

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING Public Session

AGENDA
May 20, 2021

Joseph Martino, Chair
Trustee Ward 1

Nancy Crawford, Vice Chair
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Markus de Domenico
Trustee Ward 2

Daniel Di Giorgio
Trustee Ward 10

Normal Di Pasquale
Trustee Ward 9

Keith Baybayon
Student Trustee

Michael Del Grande
Trustee Ward 7

Angela Kennedy
Trustee Ward 11

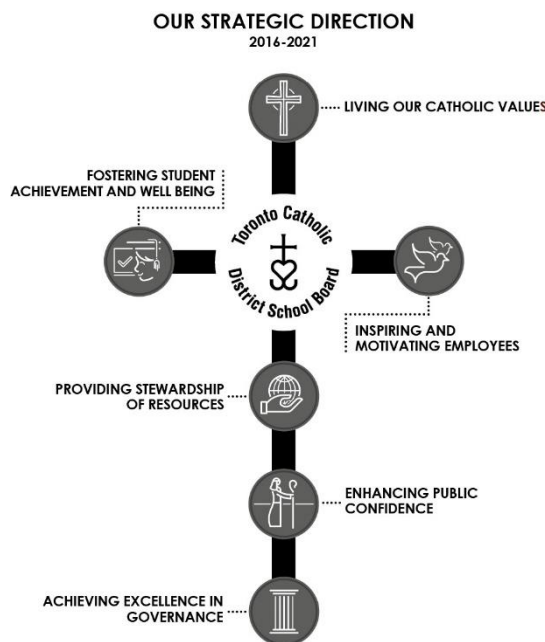
Ida Li Preti
Trustee Ward 3

Teresa Lubinski
Trustee Ward 4

Maria Rizzo
Trustee Ward 5

Garry Tanuan
Trustee Ward 8

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

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 peoples 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.



**AGENDA
REGULAR MEETING
OF THE
TORONTO CATHOLIC DISTRICT SCHOOL BOARD
PUBLIC SESSION**

Joseph Martino, Chair

Nancy Crawford, Vice Chair

Thursday, May 20, 2021

7:00 P.M.

Pages

1. **Call to Order**
2. **Memorials and Opening Prayer**
3. **Land Acknowledgement**
4. **Singing of O Canada**
5. **Roll Call and Apologies**
6. **Approval of the Agenda**
7. **Reports from Private Session**
8. **Notices of Motions**
9. **Declarations of Interest**
10. **Approval and Signing of Minutes of the Previous Meetings**
 - 10.a. **Special Board (Student Achievement) Held April 8, 2021**
 - 10.b. **Special Board (Corporate Services) - Nil**

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10.c.	Regular Board Held April 22, 2021	5 - 28
10.d.	Special Board Held April 28, 2021	29 - 43
11.	Presentations	
11.a.	From the Chair of the Board - Nil	
11.b.	From the Director of Education	44 - 46
11.c.	From the Student Trustee(s)	47 - 49
11.d.	Ontario Association of Parents in Catholic Education (OAPCE) Toronto regarding Introduction of New Executive and Parental Engagement Issues - Annalisa Crudo-Perri, Executive Director, Ontario Association of Parents in Catholic Education	
12.	Delegations	
13.	Consideration of Motions for which previous notice has been given	
13.a.	From Trustee Crawford regarding Celebrating the Solemnity of the Sacred Heart of Jesus in June at the Toronto Catholic District School Board (Revised)	50 - 51
13.b.	From Trustee Li Preti regarding Toronto Catholic District School Board (TCDSB) Proclaim Wednesday of National Accessibility Week as Red Shirt Day	52 - 53
14.	Consent and Review	
15.	Unfinished Business from Previous Meetings	
16.	Matters recommended by Standing Committees of the Board	
17.	Matters recommended by Statutory Committees of the Board	
18.	Matters referred/deferred from Committees/Board	

From the May 6, 2021 Student Achievement and Well-Being Committee Meeting

54 - 55

18.a.	From Trustee Di Pasquale regarding Purple Day for Epilepsy Awareness Proclamation	
	<u>From the March 25, 2021 and April 22, 2021 Regular Board Meetings and May 6, 2021 Student Achievement and Well-Being Committee Meeting</u>	
18.b.	International Languages Review (Recommendation) (Held by Trustee Di Giorgio)	56 - 72
	<u>From the May 13, 2021 Corporate Services, Strategic Planning and Property Committee Meeting</u>	
18.c.	2021-2022 Student Learning Models (Information) (Held by Trustee Di Pasquale)	73 - 79
19.	Reports of Officials for the Information of the Board of Trustees	
19.a.	Revised Return to School Update (Refer May 20, 2021 Addendum)	
19.b.	Toronto Catholic District School Board (TCDSB) Grade 9 Student Census - Pilot Update	80 - 100
19.c.	Update on Acceptable Use of Technology Policy and Social Media Guidelines	101 - 104
20.	Reports of Officials Requiring Action of the Board of Trustees	
20.a.	From the Governance and Policy Committee: Rescindment of B.P.03 Policy on Signage – New Sites And Building Projects	105 - 111
20.b.	From the Governance and Policy Committee: Fair Practice in Hiring and Promotion H.M.40	112 - 134
20.c.	From the Governance and Policy Committee: Update To External Research Conducted in the Toronto Catholic District School Board (TCDSB) - Policy S.19	135 - 150
21.	Reports from External Committees / Organizations	
22.	Listing of Communications	
22.a.	From the Governance and Policy Committee: Minutes of Meeting Held April 6, 2021	151 - 158

