority Action #6</p>	<ul style="list-style-type: none"> • Equity dept is collaborating closely with the Research dept. • Consultations have taken place with Legal Counsel, Privacy Officer, and IT team. • Counterparts at several Ontario Catholic district school boards have been consulted in order to be more closely aligned. • Funding recently approved by the Equity Secretariat to be used for a part-time Project Coordinator. • Aim to launch pilot collection with all Gr.9 students in the spring of 2021. • Target of September 2021 to roll out Gr.3-12 or K-12 collection of data.

<p>3. The School Resource Officer (SRO) program be reviewed as part of the aforementioned race-based student data collection in order to determine whether the program has fulfilled its mandate</p>	<p>Not in EAP</p>	<ul style="list-style-type: none"> • SRO Program does not exist anymore. • School Engagement Team (SET) Program has replaced the SRO Program. • More regarding the SET Program in Resolution #18.
<p>4. The effectiveness, equity, and outcomes of the overall practice of streaming be reviewed as part of the aforementioned race-based student data collection</p>	<p>LGHR Priority Action #3</p> <p>SCP Priority Action #6</p>	<ul style="list-style-type: none"> • This analysis will take place once data collection has been completed.
<p>5. The Chair of the Board, in collaboration with staff and the Board of Trustees, send a letter to the Minister of Education encouraging the revision of the curriculum to better incorporate Black and Indigenous histories and topics</p>	<p>Not in EAP</p>	<ul style="list-style-type: none"> • Completed in July 2020.
<p>6. Mandatory bi-annual anti-racism training for all teachers, administrators, and staff be put in place which helps break down the racial barrier between themselves and students and facilitates an understanding of BIPOC topics</p>	<p>SCP #1, 4</p>	<ul style="list-style-type: none"> • In August 2020, approximately 120 staff members participated in the Ontario Federation of Indigenous Friendship Centre's Trauma Informed Education sessions. Staff who were put on a waiting list (about 80 staff) will be offered the opportunity to take the sessions in April 2021, while those who enrolled in the first session will be able to take cycle 2 in April 2021.

		<ul style="list-style-type: none"> • First mandatory training took place during the September 2020 PD days, with one day focused on anti-racism, systemic racism, anti-Black racism, and decolonization. • Equity professional learning is a standing item on weekly Education Council meetings. Topics have included implicit bias, microaggressions, and the importance of talking about race. Currently, Education Council is engaged in a book study of “White Fragility” by Robin DiAngelo. • Anti-Racism PD conducted with SS VPs, social work staff, and teachers in the New Teacher Induction Program (NTIP). • Approximately 100 teachers enrolled in Indigenous Education AQ courses fully funded by the board’s Indigenous funding. • PD on culturally responsive learners, privilege, and anti-racism took place with approximately 550 teachers at St. Anne’s Catholic Academy, School of Virtual Learning. • Equity Book Club has attracted over 100 staff across the system. The books “White Fragility” by Robin DiAngelo and “So You Want to Talk About Race” by Ijeoma Oluo have been read and discussed. • A Connections and Conversations series was launched with about 100 staff attending the first session on anti-racism and anti-Black racism and another 100 staff attending the second session on residential schools.
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		<ul style="list-style-type: none"> Multiple African Canadian Heritage Month activities and events have attracted thousands of students and staff covering a range of topics tackling anti-Black racism. Guest presenters have included Dr. Carl James, Natasha Henry, Maestro Fresh Wes, Kathy Grant, and former TCDSB Superintendent Bernice Brand.
7. The TCDSB allocate funding in the upcoming budget process towards the purchase of books that support culturally responsive and relevant pedagogy and are written by Black, Indigenous and other diverse ethnic authors	SCP #2	<ul style="list-style-type: none"> Equity funds allocation done annually based on demographics. EPAN (Equity/Poverty Action Network) Schools are also beneficiaries of additional resources. Funding has been provided to schools to assist with Indigenous Education books and resources. Bibliography of diverse authors and themes to support schools in progress.
8. Staff create resources for teachers to tackle racism in the classroom and initiate discussions	SCP #2	<ul style="list-style-type: none"> “The Ark” equity website and newsletter created for staff. First ever Remembrance Day: Through an Afrocentric Lens – looking at the contributions of Black military service people and their experiences with racism. This included a centrally-organized liturgy and a webinar, but the initiative encouraged every teacher in the system to teach this perspective.

