

TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)

REGULAR MEETING

April 19, 2021



CATHOLIC
PARENT
INVOLVEMENT
COMMITTEE

Elementary Parent Members

Jennifer Di Francesco

Ward 1

Vacant

Ward 2

Joe Fiorante

Ward 3

A.J. Hepburn

Ward 4

Santhosh Peter Valavi

Ward 5 East

Daniel Oliveira

Ward 5 West

Gus Gikas

Ward 6

Dan Kajioka

Ward 7

Rose-Marie Fraser

Ward 8 East

Charmaine von Vulte

Ward 8 West

Vacant

Ward 9

Ivana Calabria-Pantaleo

Ward 10

Vacant

Ward 11 North

Isabel Starck

Ward 11 South

Anthony Antinucci

Ward 12

Community Members

Katie Piccininni

(1) OAPCE-Toronto

John Yan

(2) The Angel Foundation for
Learning

Alison Canning

(3) Let's Get Together

Secondary Parent Members

Milva Romano

West - (Wards 1,2,3 & 4)

Annalisa Crudo-Perri

Central - (Wards 5,6,9 & 10)

VACANT

East - (Wards 7,8,11 & 12)

Trustee Representatives

Garry Tanuan

Norm Di Pasquale (Alternate)

Board Representatives

John Wujek

Director Designate

Manuela Sequeira

Parent Engagement Coordinator

Jessica Dalinda

Communications

PURPOSE

CPIC is the legislated parent voice at the Toronto Catholic District School Board for parents of students in TCDSB schools.

MISSION

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

Dr. Brendan Browne
Director of Education

Joseph Martino
Chair of The Board

ONTARIO EDUCATION ACT – REGULATION 612 (PART III)
PARENT INVOLVEMENT COMMITTEES

PURPOSE

- 27.** (1) The purpose of a parent involvement committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being. O. Reg. 330/10, s. 6.
- (2) A parent involvement committee of a Board shall achieve its purpose by,
- (a) providing information and advice on parent engagement to the board;
 - (b) communicating with and supporting school councils of schools of the board; and
 - (c) undertaking activities to help parents of pupils of the board support their children's learning at home and at school. O. Reg. 330/10, s. 6.
- 28.** A parent involvement committee of a board shall,
- (a) develop strategies and initiatives that the board and the board's director of education could use to effectively communicate with parents and to effectively engage parents in improving student achievement and well-being;
 - (b) advise the board and the board's director of education on ways to use the strategies and initiatives referred to in clause (a);
 - (c) communicate information from the Ministry to school councils of schools of the board and to parents of pupils of the board;
 - (d) work with school councils of schools of the board and, through the board's director of education, with employees of the board to,
 - (i) share effective practices to help engage parents, especially parents who may find engagement challenging, in their children's learning,
 - (ii) identify and reduce barriers to parent engagement,
 - (iii) help ensure that schools of the board create a welcoming environment for parents of its pupils, and
 - (iv) develop skills and acquire knowledge that will assist the parent involvement committee and school councils of the board with their work;
 - and
 - (e) determine, in consultation with the board's director of education and in keeping with the board's policies, how funding, if any, provided under the *Education Act* for parent involvement as described in section 27 and clauses (a) to (d), is to be used. O. Reg. 330/10, s. 6.

**AGENDA
REGULAR MEETING
OF THE
TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE**

PUBLIC SESSION via E-MEETING

Joe Fiorante, Chair

Jennifer Di Francesco, Vice Chair

Public Webcast – YouTube Live

https://www.youtube.com/channel/UCVgBs31RMSjzWOaVvQAc_Pw

April 19, 2021

7:00 pm

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1. Call to Order	
2. Opening Prayer	
2.a. Land Acknowledgement	1
3. Roll Call & Apologies	
4. Approval of the Agenda	
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9. Unfinished Business & Matters Rising Out of Minutes
10. Notices of Motion
11. Communications Received
12. Program/Consultation (Committee of the Whole)
 - 12.a. 2021-2022 Budget Consultation (Discussion) 14 - 25
 - 12.b. Acceptable Use Policy (Discussion) 26 - 28
 - 12.c. Presentation: De-streamed Grade 9 Mathematics for September 2021 - Gina Iuliano Marrello, Derek Chen, Ryan Peterson and Brandy Doan 29 - 51
 - 12.d. Parent Reaching Out (PRO) Grant (Information) 52
13. Subcommittee & Special Committee Reports
 - 13.a. Equity Poverty Action Network (EPAN), Equity and Accessibility (Information) (Refer to April 19, 2021 Addendum)
14. Matters Referred to the Committee by the Board of Trustees and Other Committees of the Board
15. Reports from TCDSB Board Officials
 - 15.a. Director-Designate for CPIC - John Wujek - Monthly Update (Verbal)
16. Reports from Trustee or Trustee Alternate
 - 16.a. Verbal Update - Garry Tanuan, Trustee and Norm Di Pasquale, Trustee Alternate
17. Parent Member & Community Member Reports
 - 17.a. OAPCE Toronto Update (Verbal) - Katie Piccininni, OAPCE Toronto Representative
18. Update from the Board on Prior CPIC Resolutions Recommended

19. Pending List

20. Adjournment

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 Haudenosaunee 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.

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

PUBLIC SESSION

E-MEETING VIA ZOOM

HELD MONDAY FEBRUARY 22, 2021

1. Call to Order

The Chair called the Meeting to Order at 7:04PM.

YouTube live feed was activated on the Toronto CPIC channel.

Minutes are being captured by the Recording Secretary.

2. Opening Prayer

Opening prayer was led by Director Designate, John Wujek.

The Land Acknowledgement was led by Chair Joe Fiorante.

3. Roll Call & Apologies

Trustees: Norm Di Pasquale (W9)

Elementary Parent Members:

Joe Fiorante (W3), Chair

Jennifer Di Francesco (W1)

Gus Gikas (W6)

Dan Kajioka (W7)

Charmaine von Vulte (W8/W)

Ivana Calabria-Pantaleo (W10)

Isabel Starck (W11/S)

Anthony Antinucci (W12)

Secondary Parent Members:

Milva Romano (West)

Annalisa Crudo-Perri (Central)

Community Members:

Katie Piccininni (OAPCE – Toronto)

Emmy Milne (The Angel Foundation for Learning)

Alison Canning (Let's Get Together)

Staff:

John Wujek (Director Designate)

Manuela Sequeira (Parent Engagement Coordinator)

Sarah Pellegrini (Recording Secretary)

A.J. Hepburn (W4) and Trustee Tanuan (W8) sent their regrets.

Daniel Oliveira (W5/W), Santhosh Peter Valavi (W5/E) and Rose-Marie Fraser (W8/E) were absent.

4. Approval of the Agenda

MOVED by Katie Piccininni, seconded by Gus Gikas, that the Agenda, as amended to include the Addendum, be approved.

By Unanimous consent, the Motion was declared

CARRIED

5. Declarations of Interest

None declared by Members present.

6. Approval & Signing of the Minutes

MOVED by Gus Gikas, seconded by Katie Piccininni, that the January 31, 2021 Meeting Minutes, be approved with the following amendments:

Correction to a typo on page 4 of the minutes (Item 9a - OAPCE).

By Unanimous consent, the Motion was declared

CARRIED

7. Presentations and Reports from Committee Officials

MOVED by Isabel Starck, seconded by Milva Romano, that Item 7a) be adopted as follows:

7a) Chair – Monthly Report received.

The Chair shared news, activity & advocacy conducted on behalf of CPIC over the past month, including the resignation of CPIC Member Ben Xavier (Ward 11/N).

By Unanimous consent, the Motion was declared

CARRIED

MOVED by Isabel Starck, seconded by Jennifer Di Francesco, that Item 7b) be adopted as follows:

7b) Treasurer – Financial Report as of January 31, 2021 received.

The Treasurer reviewed the report and noted that the reimbursement for postage was for the delivery of Christmas cards and gifts.

By Unanimous consent, the Motion was declared

CARRIED

12. Program/Consultation (Committee of the Whole)

MOVED by Jennifer Di Francesco, seconded by Gus Gikas, that Item 12a) be adopted as follows:

12a) Presentation: Overview of The Angel Foundation for Learning – John Yan and Emmy Milne received.

Emmy Milne presented on behalf of The Angel Foundation for Learning (AFL). The AFL is the official charity of the TCDSB to support students and families during difficult times. It runs the student nutrition program, provides emergency funding and bursary/awards.

CPIC Members are encouraged to share information about the AFL to increase advocacy, donate, or host a fundraiser.

By Unanimous consent, the Motion was declared

CARRIED

12b) CPIC Representative for The Angel Foundation for Learning withdrawn by the Chair.