		<ul style="list-style-type: none"> • Research 101 culturally relevant and responsive pedagogy training has been offered to numerous teachers in EPAN schools. • A Mindfulness and Christian Meditation series focused on Building Inclusive Classrooms through an Anti-Racism Lens attracted 30 teachers across the board. • An Anti-Racism Conference for staff and students is being offered in May 2021. • Multiple equity webinars organized by CSLIT and the Equity dept have been presented to students.
9. A communication be sent to all teachers with a specific focus on those who deal with racial justice-related texts (ex. English teachers) in order to educate them on why they should not use racial slurs in the classroom regardless of whether they are written in a text	SCP #2	<ul style="list-style-type: none"> • Communication sent to all staff in November 2020. • Library Collections guidelines and English/French text guidelines are currently being finalized. • Consultations with various central resource staff and English dept heads have taken place on the guidelines. • Community advisory committees will be consulted.
10. Staff create mental health resources catered specifically to the unique experiences of BIPOC students	SCP #11	<ul style="list-style-type: none"> • Equity, Nurturing our Catholic Community (NCC), Safe Schools and Special Services depts have collaborated on resources. • Equity, Mental Health, NCC, and Safe Schools websites will be updated with resources

		<p>specific to racially marginalized students and families.</p> <ul style="list-style-type: none"> • Equity, NCC, and Safe Schools depts launched a webinar series on Christian Meditation and Mindfulness to build safe and inclusive classrooms.
<p>11. TTC tickets be provided to students attending Catholic Student Leadership Impact Team (CSLIT) General Assembly meetings in order to increase accessibility and ensure a diverse range of voices can be heard</p>	<p>Not in EAP</p>	<ul style="list-style-type: none"> • Budget Services and Transportation will be contacted when in-person meetings resume. • No foreseen difficulties.
<p>12. The TCDSB engage with a multitude of relevant community organizations, including but not limited to the Taibu Community Health Centre, Trust 15, the Harriet Tubman Community Organization, and CAFCAN, in a more meaningful way to ensure that students have access to their immensely beneficial and life-changing resources</p>	<p>Not in EAP</p>	<ul style="list-style-type: none"> • Existing partnership with Trust 15 • Proposals and partnerships are being considered with Canadian Alliance of Black Educators, Stolen From Africa, TAIBU's PLUG Project, One Voice One Team, and Delta's SNAP program. • Working with Power to Girls. Online programming has been offered to schools in marginalized communities, as well as assistance and support for those affected by COVID. • Community Relations Officers continue their connection to these agencies and organizations

<p>13. The TCDSB make an official commitment to tackling anti-Black racism given that the word “Black” was not mentioned a single time in the TCDSB Equity Action Plan</p>	<p>Not in EAP</p>	<ul style="list-style-type: none"> • Communication released from the Director’s Office regarding the board’s commitment to dismantling anti-Black racism. • A “Dismantling ABR Strategy” is in the process of being created. • Working with the African Canadian Advisory Committee and Research dept to conduct virtual focus groups with all TCDSB stakeholders in the Black community to help inform the strategy. Student focus groups are close to completion. • See other initiatives previously mentioned, such as Remembrance Day: Through an Afrocentric Lens, African Canadian Heritage Month events, and anti-Black racism professional learning for staff.
<p>14. Staff write a human rights-specific policy modelled around the Ontario Human Rights Code which recognizes the enumerated grounds of the Charter, lays out wrongful behaviours, and details an investigation process</p>	<p>Organizational Culture Change (OCC) #1</p>	<ul style="list-style-type: none"> • In progress with the Human Rights and Equity Advisor.
<p>15. All TCDSB reports and policies go through a race equity lens prior to being published</p>	<p>OCC #1</p>	<ul style="list-style-type: none"> • Process has already been established and is in place.
<p>16. Proper infrastructure be put in place to address equity needs within the TCDSB</p>	<p>Not in EAP</p>	<ul style="list-style-type: none"> • A report is being prepared to request additional staff and funding.

<p>in the form of a more extensive and permanent equity team</p>		
<p>17. The TCDSB commit to working with the African-Canadian Advisory Committee, the Indigenous Education Advisory Committee, and other relevant diverse ethnic committees and BIPOC students in implementing these recommendations</p>	<p>SCP #7, 8, 9</p>	<ul style="list-style-type: none"> • On-going. • All Advisory Committees have met on several occasions except for the Spanish-Speaking Committee, who has met once due to new membership. • The African Canadian Advisory Committee has revised its Terms of Reference with a five-year plan in place to dismantle anti-Black racism. • Consultations with Advisory Committees continues to occur regarding equity initiatives.
<p>18. a) there be a review of the partnership between the Toronto Police Service and the TCDSB including the School Engagement Team Officers (SET) Support program</p>	<p>Not in EAP</p>	<ul style="list-style-type: none"> • SET program has been put on a pause indefinitely. • If SET resumes, TCDSB will conduct a review of the program through a trauma-informed lens, together with Toronto Police Services and other relevant stakeholder groups.
<p>b) an equity lens be established upon inception of the review of these partnerships and be applied through all phases including community consultations with partnership organizations, as well as an equity lens</p>		<ul style="list-style-type: none"> • Connected to (a)

for the data analysis and decision making		
c) a statement be included on the first page of the review stating that the “primary goal of the review is to capture and centre the voices of those students, families, and communities who have traditionally been excluded, marginalized, and/or discounted		<ul style="list-style-type: none"> • Connected to (a)
d) that the school engagement team be requested to provide a presentation to Trustees		<ul style="list-style-type: none"> • Connected to (a)



REPORT TO

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

RESPONSE TO MOTION REGARDING IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE FORM

For the word of the Lord is upright, and all his work is done in faithfulness. He loves righteousness and justice; the earth is full of the steadfast love of the Lord. Psalm 33:4-5

Created, Draft	First Tabling	Review
February 8, 2021	February 11, 2021	Click here to enter a date.

Click here to enter name and position of Lead Author.

RECOMMENDATION REPORT

Vision:

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

Mission:

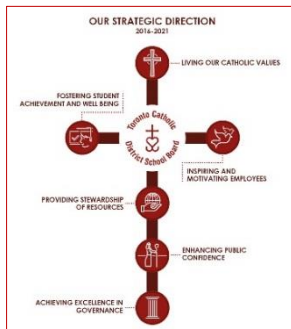
The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

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

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



A. EXECUTIVE SUMMARY

This report provides information and a recommendation regarding the inclusion of “additional services available to the students as per their identification” on the Identification, Placement and Review Committee (IPRC) written statement of decision form.

The cumulative staff time required to prepare this report was 22 hours

B. PURPOSE

1. This Recommendation Report is on the Order Paper of the Student Achievement and Well-being Catholic Education and Human Resources Committee, in response to the November 18, 2020 Special Education Advisory Committee (SEAC) meeting motion. The motion asserts that “*the IPRC form include additional services available to students as per their identification.*”
2. The minutes of the November 18, 2020 SEAC meeting were received and approved by the Board at the December 10, 2020 Regular Meeting of the Toronto Catholic District School Board.
3. This report provides information about the Ministry of Education requirements related to the **IPRC written statement of decision form**. Context is provided for the use of the form as documentation of the determination of the committee. Further, information is provided about the next steps that follow an IPRC meeting, which take place at the local school level. These next steps relate to programming and implementation of recommendations of the committee.

C. BACKGROUND

1. The following Ministry of Education publications have informed this report:
 - *Regulation 181/98*
 - *Guiding Document Highlights of Regulation 181/98*
 - *Policy and Resource Guide Special Education in Ontario Kindergarten to Grade 12*
2. The following TCDSB documents have informed this report:

- *Parent Guide for Special Education 2020*
 - *TCDSB School Based Support Service Identification Placement Review Committee (IPRC) Form*
3. The *Policy and Resource Guide Special Education in Ontario Kindergarten to Grade 12* describes the IPRC as “a formal committee that meets and decides if a student should be identified as exceptional and, if so, the placement that will best meet the student’s needs.”
 4. Prior to an IPRC meeting at the TCDSB, parents are provided a *Parent Guide for Special Education 2020* that provides information about Special Education at the TCDSB. This information includes details about the IPRC process, Special Education Programs, and an overview of the Special Education process.
 5. The *Guiding Document Highlights of Regulation 181/98* itemizes details that must be included in the statement of decision once a determination has been made by the committee.
 6. **Following an IPRC meeting, next steps are taken at the local school level where the student’s special education placement needs are met.** If the IPRC has identified the student as exceptional, and the parent agrees with the Identification and Placement, the principal of the student’s school is notified of the appropriate Special Education program placement and the need to develop or update an Individual Education Plan (IEP) for the student.
 7. **Programming and supports for students are determined and facilitated at the local school level.** Informed by the recommendations noted on the IPRC meeting documentation form, the principal of the student’s school leads the development of the IEP, in collaboration with the designated team of educators and special services staff as appropriate.
 8. **The expertise of other special services staff or special services teams may support the local school with meeting the student’s needs.** In consultation with the specific team member(s), the local team meeting documentation may include a recommendation and referral. With parental permission, the special services staff member or team will be engaged to provide any requested support in a timely manner with consideration for triaged needs across the system and availability of staff.