MOVED by Isabel Starck, seconded by Gus Gikas, that Item 12c) be adopted as follows:

- 12c) Parent Reaching Out (PRO) Grant Applications** received and that the deadline be extended from February 23 to March 9 2021.

The Chair provided an overview of the applications that were received, funds allocated and funds distributed. All applications will be vetted to ensure that they meet the Ministry of Education standards.

By Unanimous consent, the Motion was declared

CARRIED

MOVED by Jennifer Di Francesco, seconded by Anthony Antinucci, that Item 12d) be adopted as follows:

- 12d) CPIC Elections** that an elections ad-hoc sub-committee be created.

The Chair provided an update on the 2021 CPIC elections in October. It is being considered to hold the elections virtually.

By Unanimous consent, the Motion was declared

CARRIED

13. Subcommittee & Special Committee Reports

MOVED by Gus Gikas, seconded by Katie Piccininni, that Item 13a) be adopted as follows:

- 13a) Communications and Parent Resource** received.

The Chair reviewed the minutes from the sub-committee meeting, including providing a detailed update that the Welcome Package was reviewed as part of the communication plan.

By Unanimous consent, the Motion was declared

CARRIED

MOVED by Isabel Starck, seconded by Jennifer Di Francesco, that Item 13b) be adopted as follows:

- 13b) Conference and Events** that CPIC request for the reimbursement of the initial deposit that was paid to Limelight Group.

Isabel Starck provided an update on CPIC event. Where allowed, webinars will be recorded so that they can also be shown at later dates.

By Unanimous consent, the Motion was declared

CARRIED

MOVED by Jennifer Di Francesco, seconded by Isabel Starck, that Item 13c) be adopted as follows:

- 13c) E-PAN Schools Sub-Committee** received.

Anyone interested in joining the sub-committee, should email Joe Fiorante.

Jennifer Di Francesco will join the sub-committee.

By Unanimous consent, the Motion was declared

CARRIED

15. Reports from TCDSB Board Officials

MOVED by Jennifer Di Francesco, seconded by Isabel Starck, that Item 15a) be adopted as follows:

15a) Director-Designate for CPIC – John Wujek – Monthly Update received.

Superintendent Wujek provided an update from reports that were presented to the Board/Committees. The Return to School Update includes a change to the screening process for students and staff. The Budget Consultation timelines have been approved, and CPIC will be a stakeholder.

By Unanimous consent, the Motion was declared

CARRIED

16. Reports from Trustee or Trustee Alternate

MOVED by Ivana Calabria-Pantaleo, seconded by Dan Kajioka, that Item 16a) be adopted as follows:

16a) Verbal Update – Garry Tanuan, Trustee and Norm Di Pasquale, Trustee Alternate received.

Trustee Di Pasquale provided an update of a motion that was passed at the Board Meeting on February 18, 2021 regarding ventilation which included 14 recommendations.

Pink Shirt Day is on Wednesday February 24, 2021 and all members are encouraged to wear a pink shirt.

By Unanimous consent, the Motion was declared

CARRIED

MOVED by Gus Gikas, seconded by Ivana Calabria-Pantaleo, that the Agenda be reopened to add Item 17a) OAPCE Update (Verbal).

By Unanimous consent, the Motion was declared

CARRIED

MOVED by Jennifer Di Francesco, seconded by Ivana Calabria-Pantaleo, that Item 17a) be adopted as follows:

17a) OAPCE Update received.

Katie Piccininni provided an update on OAPCE business.

By Unanimous consent, the Motion was declared

CARRIED

20. Adjournment

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

By Unanimous consent, the Motion was declared

CARRIED

The Meeting adjourned at 9:15PM.

CPIC SECRETARY

CPIC CHAIR



Chair Report

From February 23, 2021 to April 16, 2021

- Sent approval and non-approval emails to schools regarding Parent Reaching Out (PRO) Grant submissions
- Emailed Limelight Group requesting the return of the \$3500 deposit for the cancelled May 2020 conference speaker. Funds were received on March 22, 2021.
- Emailed PGI regarding a recently received invoice and verified conference line services were cancelled.
- Attended Ministry of Education Provincial meeting with other PIC Chairs and Board Leads.
- Attended CSPC Executive Virtual Training.
- Communicated with CPIC Executive Members.
- Reviewed TCDSB Board Agendas on behalf of the Committee.
- Monitored Social Media and engaged when appropriate.
- Communicated with Director Designate, Parent Engagement Coordinator and Communications.
- Reviewed February draft Minutes.
- Prepared items for April Agenda.
- Communicated with CPIC members.
- Chaired Executive Subcommittee Meeting.
- Attended EPAN, Equity and Accessibility Subcommittee Meeting.



Toronto CPIC - Treasurer's Financial Report - Monday April 19th, 2021

CPIC Grant & Expenditure Summary	
As at March 31, 2021	
	CPIC 2020-21
APPROVED FUNDING	19,771.00
CARRYOVER FROM PREVIOUS YEAR	52,001.36
TOTAL FUNDING	71,772.36
EXPENSES:	
Childcare & Supplies	
Election-Parent Recruitment Expenses	
Media Advertising	
Transcriptions	
Mileage	
Parent Resources	
Printing & Supplies	270.56
Promotional Materials	10,817.21
Refreshments - Events	
Refreshments - Meeting	
Speaker & Recognition Expenses	(3,500.00)
Telecommunication	1,065.75
Translation Services	
TTC Tokens - Buses	
TOTAL EXPENDITURES	8,653.52
TOTAL FUNDS AVAILABLE	63,118.84

Date	Description	Payee	Amount
2021-03-22	RE: LIMELIGHTS COMMS GROUP DEPOSIT - MAR 19/21	LIMELIGHTS	(3,500.00)
	TOTAL		(3,500.00)



REPORT TO

CATHOLIC PARENT INVOLVEMENT COMMITTEE

2021-22 BUDGET ASSUMPTIONS AND PRESSURES

*“Making a whip of cords, he drove all of them out of the temple, both the sheep and the cattle. He also poured out the coins of the **money changers** and overturned their tables.”*

John 2:15

Created, Draft	First Tabling	Review
February 25, 2021	March 11, 2021	April 19, 2021
D. De Souza, Coordinator of Grant & Ministry Reporting G. Sequeira, Coordinator of Budget Services P. De Cock, Comptroller of Business Services & Finance		
INFORMATION REPORT		

Vision:

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

Mission:

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

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



Brendan Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This is one in a series of reports that provides the Board of Trustees with a preliminary view into the assumptions that staff are using to plan the 2021-22 budget as well as the cost pressures that may arise during the budget setting process for the following school year.

The 2021-22 Grants for Student Needs (GSN) announcement from the Ministry of Education is expected at the end of March or early April 2021 and will drive the development of final budget for the 2021-22 fiscal year.

The following reports are expected in the series, culminating in establishing an approved fiscal year budget:

- a) Budget Consultation Plan (February 2021)
- b) Budget Assumptions and Pressures (March 2021)
- c) Consensus Enrolment Report (March 2021)
- d) Staffing Allocation Report (March 2021)
- e) GSN Update Report (April 2021)
- f) Preliminary Budget Estimates for Consultation (May 2021)
- g) Budget Estimates for Approval (June 2021)
- h) Revised Budget Estimates for Approval (December 2021)

Passing a balanced budget is legal requirement for all school board in Ontario. While the final figure may change with the Ministry funding announcement in April, the size of this preliminary estimate suggests that a significant amount of change will need to occur to bring the budget back into balance. Given the key drivers of this change is declining revenues from less enrolment and loss of one-time COVID-19 funding, the key factors that will drive a balanced budget next year will most likely come from a reduction in one-time COVID-19 costs and from right-sizing staffing levels to match actual student enrolment in the system. Furthermore, in the coming year, passing a balanced budget is an operational imperative because the TCDSB's Operating Contingency Reserve has been significantly reduced from \$47.6M to \$7.8M in response to the COVID-19 pandemic.

Information provided in this report is based on high-level estimates with our knowledge. This report is not a budget, it is preliminary information only.

The cumulative staff time required to prepare this report was 35 hours.

B. PURPOSE

The purpose of this report is to provide the Board of Trustees with a preliminary view into the assumption and cost pressures that may arise during the budget setting process for following school year.