9. Exceptional students continue to be monitored at the school level, as required through local special education team meetings. An overview of the Special Education process is described and illustrated in the *Parent Guide for Special Education 2020*. All students with an exceptionality are reviewed annually at an IPRC review meeting.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The IPRC committee makes a determination as to a student's identification and placement, after which, the home-school team of educators and supporting staff who are most familiar with the student and family, engage in the next steps of the process related to programming and accessing supports.
2. Led by the local school principal the development of or update to the student's IEP and programming, responsive to the student's learning needs, is initiated.
3. The demonstrated needs of students may require additional special services. When relevant supportive services provided by school board resource staff with specific expertise are being considered, this is discussed with parents at the local school level and assessed as per suitability and availability to address student needs through a referral process requiring parental permission.
4. Although not all students with the same exceptionality require the same service, some resource staff target the needs of students who share a specific exceptionality. The Special Services department model of support for students is based on collaboration among staff members with varied expertise.

E. METRICS AND ACCOUNTABILITY

1. The *TCDSB School Based Support Service Identification Placement Review Committee (IPRC) Form* meets all criteria as outlined by the Ministry of Education.
2. The *Parent Guide for Special Education 2020* that is provided to parents includes an overview of the IPRC and Special Education process.
3. **Following the IPRC meeting, staff who are most familiar with the student inform the student's IEP and programming needs, which may include**

accessing additional resources through a referral process, with parental permission.

4. Special education services are responsive to TCDSB priorities, Ministry direction, and adapted based on promising evidence-based practices. These services are provided to students based on demonstrated need are strategically allocated, and are not necessarily specific to an exceptionality.
5. All forms are reviewed as required by the TCDSB Special Services Forms Committee and will continue to be reviewed in anticipation of the implementation of the new Student Information System and in response to any updated Ministry of Education requirements.

F. STAFF RECOMMENDATION

Having considered the information provided in this report, it is recommended that the IPRC statement of decision form (*TCDSB School Based Support Service Identification Placement Review Committee (IPRC) Form*) maintain its present format.



REPORT TO

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

REPORT TO SUPPORT 2SLGBTQ+, MARGINALIZED STUDENTS AND OTHER STUDENTS IN NEED

Speak out for those who cannot speak, for the rights of all the destitute. Speak out, judge righteously, defend the rights of the poor and needy. Proverbs 31:8-9

Created, Draft	First Tabling	Review
February 9, 2021	March 4, 2021	Click here to enter a date.

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

Maria Meehan – Superintendent of Special Services

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

INFORMATION REPORT

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Mission:

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Brendan Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

It is our calling as a Catholic school board to serve our communities through the principles of social justice, with compassionate pastoral care, guided by an anti-racist and anti-oppressive Gospel lens. The staff of the TCDSB has a strong tradition of nurturing students and families through collaborative pathways of care, developed to be aligned with TCDSB priorities and procedures, guided by professional Colleges, consistent with Ministry of Education directives, rooted in our Catholic faith and focussed on nurturing, safe, caring and inclusive school communities. Every student and every family have access to supportive network of staff and services through their community school. These services continue to be offered and are available to all. They may include guidance and counselling services through our guidance staff, social-emotional supports through our Child and Youth Workers, clinical support by accredited school social workers and psychologists, and pastoral care through our chaplaincy team members, teachers and administrators.

Led by central departments including Nurturing our Catholic Community, Equity and Diversity, Safe Schools, and Special Services, school and central staff receive professional development and equity training in order to continue to cultivate inclusive school environments where all are welcomed and nurtured. Our pastoral plan strengthens our sense of belonging to God and one another, expresses our belief in God through our vision and mission, and works to achieve our goals as people on a common mission. The collaboration among the triad of home, school and parish reflects our MYSP, Catholic Graduate Expectations and Catholic Teachings, and is further complemented by outreach to a variety of community agencies that offer dedicated services meeting specific needs, enhancing our ability to support students and their families. Arising out of a delegation to the Student Achievement and Well-Being Committee meeting on January 14, 2021, this report includes a list of community resources that are available to further support 2SLGBTQ+ students, racialized students, and students experiencing poverty, grief/loss, and homelessness.

The cumulative staff time required to prepare this report was 45 hours

B. PURPOSE

1. This report outlines resources that have been accessed and reviewed by staff and are being made available publicly to students and families in the 2SLGBTQ+ community, both during and after the pandemic. The report will also provide information on resources for racialized students, families living in poverty, families dealing with loss, and students facing homelessness. Resources reviewed by staff will be posted to the TCDSB website.
2. Through the TCDSB Mission and Vision Statement, we identify our board as an inclusive learning community that incorporates Catholic values, including the belief in the worth and dignity of every person. Rooted in the love of Christ, our system is dedicated to meet the needs of all students in our care.
3. Through system-wide professional development, we continue to focus on creating school communities focussed on the success, mental health, and well-being of all students, while recognizing the unique needs of marginalized students, such as students who identify as 2SLGBTQ+, students dealing with loss and grief, homelessness and poverty.
4. Teachers and support staff, led by school administrators, system leaders and collaborative partnerships among central departments, have created thoughtful pathways of care for our students. These pathways allow for a flow of resources and services to meet the needs of individuals, groups of students, school communities and our system.
5. To complement and support the work of TCDSB staff in the care of our students, we reach out to community agencies that have demonstrated both professional capacity and a strong commitment to meeting the needs of our students. These supports are reviewed by staff and posted on our website to provide community members with direct access to support.

C. BACKGROUND

1. At the January 14, 2021 committee meeting of Student Achievement and Well-Being, the following motion was passed:

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.

That resources on our website also be increased for Racialized Students, Families living in poverty, Families dealing with loss and Students facing homelessness.

2. 2SLGBTQ+, racialized students, and students living in poverty and experiencing homelessness have historically been marginalized. Many require and deserve unique support and a reaffirmation that all are children of God, created in God's image and likeness with no exception, possessing inherent dignity, deserving of love and respect. Students experiencing grief and loss also require and deserve our support.
3. In the 2019-2020 Safe Schools Survey, of those students who reported being bullied, the following reasons for the bullying were indicated: sexual orientation: 12.3%; race, skin colour, ethnic/cultural background: 29.7%; language/accents: 18.4%; family income: 12.7%.
4. Through our pathways of care, teachers, child and youth workers, guidance counsellors, chaplaincy team members, social workers, psychologists, and administrators recognize the unique needs of all these students and use their professional training and vocational call to serve to continue to provide pastoral and specialized care, counselling, and guidance.
5. Appropriate attention and pastoral care must be given to each student identifying or in the process of identifying as 2SLGBTQ+ who is striving to find their rightful place in their Catholic community environment, who is in their process of discernment, and/or who has requested assistance.
6. School staff have regularly accessed internal resources provided by the Special Services/Mental Health, Nurturing our Catholic Community (NCC), Safe Schools, and Equity departments, and have made referrals to, or collaborated with external resources and services when necessary. These supplementary Catholic and non-denominational external organizations have been used successfully to support students and families.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The Special Services/Mental Health, Equity, NCC, and Safe Schools departments collaborated on determining the resources presented in this report.
2. Resources include those that have been researched, reviewed, and accessed by staff. All resources provided will be accessible publicly to TCDSB students and communities through the Equity, Mental Health, NCC, and Safe Schools website pages.
3. Resources and services include peer-to-peer support, counselling and therapy provided by trained practitioners and registered clinicians, and Catholic and non-denominational family counselling.

E. METRICS AND ACCOUNTABILITY

1. The resources listed in the appendix of this report will be subject to an annual review by staff and will be updated as necessary.
2. All relevant advisory committees will be consulted during the annual review.
3. The TCDSB website includes an “external links disclaimer.” This disclaimer is relevant to the list of resources included in Appendix A to this report. The disclaimer places into context the appearance of links to websites that are created by or for outside organizations and clearly states the “linking to or from TCDSB websites does not imply on the part of the TCDSB or any of its employees any endorsement or guarantee of any of the organizations, information, interpretation, comments or opinions expressed in any of the linked websites.” The full disclaimer is included in the attached Appendix A.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Appendix A:

Student and Family Community Resources

It is our calling as a Catholic school board to serve our communities through the principles of social justice, with compassionate pastoral care, guided by an anti-racist and anti-oppressive Gospel lens. TCDSB staff have a strong tradition of nurturing students and families through collaborative pathways of care, rooted in our Catholic faith and focused on nurturing inclusive school communities. These supports are available to all students. Supports may include guidance and counselling services through our guidance staff, social-emotional supports through our Child and Youth Workers, clinical supports by accredited school social workers, and psychologists, and pastoral care through our chaplaincy team members, teachers, and administrators.