C. BACKGROUND

1. ***Budget setting for a school board is a legislated process with strategic importance.*** The budget process is an important planning tool for the development of an effective and balanced budget in order to provide a range of necessary resources, supports and programs to TCDSB students. The TCDSB is required, before the beginning of each fiscal year, to prepare and adopt a set of estimates (budget) of its revenues and expenses for the coming fiscal year. The approved budget must be submitted to the Ministry of Education by end of June each year.
2. ***Under [Part IX \(Finance\) section of the Education Act](#), the TCDSB must adopt a balanced budget each year.*** This requirement under the Education Act assures that Ontario school boards submit estimates that are in line with the funding they are expecting from the Ministry of Education in any given year. ***The Education Act does allow for some ability to approve “in-year deficits” to the Budget, but such approvals are subject to the approval of the Minister of Education.***
3. ***The Multi-Year Strategic Plan (MYSP) and other supporting plans provide the overarching strategic direction and principles underlying the yearly budget.*** The TCDSB is committed to offering high quality programs and services to all students and while continuously working to improve services and operations year-over-year. TCDSB also strives to make effective, efficient, and innovative use of resources, based on sound planning, and the best available information. Inherent in the budget process is the allocation of available resources to address student needs and improvements to supporting services.
4. ***The standard internal budget process began in January.*** For the 2021-22 budget year, TCDSB staff commenced its budget development process in January 2021 with the development of timelines and preliminary projection assumptions.
5. ***Every year staff provide trustees with a primary look at budget assumptions and pressures.*** While the budget consultation and deeper development process cannot begin until the Ministry of Education announces its funding for the next

school year, staff are trying to plan ahead and have started to look at various cost pressures and assumptions that may impact the budget for next year. This report is providing the Board of Trustees with early information and context into next year's budget.

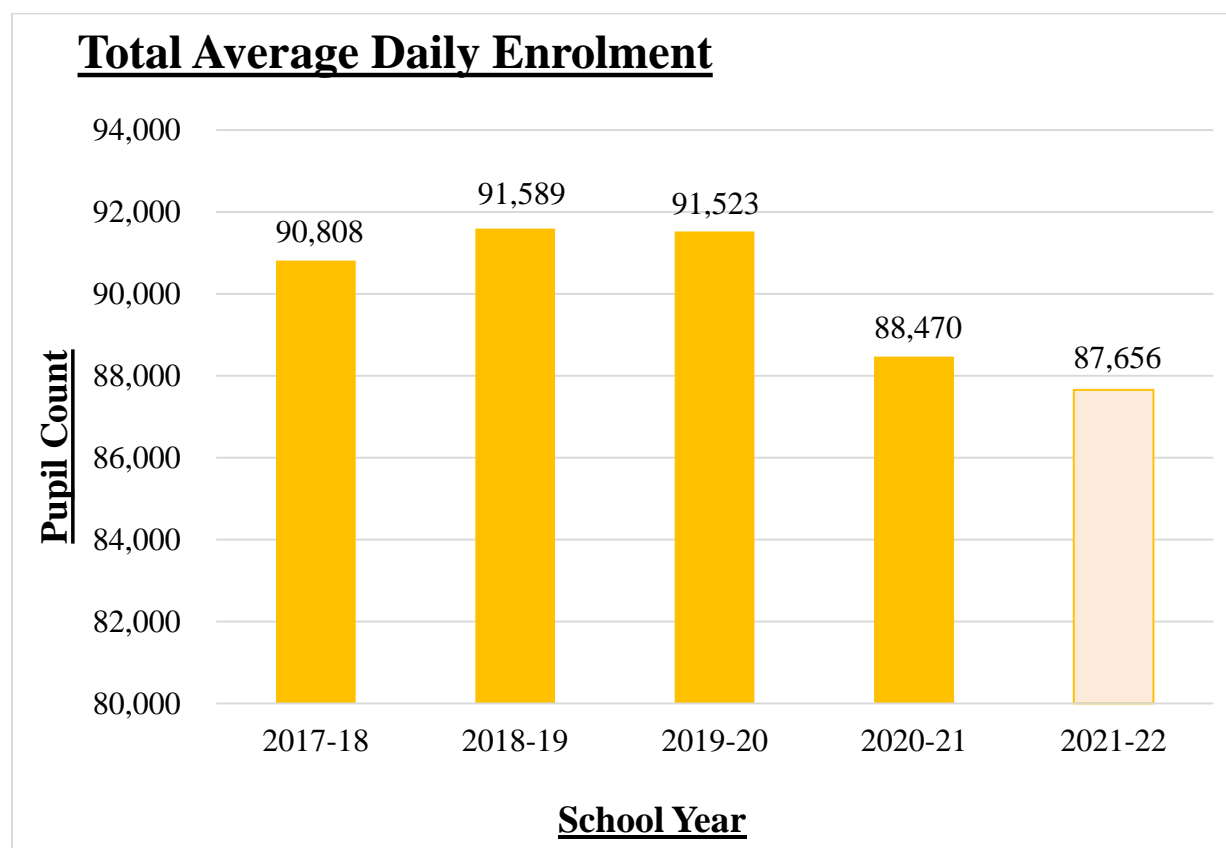
D. EVIDENCE/RESEARCH/ANALYSIS

1. This section provides a high-level overview of information staff have at this time regarding the budget for next year. This section is broken down into 4 sub-sections:
 - a) ***Revenue/Funding Assumptions*** – the current best-known information about the expected revenues the TCDSB will receive next year
 - b) ***Strategic Reserve*** – the current state of strategic reserves
 - c) ***Known Cost Pressures*** – Cost pressure that staff believe are likely to have a budget impact.
 - d) ***Other Budget Pressures and Uncertainties*** – Other pressures and potential risks that might have an impact on the budget, but that staff are still trying to assess, confirm, or clarify.

Revenue/Funding Assumptions

2. ***The Ministry of Education funding for next year has not yet been announced, but based on high-level discussions with Ministry staff, the TCDSB is expecting a “normal” funding announcement in April.*** Given this information, staff are currently making the following assumptions in our budget process. These assumptions may change after the Ministry GSN announcement in April:
 - a) One-time COVID-19 related funding from the Federal and Provincial will not continue
 - b) Base per student GSN funding will remain generally the same as this year
 - c) The government will provide a small revenue increase to match centrally negotiated salary increases in collective agreements
 - d) School Renewal Funding will remain the same
 - e) Class size regulation will remain unchanged from the current year.
 - f) School boards will not receive additional funding for virtual learning modes

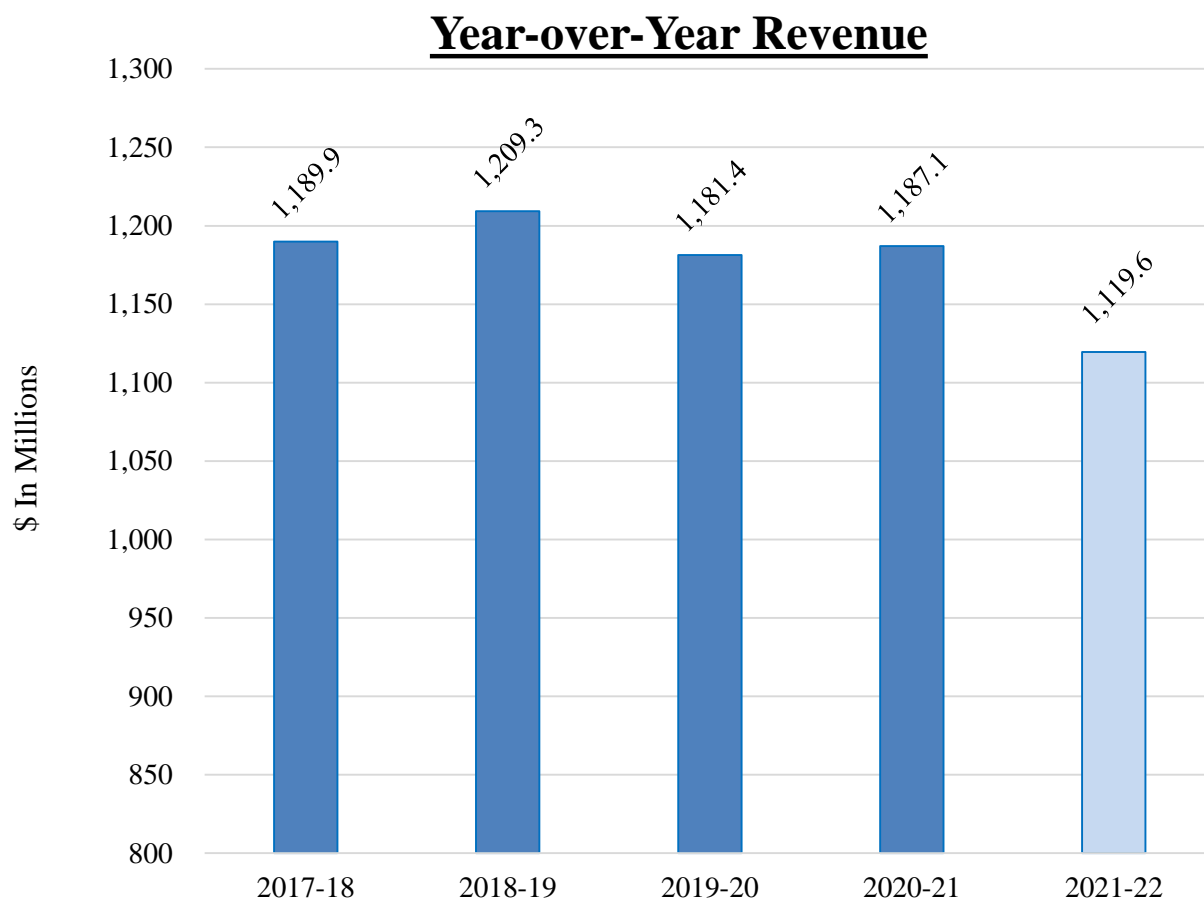
3. ***Next year's budget planning begins with developing an understanding of student enrolment.*** The overall student enrolment drives most of the TCDSB revenue for the year. TCDSB is projecting an overall average daily enrolment (ADE) of 87,656. This constitutes an overall projected decrease of approximately 1.0% from current year and a drop of 4.2% from 2019-2020 levels. Furthermore, for 2020-21 (current year) the TCDSB had projected and staffed schools based on an enrolment of 91,224 but actual enrolment was only 88,470. Enrolment details will be presented the *Census Enrolment Projection Report*.