Arising out of a delegation to the Student Achievement and Well-Being Committee meeting on January 14, 2021, this appendix includes a list of community resources that are available to support 2SLGBTQ+ students, racialized students, and students experiencing poverty, grief/loss, and homelessness.

Please also note that each TCDSB page includes an [external links disclaimer](#).

NAME OF ORGANIZATION	SERVICED COMMUNITY	DESCRIPTION OF SERVICES	WEBSITE
Abrigo Centre	Portuguese Families	<ul style="list-style-type: none"> • Individual and family counselling, youth counselling and education program, settlement, orientation and employment counselling, assistance with forms, liaison with all Portuguese-speaking communities. 	www.abrigo.ca
Agincourt Community Services Association	Youth	<ul style="list-style-type: none"> • Services addressing systemic poverty, hunger, housing, homelessness, unemployment, accessibility and social isolation 	www.agincourtcommunityservices.com
All Inclusive Ministries (AIM)	2SLGBTQ+	<ul style="list-style-type: none"> • Based in Our Lady of Lourdes Parish in Toronto • Welcoming, safe, and affirming Catholic community. • Bridge between the Church and lesbian, gay, bisexual, and transgender persons. • Families and friends are welcomed as well. 	https://www.allinclusiveministries.org/
Archdiocese of Toronto	Youth and Families	<ul style="list-style-type: none"> • Programs and Workshops, Youth Ministries, Young Adult Ministries, Vocations • COVID-19 Resources 	https://www.archtoronto.org/

		<ul style="list-style-type: none"> • Pastoral Ministries, Social Justice and Outreach • Family Life, Bereavement • Chaplaincy, Lay Associations 	
Black Youth Helpline	Black Families	<ul style="list-style-type: none"> • Multicultural helpline and services for children, youth, families, school boards and other youth serving organizations. • Culturally appropriate assessments, supports and services for Black youth and families. • Individual and family counselling, support groups, youth development workshops and 'Stay-In-School' initiatives. 	https://blackyouth.ca/
CAF CAN (Caribbean African Canadian Social Services)	Black Families	<ul style="list-style-type: none"> • Counselling for Black/African/Caribbean families 	https://cafcan.org/
Catholic Charities	Youth and Families	<ul style="list-style-type: none"> • Social services, leadership and advocacy for its member agencies and the people they serve. • Catholic Social Teaching that focuses on the poor and marginalized and urges all to 	https://www.catholiccharities.org/

		build a just society and to safeguard human dignity.	
Catholic Crosscultural Services	Newcomers, Family and Community Services	<ul style="list-style-type: none"> • Newcomers, employment, counselling, recreation, mental health, housing, youth, women 	https://www.cathcrosscultural.org/
Catholic Family Services Counselling Program	Youth and Families	<ul style="list-style-type: none"> • Individual, couple, family and group counselling. • Counsellors recognize and sensitively respond to differences in cultural, racial, gender, and religious backgrounds of clients. 	https://www.cfstoronto.com/
Central Toronto Youth Services – Pride & Prejudice Program	2SLGBTQ+	<ul style="list-style-type: none"> • Support with issues related to gender identity and/or sexual orientation and the impact on mental health • Support during a life transition. • Support for those struggling with depression or anxiety, or confronting traumatic experiences, including childhood abuse or family violence. • Help for clients to make sense of and build resilience 	http://ctys.org/program/pride-prejudice/

		<p>to cope with a variety of complex struggles.</p> <ul style="list-style-type: none"> • Youth are encouraged to explore and embrace their own individuality and identity. • Family Counselling and Parent support/education 	
Centre for Immigration and Community Services of Ontario	Newcomers, Family and Community Services	<ul style="list-style-type: none"> • Employment, counselling, recreation, mental health, housing, newcomers, youth, women 	www.cicscanada.com
Centre for Spanish Speaking People (CSSP)	Spanish-Speaking Families	<ul style="list-style-type: none"> • English; Spanish • Reception and settlement services, information, counselling and referral, assistance finding housing, help filling citizenship or permanent resident card forms, job search skills. • Youth Program, outreach and employment support for youth 13-24 years, counselling and referral, housing help, recreational programs • Tutoring programs at St. Jane Frances, St Jude, St Francis de Sales 	http://www.spanishservices.org/en/