4. ***Revenues from International Students is not expected to return and may drop further.*** The current fiscal year saw a significant drop in International Students due to the COVID-19 Pandemic resulting in \$11.6M loss of revenue. Staff believe this will continue into 2021-22 with a further decline in revenues of \$2.5M. This estimate is based on confirmed and paid international students.
5. ***The Ministry's enrolment stabilization funding is expected to cease.*** The Ministry of Education provided an enrolment stabilization funding for the current fiscal year to help offset the sudden drop in enrolment at school boards. The

TCDSB received \$22.7M this year to partially offset the unexpected revenue decline from enrolment of \$24.3M from domestic students.

6. ***One-time COVID-19 funding from the Federal and Provincial governments will not be continuing.*** The Provincial and Federal governments provided additional one-time budget of \$16.5M and \$17.48M respectively. This total of \$33.98M in funding was used to support a number of initiatives related to COVID-19. The funds were used for several improvements including:
 - a) HEPA Air Purifiers for classrooms
 - b) Personal Protective Equipment for staff
 - c) Plexiglass barriers
 - d) Improvement to HVAC systems
 - e) Additional cleaning supplies
 - f) Addition staffing to support increase absenteeism and cohorting,
 - g) Additional Support for Special Education
 - h) Additional support for Mental health
 - i) Health and Safety training for staff
 - j) Improved transportation cleaning,
 - k) additional support workers (EA, CYW)
 - l) additional custodial staff and HVAC technicians,
 - m) additional teachers to reduce average class sizes in “hotspots”
 - n) Additional student devices
7. ***As an on-going impact from COVID-19, revenues from permits and other sources will continue to be depressed.*** Declines in permit fees and community use of schools, outside agency use of our facilities saw a decline in revenues of about \$5.3M this year. This revenue is not expected to return for some time.
8. ***Based on the above most current information the TCDSB is projecting overall revenue to be approximately \$1,119.6 Million (~\$1.12 Billion) for 2021-22 fiscal year.*** This revenue would be approx. \$67.5M less than the current fiscal year. The chart below shows the revenue change year-over-year.



Strategic Reserves

9. ***The TCDSB Operating Contingency Reserve has could be depleted to \$7.8M from and in-year total of \$47.6M as a result COVID-19 related expenditure in the current fiscal year.*** The Operating Contingency Reserve was used to support COVID-19 related expenditures over and above the one-time funding provided by the Provincial and Federal governments and to avoid mid-year reductions in staffing as result of lower enrolment.

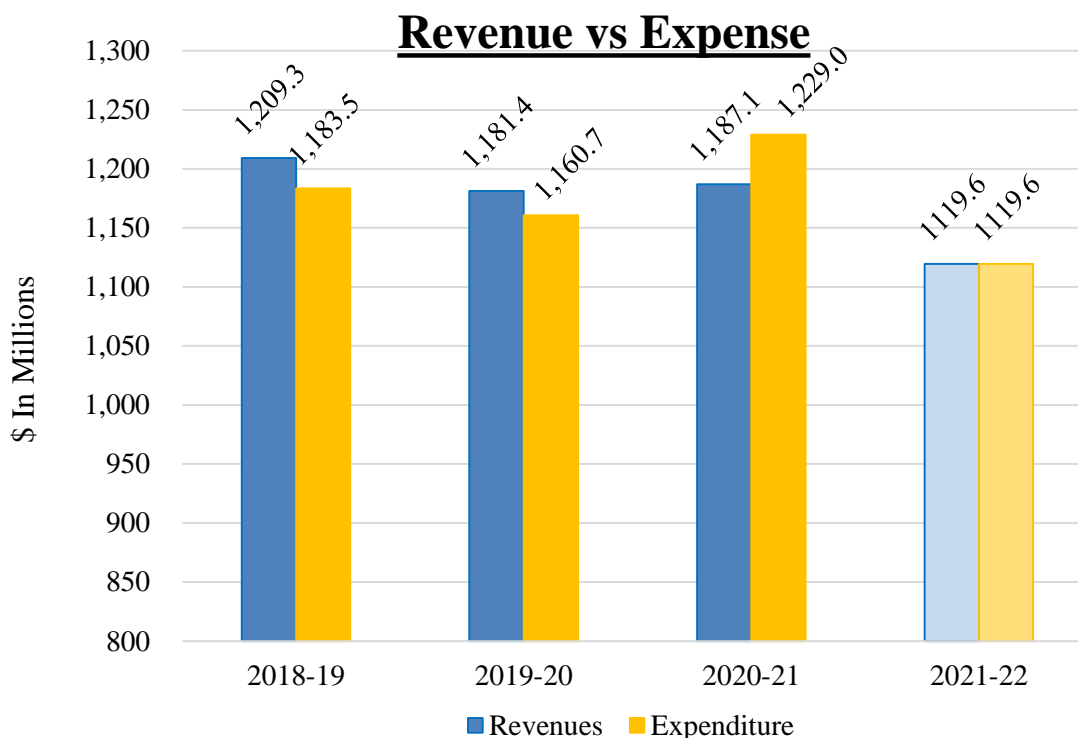
Changes to Operating Reserve Balances – 2020-21	\$M
<i>Opening Reserve Balance in November</i>	<i>47.5</i>
Deferred Bell time optimization for 2020-21	(1.6)
COVID-19 and enrolment related expenditure withdraw	(38.1)
<i>Available for 2021-22</i>	<i>7.8</i>

10. *In addition to the Operating Contingency Reserve, the TCDSB has a number of strategic reserves and other Board reserves it manages for various purposes. These reserves have the following balances and commitments in millions of dollars.*

Reserves	Balance Nov 2020	Committed	Uncommitted Balance
IT Strategic Systems	24.2	(18.3)	5.9
IT Infrastructure	6.9	(6.9)	0.0
Administrative Facilities	3.1	(3.1)	0.0
Student Equity	3.1	(3.1)	0
2019-20 Trustee Strategic	0.1	0	0.1
2020-21 Playgrounds	1.2	(1.2)	0

Known Cost/Expense Pressures

11. *In the last few years, expenses have been below projections resulting in end of year surpluses. This trend ended this year with 42M deficit. Going forward the TCDSB is planning to have balanced budgets. It is important to note that these revenues assumptions for next year are not yet confirmed and actual revenue might be lower or higher than shown below for 2021-22.*



12. ***Enrollment has declined significantly in 2020-21 but the TCDSB did not reduce staffing levels to match.*** Staff levels increased in both panels while enrollment decreased by 4.2% from 2019-2020 levels. Enrolment details will be presented the *Census Enrolment Projection Report*.
13. ***Inflation Assumptions could be higher than expected.*** Utility costs continue to trend higher and the budget estimates are based on historical costs and projected increases. If costs increase higher than anticipated, this could create a costs pressure in this area. The current trend is that utility costs are trending at 7.8% well above the Ministry of Education funding increase for inflationary costs of 2%. In addition, the new Greenhouse Gas Pollution Pricing on natural gas will increase the Board's utility costs by approximately \$1.6M.
14. ***Bell-time optimizations at International Language Schools (\$1.6M) were cancelled.*** Previously, the TCDSB delayed the operationalization of bell-time optimization at International Languages Schools to September 2021. At the Feb 11, 2021 Corporate Service meeting the Board of Trustees approved a motion to maintain the current bell-times at the affected 15 schools. This will result in additional cost pressure of \$1.6M next year.
15. ***The TCDSB is expecting additional one-time transportation costs of \$2.6M resulting from new school construction.*** These costs are a result of transporting students from an existing school location to a temporary school location while a new school is being built. This \$2.6M is addition to the approximately \$5M the TCDSB current spends on transportation over and above the funding received from the Ministry of Education. Furthermore, the Ministry is in the middle of reviewing the student transportation model across the whole province which could have further impact.