Chinese Family Services of Ontario	Newcomers, Family and Community Services	<ul style="list-style-type: none"> • Newcomers, Employment, counselling, recreation, mental health, housing, youth, women 	www.Chinesefamilyso.com
Covenant House	Youth	<ul style="list-style-type: none"> • Largest agency in Canada serving youth who are homeless, trafficked or at risk. • Inclusive, intentional and impactful. • Widest range of 24-7 services to more than 300 young people each day. • Comprehensive youth-driven programming is centered on unconditional love, absolute respect and relentless engagement. 	https://covenanthousetoronto.ca/
Culturelink Services	Newcomers, Family and Community Services	<ul style="list-style-type: none"> • Newcomers, Employment, counselling, recreation, mental health, housing, youth, women 	https://www.culturelink.ca/
Delta Family Resource Centre	Black Families	<ul style="list-style-type: none"> • 35-year strong non-profit and community-based agency delivering a range of services to isolated and marginalized communities in Northwest Toronto. 	https://dfrc.ca/newsite2/services/

		<ul style="list-style-type: none"> • Support to parents, children, youth, seniors, and Black communities • Innovative programs and activities that meet the ever-evolving needs of the diverse communities it engages and serves 	
Filipino Centre Toronto	Filipino Families	<ul style="list-style-type: none"> • Homework Club Program • Outstanding Filipino Student Award; Filipino community cultural programs 	https://www.filipinocentretoronto.com/
Kababayan Multicultural Centre	Newcomers, Family and Community Services	<ul style="list-style-type: none"> • You and Canada Program, orientation for newcomers, settlement services, counselling for Filipino families, summer youth camp, after school program for students, mentoring program 	https://www.kababayan.org/services
Kapisanan Philippine Centre	Filipino Families	<ul style="list-style-type: none"> • Safe space for Filipino-Canadian youth, both second generation and newcomers • Youth activate their creativity to explore identity, fostering pride and self-confidence, inspiring and empowering them to realize their full potential. 	www.kapisanancentre.com/

Kids Help Phone	Youth	<ul style="list-style-type: none"> • Canada's only 24/7, national support service. • Professional counselling, information and referrals and volunteer-led, text-based support to young people in both English and French. 	https://kidshelpphone.ca/
Lumenus reach Out Lumenus The Studio	2SLGBTQ+	<ul style="list-style-type: none"> • Broad range of high quality mental health, developmental and community services for infants, children, Youth, individuals and families across Toronto. • reachOUT is a creative, inclusive and accessible program for 2SLGBTQ+ youth providing family and individual counselling in the Greater Toronto Area. • The Studio is an inclusive, youth-driven drop-in centre that openly celebrates 2SLGBTQ+ youth and racialized youth. 	https://lumenus.ca/programs-services/ https://lumenus.ca/programs-and-services/reachout/ https://lumenus.ca/programs-and-services/the-studio/
Midaynta Community Services	Black Families	<ul style="list-style-type: none"> • Settlement, youth, counselling 	https://midaynta.com/

North York Community House	Newcomers, Family and Community Services	<ul style="list-style-type: none"> • Newcomers, employment, counselling, recreation, mental health, housing, youth, women 	https://www.nych.ca/#overview
PFLAG Canada	2SLGBTQ+	<ul style="list-style-type: none"> • Canada's only national organization that offers peer-to-peer support • Help to all Canadians with issues of sexual orientation, gender identity and gender expression. • Supports, educates and provides resources to anyone with questions or concerns. 	https://pflagcanada.ca/
Settlement Assistance and Family Support Services	Newcomers, Family and Community Services	<ul style="list-style-type: none"> • Newcomers, employment, counselling, recreation, mental health, housing, youth, women 	www.safss.org
Strides	Youth and Families	<ul style="list-style-type: none"> • Formerly Aisling Discoveries Child and Family Centre and East Metro Youth Services • Multi-service agency addressing the needs of children, youth, their parents and families. 	https://stridestoronto.ca/

		<ul style="list-style-type: none"> • Located in east Toronto; services are predominately provided in the communities of East York and Scarborough 	
Supporting Our Youth (SOY)	2SLGBTQ+	<ul style="list-style-type: none"> • An innovative community development program of Sherbourne Health. • Supports the health and well-being of all queer and trans spectrum youth 29 years old and under through groups, programs and events, and by providing one-on-one support. 	https://soytoronto.com/programs/
TAIBU Community Health Centre	Black Families	<ul style="list-style-type: none"> • Family health 	http://taibuchc.ca/en/
The 519	2SLGBTQ+	<ul style="list-style-type: none"> • City of Toronto community centre committed to the health, happiness and full participation of the LGBTQ2S communities. • Promotes inclusion, understanding and respect. 	https://www.the519.org/programs
TNO-The Neighbourhood Program	Newcomers, Family and Community Services	<ul style="list-style-type: none"> • Child and youth, family, counselling, housing, newcomer, seniors, community programs, 	https://tno-toronto.org/

		language, women, health and trades	
Toronto Chinese Community Services Association	Chinese Families	<ul style="list-style-type: none"> • Settlement services, education and language training, community and youth development 	http://www.tccsa.on.ca
Tropicana Community Services	Black Families	<ul style="list-style-type: none"> • Counselling services, youth and success 	www.tropicanacommunity.org
Youth Without Shelter	Youth Experiencing Homelessness	<ul style="list-style-type: none"> • Shelter and support for Youth facing homelessness in the GTA 	https://yws.on.ca/#
YouthLine	2SLGBTQ+	<ul style="list-style-type: none"> • Queer, Trans, Two-Spirit youth-led organization • Affirms and supports the experiences of youth (29 and under) across Ontario. 	https://www.Youthline.ca/



REPORT TO

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

REPORT RECOMMENDING THE APPOINTMENT OF TRUSTEES FOR THE 2SLGBTQ+ ADVISORY COMMITTEE

The second is this, 'You shall love your neighbour as yourself.' There is no other commandment greater than these."
Mark 12:31

Created, Draft	First Tabling	Review
February 9, 2021	March 4, 2021	Click here to enter a date.

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

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

RECOMMENDATION REPORT

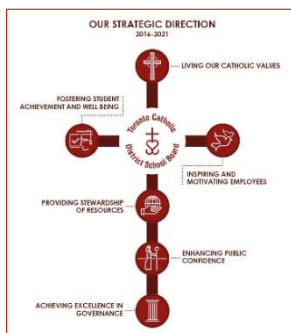
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Brendan Browne, PhD
Director of Education

D. Koenig
Associate Director of Academic Affairs

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

A. EXECUTIVE SUMMARY

At the Student Achievement and Well-Being Committee meeting on January 14, 2021, a motion was passed that the TCDSB establish a 2SLGBTQ+ Advisory Committee. The committee will follow the process taken by other advisory committees of the board, including member selection. Trustees will be appointed to the committee.

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

B. PURPOSE

1. This report details the establishment of the new 2SLGBTQ+ Advisory Committee. It will serve to recommend the appointment of members of the Board of Trustees to serve on the committee.

C. BACKGROUND

1. On January 14, 2021, a motion was put forward and passed 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, Indigenous Department.”
2. This committee will advise the Board and staff on issues related to sexual orientation, gender identity, gender expression, family status, and marital status – all of which are protected grounds under the Ontario Human Rights Code and form part of the TCDSB’s Code of Conduct.
3. The committee will provide consultations to the Board and to staff regarding the dismantling of systemic homophobia, biphobia, transphobia and all discrimination related to the areas listed in #2.
4. As with all advisory committees, the 2SLGBTQ+ Advisory Committee will uphold a Catholic perspective, and ensure that Gospel values and the Ontario Catholic Graduate Expectations are foundational to its recommendations while still adhering to the Ontario Human Rights Code.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Selection of parent and community committee members will be done according to the Selection Process for Parent/Community Membership on TCDSB Staff, Steering, Advisory or Ad Hoc Committees.
2. A designate of the Superintendent of Nurturing our Catholic Community, in consultation with the Superintendent of Equity, Diversity, Indigenous Education, and Community Relations, will be invited to sit on the committee.
3. Once all members are confirmed, the Terms of Reference, including the goals, objective, and mandate of the committee, will be established by the committee or a sub-committee at its inaugural meeting.

E. METRICS AND ACCOUNTABILITY

1. The 2SLGBTQ+ Advisory Committee will monitor and review the effectiveness of the Terms of Reference as they relate to the fulfilment of the committee's goals and objectives.
2. The 2SLGBTQ+ Advisory Committee is an advisory committee whose activities will be reported in the annual year-end Advisory Committees Report presented to the Board of Trustees in the following academic year.
3. On an annual basis, the Human Rights and Equity Advisor and Legal Council will review data connected to human rights incidents filed on the basis of sexual orientation, gender identity, gender expression, family status, and marital status.

F. STAFF RECOMMENDATION

Staff recommends that the Board of Trustees appoint one Trustee to serve on the 2SLGBTQ+ Advisory Committee, with one other Trustee serving as an alternate.

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

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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 MARCH 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