Other Budget Pressures and Uncertainties

16. ***The demand for virtual schooling (St Anne) could continue into next year without additional revenue to support it.*** The ongoing provision of two learning modalities is currently not fully funded by the existing GSNs. There is presently no indication that the Ministry of Education will modify the GSNs in such a manner to fully fund the administrative and operational costs to sustain a dedicated virtual school. Staff are currently reviewing various operating models for next year, should a virtual school be required.

17. ***Occasional Teacher costs continue to rise.*** As a general trend for last several years, occasional teacher costs have been trending higher than budget. The risk is that these costs could continue to increase assuming a full Occasional Teacher roster and higher fill rates for daily open jobs.
18. ***The Ministry of Education continues not to fund International Language (IL) during the day.*** The day-time International Languages Elementary Program provides valuable opportunities to learn a third language and has been part of the TCDSB for decades. The Board recently reviewed this program and re-affirmed its commitment to it. The program cost approximately \$6.8M per year and is offered at 44 schools. The Ministry of Education provided partial funding of \$3.6M in 2018-2019 but has not provided funding this year. The Ministry has not indicated whether they will support the program into the future. Senior staff will continue to discuss this matter with the Ministry of Education.
19. ***TCDSB is currently in “local bargaining” with all its union partners.*** The Province wide collective bargaining process completed in late 2019 and the local bargaining process has recently started. The local bargaining processes continues. It is possible that cost could increase as result of these negotiations. Senior staff will continue to work with our union partners to find cost neutral arrangements or savings in the collective agreements.
20. ***TCDSB could incur on-going COVID-19 related expenses into the fall without additional funding to support these costs.*** As the progress of the pandemic is uncertain and vaccine rollouts have been stalled, there is uncertainty related to COVID-19 expenses that could occur over and above what is covered by the Ministry of Education. These expenses may include additional cleaning, HVAC systems costs, devices and internet for students, and additional teaching staff to reduce class sizes.
21. ***The Board of Trustees has asked staff to investigate enriched before and after programs for students. The revenue and cost for these programs are unknown.*** At the February 11, Corporate Services Committee meeting, the Board of Trustees passed a motion to cancel the bell time optimization and to explore working with school communities, that do not have student before and after school programs, to develop enrichment programs that will assist with supervision of students. Staff are currently exploring options, but the costs are not yet known.

22. ***The Board of Trustees has asked staff to provide a report on the possible setup real property subsidiary.*** At the February 28, 2020 Board Meeting, The Board of Trustees ask staff to bring a report regarding the setup of separate company to manage the property of the TCDSB. The revenue and cost of such a change are still unknown. Staff are continuing to work to bring a report and recommendation forward to the Board of Trustees.

Summary of Potential Budget Impacts

23. ***The following is a summary of the potential impacts to the budget as compared to this current fiscal year.*** The first table summary the loss of one-time funding from the government and the second table summarizes the additional budget pressures that staff can currently quantity. It's important to note, again, that these are high-level estimates and may change significantly in the coming weeks.

Revenue Pressures

Loss of One time Revenue expected for 2022-21	\$M
Loss of one-time provincial COVID-19 funding	(16.5)
Loss of one-time federal COVID-19 funding	(17.5)
Loss of enrolment stabilization	(22.7)
Decline in Enrolment for 2021-22	(8.3)
Decline in International Students 2021-22	(2.5)
Total Change	(67.5)

New Cost Pressures

Changes to Expenditures	\$M
Cancellation of Bell Time Optimization	(1.6)
Utility Cost increase	(1.6)
Additional Transportation costs	(2.6)
Total	(5.8)

24. ***Reducing one-time COVID-19 costs and right-sizing staffing levels will be the main path to a balanced budget.*** Given the key drivers of the budget will be declining revenues, the key factors that will drive a balanced budget next year will most likely come from a reduction in one-time COVID-19 costs and from right-sizing staffing levels to match actual student enrolment in the system.

25. Staff are also considered additional revenue generating options but estimates have not yet materialized. These may include:

- a) A communication campaign to encourage enrolled kindergarten students to attend next year and therefore generate additional GSN revenues
- b) Options to encourage home schooled student to attend virtual learning
- c) Outreach to permit users to encourage use, if COVID-19 restrictions subside
- d) Working with the City to streamline film and TV permits process and therefore by opening more opportunities for using TCDSB sites for film and TV productions.

26. Staff will continue to review incoming information and develop a fulsome budget for June 2021. As more information released by the Ministry and estimate start to materialize staff will provide updates to trustees and adjust public information on website to provide the latest information.

E. CONCLUDING STATEMENT

This report is for the consideration of the Catholic Parent Involvement Committee.

SOCIAL MEDIA GUIDELINES

FOR CATHOLIC SCHOOL PARENT COUNCILS

The following information is presented as a summary of TCDSB Social Media Guidelines. Please refer to the entire document for further details on the below guidance.

TCDSB CSPC Social Media Account Managers MUST:

AUTHORIZATION

- 1 Obtain written authorization from the school principal to operate a CSPC social media account.
- 2 Ensure any account names/handles are approved by the principal and under the following format:
 - CSPC name followed by “_TCDSB” OR “.TCDSB”
 - Existing accounts that do not follow the above guidelines are asked to update their handles immediately by accessing profile settings.

SECURITY

- 3 Maintain log in credentials and manage account change overs (i.e. new CSPC chair).
- 4 Provide logins to the principal upon request.
- 5 *Personal information including images, videos, artwork and names may not be shared on social media without written consent.*
 - Students and staff for whom consent is not given must be excluded, obscured or blurred before appearing on social media accounts.

CONTENT

- 6 Represent the mission, vision and values of the TCDSB. Content posted should be positive in tone, informative and relevant to the school/board community. Examples include:
 - Celebrating student success (ensuring compliance with consent)
 - Important dates, public meetings and event notifications
 - News on student programming
 - School, bus and event cancellations
 - Education-related updates and resource.
- 7 Not include any advertisements, logos, testimonials or endorsements of any product or company, except for official TCDSB partnerships, e.g. the Angel Foundation.

ENGAGEMENT

- 8 Exercise caution when re-posting, ‘liking’ or ‘favouriting’ external content; this may be perceived as an endorsement.
- 9 Not endorse any third-party educational services or products, such as education technology apps or tutoring services.
- 10 Maintain a clear distinction between personal parent/guardian account and CSPC account.
 - Social media accounts that blend personal and professional content are strongly discouraged.



SOCIAL MEDIA GUIDELINES

INTRODUCTION

Social media has become an important tool to communicate with our school communities. It expands the reach of our current communications, and creates new opportunities for extending and enhancing education. As students learn to use social media, it is important, as a part of the overall development of their digital literacy skills, to empower them to build strong online safety skills and to establish an appropriate and positive digital footprint. An effective way to do this is to model the responsible and professional use of social media.

Maintaining professional boundaries in all forms of communication, technology-related or not, is vital to maintaining the public trust and appropriate professional relationships. While social media platforms may seem less formal, professional boundaries must still be maintained. Toronto Catholic District School Board ("TCDSB" or the "Board") staff, trustees and Catholic School Parent Council ("CSPC") members must maintain professional standards when using social media so that they can use these tools safely and appropriately to lead as positive examples for our students. These guidelines will convey TCDSB expectations and help members of the TCDSB community to use their professional judgment to identify and avoid potential risks.

1 SOCIAL MEDIA DEFINED

- a. For the purposes of these guidelines, social media refers to online technology tools that enable people and organizations to communicate and share information and resources over the Internet and to interact with other users.

2 OFFICIAL TCDSB - ASSOCIATED SOCIAL MEDIA ACCOUNTS: AUTHORIZATION & MONITORING

- a. Official TCDSB-associated social media accounts include all Board-wide social media accounts, school-associated accounts, CSPC, and Trustee social media accounts.
- b. Account operators must ensure that log in credentials are passed along when there is a change over (i.e. new principal, new CSPC chair). Any TCDSB-associated account belongs to the Board and password details must be transferred to the new operator and provided to the principal upon request.
- c. The procedures and expectations for TCDSB-associated social media accounts, as outlined below, must be followed.
- d. **ALL TCDSB-ASSOCIATED SOCIAL MEDIA ACCOUNTS**
 - i. Must use a naming convention / handle and for schools and CSPCs must be approved by the relevant principal using the following format "**Board department name/ school name / school department / school activity / CSPC name**" followed by "**_TCDSB**" OR "**.TCDSB**".
 - Existing accounts that do not follow the above guidelines are asked to update their handles immediately. This can be done through accessing account profile settings on all major social media accounts including Facebook, Twitter and Instagram.
 - For Twitter click: More > Setting and privacy > Your Account > Account Information
 - For Instagram click: Settings > Edit Profile > Username
 - For Facebook click: Settings and Privacy > Settings > Username
 - For further assistance with updating user names please contact TCDSB Communications.
 - ii. Must represent the mission, vision and values of the TCDSB. Content posted to TCDSB-associated social media accounts/sites should be positive in tone, informative and relevant to the school/board community. Examples include:
 - Good news items celebrating student success (ensuring compliance with student privacy rights)
 - Important dates, public meetings and event notifications
 - News on student programming
 - School, bus and event cancellations
 - Advisories as necessary during crisis situations
 - Education-related updates and links to resources or articles
 - iii. Principals and other Board management must use their professional judgement to identify and address any social media activity that may negatively impact the school, staff, students and/or the TCDSB as a whole.
 - iv. Social media accounts must not include any advertisements, logos (other than the TCDSB logo), testimonials or endorsements of any product or company, except for official partnerships, e.g. the Angel Foundation. If unaware, contact your immediate supervisor for clarification.
 - v. Social media accounts must not endorse any third-party educational services or products, such as education technology apps or tutoring services.
 - vi. Official TCDSB social media accounts should exercise caution when re-posting, 'liking' or 'favouriting' external content; this may be perceived as an endorsement.
 - vii. Official TCDSB social media accounts must not suggest the endorsement of any political candidate or ballot initiative. For instance, pictures with candidates should not be posted as it can be seen as endorsement of a political party.
- e. **CSPC SOCIAL MEDIA ACCOUNTS**
 - i. Written authorization from the applicable principal must be obtained to operate a CSPC social media account.
- f. **TRUSTEE SOCIAL MEDIA ACCOUNTS**
 - i. Trustees are governed by the Trustee Code of Conduct.
 - ii. Trustees should include their role in the biography section of a social media profile. i.e. "TCDSB Trustee, Ward #".
 - iii. Trustees should notify the Communications Department of all TCDSB-associated social media accounts which they operate.
- g. **SCHOOL-ASSOCIATED SOCIAL MEDIA ACCOUNTS**
 - i. All schools must have generic official social media accounts managed by the school principal.
 - ii. Other school-associated social media accounts (e.g. chaplaincy, athletics, department-based accounts) may be operated by relevant staff at the discretion of the school principal. Written approval must be provided by the principal.
 - iii. Principals must maintain an inventory of all operational school-associated accounts and monitor them regularly, ensuring that questions are responded to in a timely manner, and that any inappropriate content is removed.
 - iv. Principals must ensure that there is adequate protection from unauthorized access and from manipulation and alteration of information that is posted to school-associated accounts.
 - v. Principals must notify the Communications Department of all school-associated social media accounts in operation, and provide the name and contact information for the individual who is responsible for managing each account.
- h. **BOARD-ASSOCIATED SOCIAL MEDIA ACCOUNTS**
 - i. Written authorization from the relevant central department lead must be obtained to operate a Board department-associated social media account.
 - ii. Board-based department leads are responsible for the use and maintenance of social media accounts representing their department in the same way as school principals above.



3

TCDSB PERSONAL AND PROFESSIONAL SOCIAL MEDIA USE

- a. Staff may choose to have a professional social media account. Such accounts may or may not specifically identify the staff member as an employee of the TCDSB. Although permission is not required for staff to open a professional social media account, staff creating the account are responsible for its use and must be aware that its content reflects on the TCDSB and the professionalism of its employees. It is recommended that staff advise their supervisor that they have created a professional social media account.
- b. Staff may also choose to maintain personal social media accounts. While there is a distinction between the public and private life of a TCDSB employee, off-duty conduct matters and sound judgment and due care must be exercised. Teachers should take time to review the Ontario College of Teachers' Professional Advisory "Maintaining Professionalism – Use of Electronic Communication and Social Media."
- c. The Supreme Court of Canada has ruled that teachers' off-duty conduct, even when not directly related to students, is relevant to their suitability to teach. A high standard of judgment is expected of TCDSB staff when using both professional and personal social media accounts. Inappropriate content posted on professional or personal social media accounts may result in discipline up to and including termination.
- d. Social media accounts that blend personal and professional content are strongly discouraged. Staff are encouraged to maintain a clear distinction between their personal and professional social media use, and to have separate accounts for each purpose. Personal accounts should not identify the individual's position or place of employment nor should it include content that pertains to daily activities at schools.
- e. Staff must not communicate with students over social media, unless communicating through approved, official TCDSB-associated social media accounts for educational purposes. In so doing, communications must not be sent to students' personal social media accounts and staff must maintain professional boundaries by communicating with students in a professional manner at appropriate times of the school day. See also "Professional Boundaries – Inappropriate Teacher-Student Relationships" [NTD: this guideline/policy is still in DRAFT form and has not been made public].
- f. Staff must not initiate 'friend' or 'follow' requests from students or accept student friend or follow requests on personal accounts. Staff must consider the professional and privacy implications of accepting friend requests from parents/guardians.
- g. All TCDSB-related social media interaction must be formal, courteous and professional in tone, reflecting the same rigorous professional atmosphere as in a classroom setting. As digital citizens, staff must model the online behaviour they expect to see from students, colleagues, and the TCDSB community at large.
- h. If staff become aware of a student safety concern via social media, either directly or indirectly, they must follow established reporting protocols and have a duty to report to Safe Schools.
- i. When staff have concerns or questions, they should endeavour to address these with their immediate supervisor, or with central administrative staff as needed rather than through social media.
- j. Staff must avoid making impulsive, inappropriate or heated comments, and should not engage in hostile interactions with other users on social media.

4

PRIVACY

- a. All employees and those who administer official TCDSB social media accounts must respect the privacy rights of other individuals, including students, parents/guardians, other employees and members of the TCDSB community at large.
- b. TCDSB staff must remain vigilant in protecting personal information when using social media. Personal information shared by the TCDSB on social media is subject to the *Municipal Freedom of Information and Protection of Privacy Act*.
- c. No personal information (e.g. names and identifying pictures and video) may be shared on social media if written consent is not given.
- d. For safety and security reasons, pictures of classrooms or the school environment must not be shared on personal staff social media accounts. All schools must obtain written informed consent annually from parents for the use of their child's image or any identifying information, including its use on official TCDSB-associated social media. This consent is obtained via TCDSB's *Student Identification Consent Form* at the start of every school year and managed by the principal. The consent form does not provide staff with permission to post images or identifying information of students on their personal accounts, and staff must refrain from doing so.
- e. School principals are responsible for maintaining a list of all students whose parents do not consent to the use of identifying information. If parents signal withdrawal of consent at any time, schools and teachers must ensure these wishes are respected immediately.
- f. Students for whom consent is not given must be excluded, obscured or blurred in any individual or group pictures appearing on social media accounts.
- g. Staff must consider the privacy rights of colleagues or other adult members of the TCDSB community and obtain consent before posting another adult's identifying information.
- h. If unauthorized personal information is shared inadvertently, schools must take immediate steps to delete it from the account. All breaches of personal information must be reported immediately to the Sr. Manager of Freedom of Information (Corporate Services department)
- i. Staff must operate under the presumption that all information shared on social media is public information. Even if strict privacy settings are applied to accounts, information can often be easily copied and shared by other users. In addition, privacy settings on social media platforms may change frequently and without notice. Staff must not share any information on social media that they would not wish to be made public.
- j. School administrators or central office department heads must regularly monitor accounts for which they are responsible. Inappropriate and/or confidential information must be removed immediately.
- k. Staff should ensure that account settings provide them a notification when they are 'tagged' in a post and review the post for any inappropriate or confidential content. If inappropriate, un-tag yourself and report to your immediate supervisor.
- l. Staff should act as privacy ambassadors, and request that other members of the TCDSB community remove any inappropriate and/or confidential information that may have been shared inadvertently.
- m. Staff must consider the safety of all students when considering making a social media post, and must not post specific information about school excursions or extracurricular activities in advance of or during the event.

De-streamed Grade 9 Mathematics For September 2021

Agenda

De-streaming Objectives & Framework: Ministry Information

Gina Iuliano Marrello, Superintendent of Student Success & Alternative Education

Anti-Racism and Equity:

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

Description of the New Grade 9 Mathematics Curriculum and Educator Professional Learning

Gina Iuliano Marrello, Superintendent of Student Success & Alternative Education

Ministry De-streaming Objectives

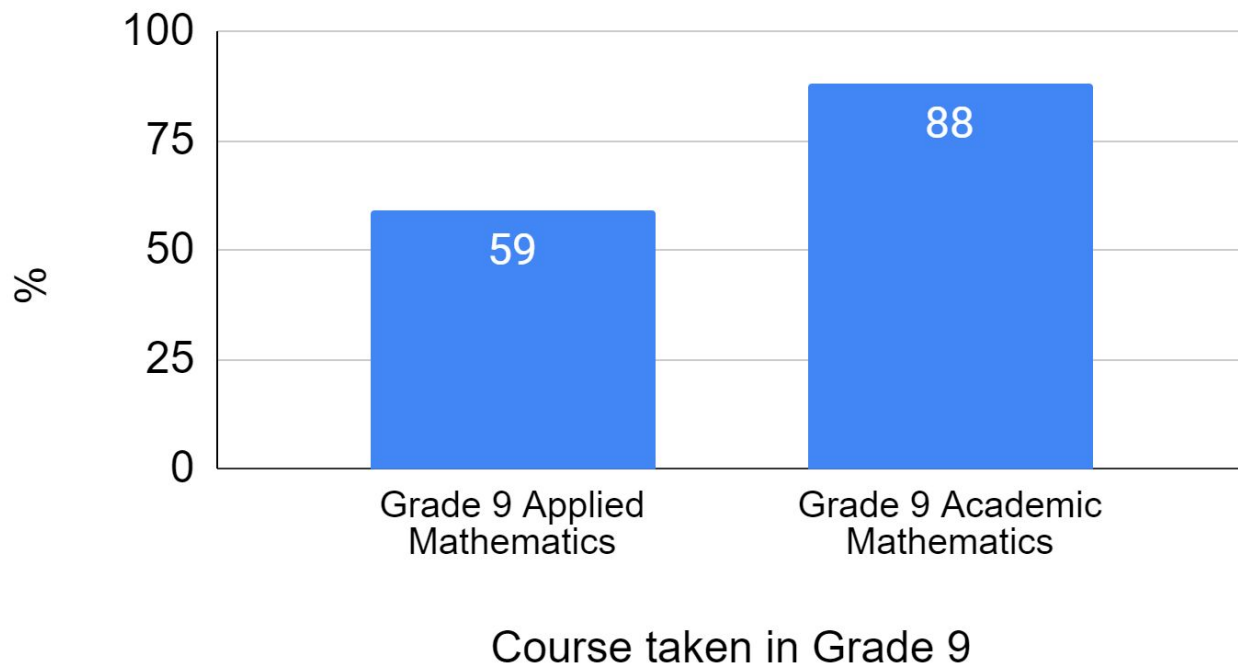
1. Phase out streamed courses
2. Dismantle systemic discrimination
3. Remove barriers to post-secondary pathways

What is “streaming” and why is Ontario ending streaming in Grade 9?

- A different pedagogical approach
- Applied seen as less academically rigorous
- The marginalized streamed into applied
- Limiting access to post-secondary pathways

Research shows that streaming in early secondary school has negative long-term impacts on ‘lower’ streams.

Transition Rates to Post-Secondary



What We Know: Key Facts

*Enrollment in Grade 9 Applied Math:

**36,811 students (23%)
were enrolled in 2018-19**

18% of students living in low-income neighbourhoods¹

Enrolment by board ranged from 14% to 51% taking Applied

15,997 students with special education needs (3.4X more likely to enrol in Applied)

1,728 self-identified Indigenous students (2.2X more likely to enrol in Applied)

**Negative outcomes associated with enrolment in Applied courses

50%

feel they do not belong at school

4.4X

more likely to not graduate²

59%

pursue PSE, vs. 88% in Academic courses

***Impact on Black Students

- Toronto DSB data shows **39% of Black students are enrolled in Applied courses** vs. 18% of non-Black students.
- The Review of Peel DSB found that **Black, Indigenous, and Latin American students are overrepresented in Applied and LDCC courses**, including when they request to be placed in Academic courses.

De-streaming Strategic Framework

Goals of De-streaming

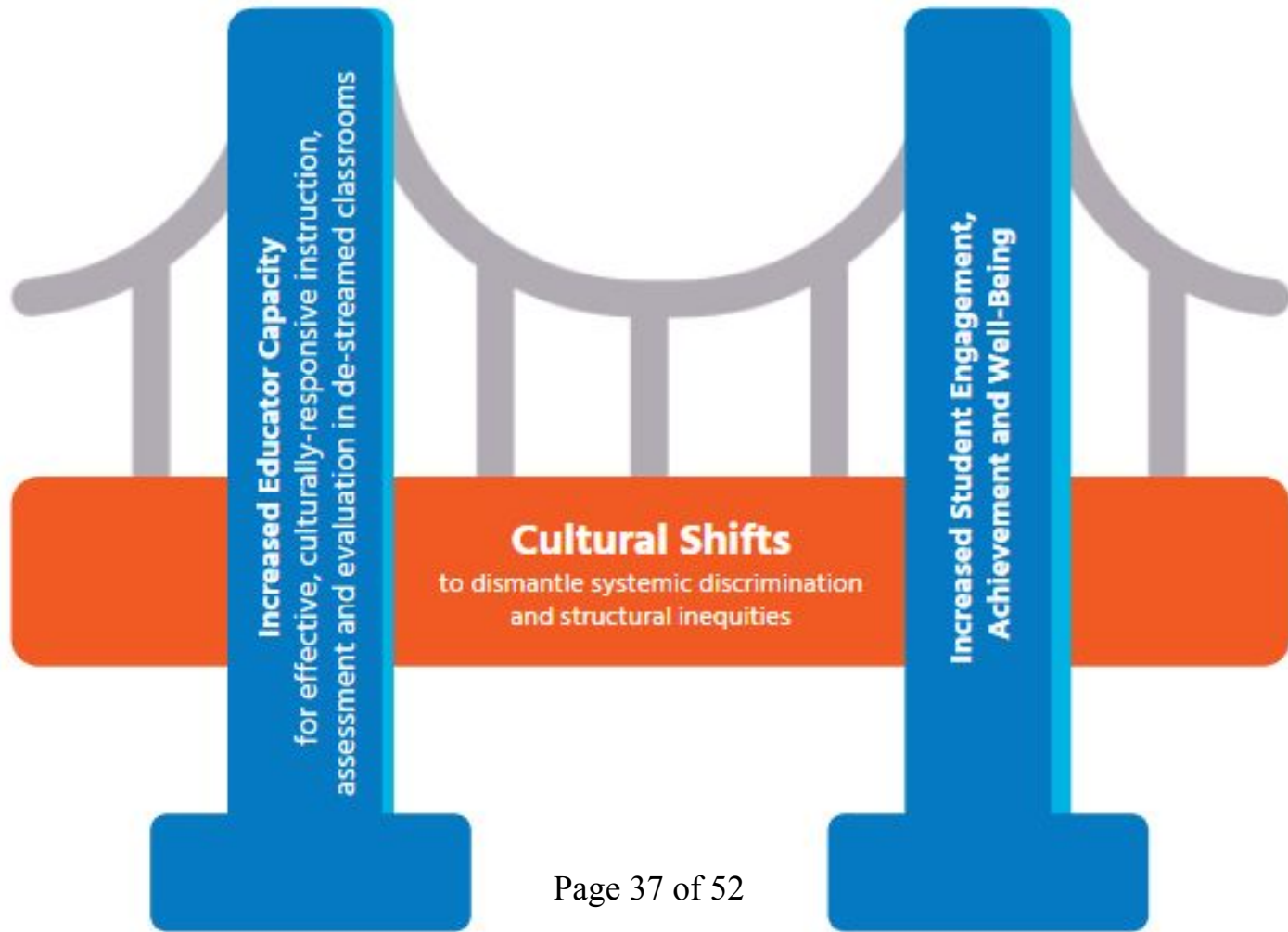
Cultural Shift

to identify and dismantle systemic discrimination and structural inequities

Increase Educator Capacity

for effective culturally-responsive instruction, assessment, and evaluation in de-streamed, multi-level classrooms

Increased Student Engagement, Achievement, and Well-Being



Anti-Racism and Equity

Why is there such a disproportionality in streaming?

VOCABULARY

THE PSYCHOLOGY OF CRUELTY



@CHRISTINECAINE

@DRANTAPHILLIPS

SOMEHOW MADE IT EVENTUALLY OKAY

KODJO
english

KODJOE.COM

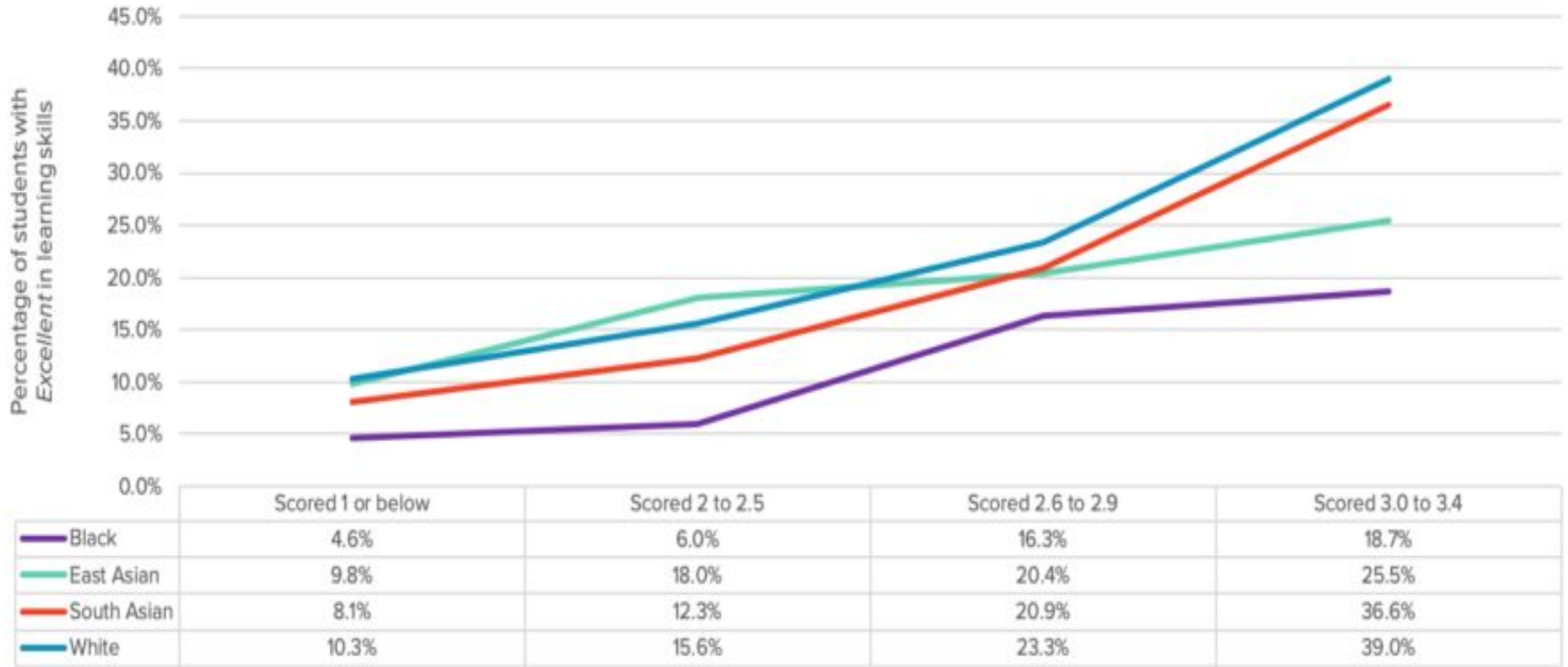
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Implicit Bias

Thoughts and feelings are “implicit” if we are unaware of them or mistaken about their nature. We have a bias when, rather than being neutral, we have a preference for (or aversion to) a person or group of people. Thus, we use the term “implicit bias” to describe when we have attitudes towards people or associate stereotypes with them without our conscious knowledge.



Excellent evaluation of learning skills across race and achievement



Source: People for Education

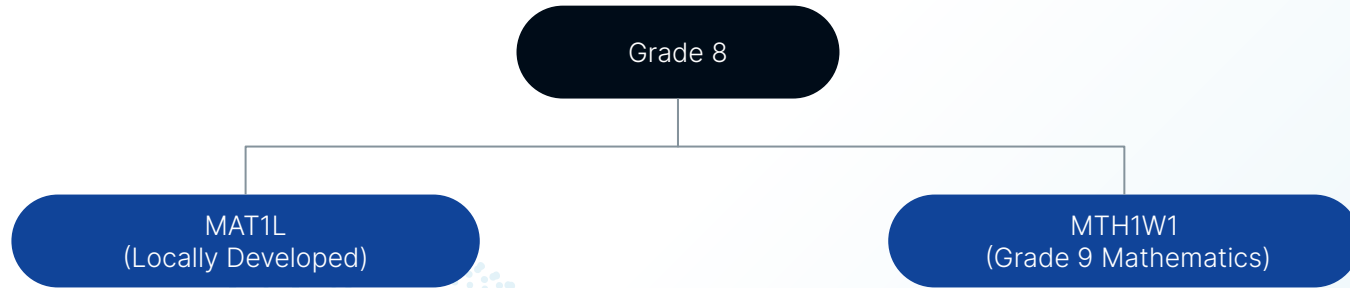
<https://peopleforeducation.ca/our-work/new-study-finds-relationship-between-students-demographics-and-their-learning-skills-marks-on-report-cards/>

Studies

- **Learning Skills Study
(People for Education)**
- **De-streaming in the TDSB:
Creating a level playing field?
(Patricia Fogliato)**

Description of the New Grade 9 Mathematics Curriculum and Educator Professional Learning

For 2021-2022



MPM1D (Academic) and MFM1P (Applied) are no longer offered as of September 2021. These courses can run as credit recovery only until 2023*

Grade 9 Mathematics (MTH1W1)

Here is the new course description :

- This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and **financial literacy**. Students will use mathematical processes, **mathematical modelling**, and **coding** to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking. Prerequisite: None

Professional Learning - Spring 2021:

Participants: Grade 9 Math Teachers, Special Education Teachers, Guidance Counselors, Student Success Teachers, and Administrators

Session 1: Anti-Racism and Culturally Responsive Pedagogy in Math

Dates: March 30, 1, April 6, 8 – afternoon by Area 1/2, 3/4, 5/6, 7/8 respectively

- Understanding Racism; Impact of Implicit Bias on the classroom
- Looking at Education through an anti-racism/anti-oppression lens
- Why de-stream?

Session 2: Culturally Responsive Pedagogy and the Thinking Classroom

- Implicit Bias – The Planning and Discernment Tool
- Culturally Responsive Pedagogy using the Thinking Classroom as a framework

Dates: May 4, 5, 6, 7 – TBD – afternoon by Area 1/2, 3/4, 5/6, 7/8 respectively

Session 3: Curriculum-focused Professional Learning

Page 48 of 52

Dates: June 1, 2, 3, 4 – TBD – afternoon by Area 1/2, 3/4, 5/6, 7/8 respectively

Professional Learning - Fall 2021:

Continue Professional Learning for:

- Grade 9 Math Teachers, Special Education Teachers, and Administrators focused on Curriculum-based Culturally Responsive Pedagogy
- Guidance Counselors, Student Success Teachers, and Administrators focused on transition strategies and supports for students

Begin Professional Learning for:

- Elementary Teachers and Administrators
- Secondary Teachers of Grade 9 - all subject areas

Focused on:

- Anti-Racism and Culturally Responsive Pedagogy in Math
- Culturally Responsive Pedagogy
- Curriculum-focused Professional Learning

Stakeholder Input

Ongoing feedback from the following stakeholders will be collected:

- Students
- Parents
- Staff

Survey

The TCDSB is in the process of implementing De-streamed Grade 9 Mathematics for September 2021. We would appreciate your input to inform our plan. In regards to what was presented at the April 19, 2021 CPIC meeting, please respond to the following:

- 1. What do you feel was positive?**
- 2. What concerns/questions, if any, do you have?**
- 3. What further supports might be helpful for students of Grade 9 De-Streamed Math?**

(survey link will be provided via email)



Parent Reaching Out (PRO) Grant Applications

Applications Received	83
Approved	76
Funds allocated	\$35,500
Remaining Funds	\$4,500
Ward 1	4
Ward 2	9
Ward 3	4
Ward 4	9
Ward 5	12
Ward 6	7
Ward 7	4
Ward 8	8
Ward 9	8
Ward 10	4
Ward 11	13
Ward 12	1

Notes:

Total amount of funds allocated for school applications was \$40,000.

All applications received applied for the maximum amount of \$500.