- 22.b. From the Catholic Parental Involvement Committee: Minutes of Meeting Held April 19, 2021(Refer May 20, 2021 Addendum)
- 22.c. From the Special Education Advisory Committee: Approved Minutes of Meeting Held April 21, 2021 (Refer May 20, 2021 Addendum)
- 23. Inquiries and Miscellaneous
- 24. Updating of Pending Lists
 - 24.a. Master Pending List and Rolling Calendar 159 - 161
 - 24.b. Annual Report 162 - 166
- 25. Closing Prayer
- 26. Adjournment

OUR MISSION

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

OUR VISION

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



MINUTES OF THE SPECIAL VIRTUAL MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD

HELD THURSDAY, APRIL 8, 2021

STUDENT ACHIEVEMENT

PRESENT:

Trustees:

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

Staff:

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

M. Farrell
C. Fernandes
G. Iuliano Marrello
L. Latham
M. Loberto
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.

8. Declarations of Interest

In PUBLIC and PRIVATE Sessions, there were none.

The Items dealt with at the Student Achievement and Well-Being, Catholic Education and Human Resources Committee Meeting in PUBLIC and PRIVATE Sessions were deemed presented.

MOVED by Trustee Tanuan, seconded by Trustee Kennedy, that all Items discussed in PUBLIC and PRIVATE Sessions be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that the meeting resolve back into Student Achievement and Well-Being, Catholic Education and Human Resources Committee.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Rizzo
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR

OUR MISSION

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

OUR VISION

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through witness, faith, innovation and action.*



MINUTES OF THE REGULAR VIRTUAL MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION

HELD THURSDAY, APRIL 22, 2021

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

Student Trustees: K. Baybayon
K. Nguyen

Staff: B. Browne
D. Boyce
D. Koenig
A. Della Mora
P. Aguiar
A. Bria
M. Caccamo
S. Camacho
S. Campbell
D. Chen

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

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

External Guests: N. Murdocca, Chair, The Angel Foundation for Learning (Item 11d)
J. Yan, Executive Director, The Angel Foundation for Learning (Item 11d)
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 de Domenico, seconded by Trustee Lubinski, that the Agenda, as amended to include the Addendum, be approved.

The Motion was declared

CARRIED

7. Reports from Private Session

MOVED by Trustee Crawford, seconded by Trustee de Domenico, that the following reports be received:

In PRIVATE Session:

- a. Approved Minutes of the Regular Board Meeting held March 25, 2021;
- b. Received Minutes of the Audit Committee Meeting held January 27, 2021;
- c. Received a verbal report from the Director of Education regarding the retirement of Deborah Friesen, Superintendent, Capital Development and Asset Renewal, and Paul De Cock, Comptroller of Business Services and Finance, effective June and August 2021 respectively;
- d. Received a verbal update on Local and Collective Bargaining; and
- e. Received a verbal report on a financial situation with a school banking institution

Trustee Kennedy declared an interest in the Items c) and d) above as indicated below in Item 9) Declaration of Interest.

In DOUBLE PRIVATE Session: Received an outline presentation from the Director of Education on the initial steps of the Director Performance Appraisal process.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

8. Notices of Motion

- 8a) From Trustee Crawford regarding Celebrating the Solemnity of the Sacred Heart of Jesus in June at the Toronto Catholic District School Board (TCDSB) (Revised)** will be considered at the May 20, 2021 Regular Board Meeting.

WHEREAS: The Church will celebrate the Solemnity of the Sacred Heart of Jesus on June 11, 2021 and celebrates every month of June as the month of the Sacred Heart of Jesus;

WHEREAS: Archbishop Thomas Cardinal Collins wrote on March 23, 2021, to Trustees and Directors, and others involved in Catholic Education

in the Archdiocese of Toronto, to ask that we focus on the Sacred Heart of Jesus, the symbol of the compassionate love of Jesus, throughout the month of June;

WHEREAS: Focusing on the Sacred Heart of Jesus throughout the month of June does not prevent other recognitions occurring in the month of June;

WHEREAS: “The Sacred Heart signifies the steady, reliable, faithful, lifegiving love which we experience in Jesus as we encounter him both in the Gospels and in our life of faith; we are called to imitate that faithful love;”*

WHEREAS: In this time of the pandemic, the people of the world are burdened by much fear, isolation, economic loss, illness, suffering and death; and

WHEREAS: Our students, their families and our staff are experiencing much suffering caused by the pandemic. “Like us all, they deserve and they need life-giving spiritual nourishment, clear guidance in life, and the true compassionate love that Jesus teaches us in the Gospel, and models for us, and challenges us to imitate.”*

THEREFORE BE IT RESOLVED THAT: The Toronto Catholic District School Board focus on the Sacred Heart of Jesus this and every June through special prayers and meditations, teachings and activities to deepen our understanding and love for Jesus, each other, and the isolated, sick and marginalized.

*quoted from Cardinal Collins’ March 23, 2021 letter.

9. Declarations of Interest

There were none in PUBLIC Session nor DOUBLE PRIVATE Session.

In PRIVATE Session, Trustee Kennedy declared an interest in the following Items, as she has family members who are employees of the Board, and did not participate in the discussions:

- 14a) Personnel Matter (Verbal) - Dr. Brendan Browne, Director of Education; and
- 14b) Bargaining Update (Verbal) - Adrian Della Mora, Executive Superintendent of Human Resources and Melisa Eldridge, Senior Legal Counsel

10. Approval and Signing of Minutes of the Previous Meetings

MOVED by Trustee de Domenico, seconded by Trustee Li Preti, that Items 10a), 10b) and 10c) be adopted as follows:

- 10a) Special Board (Student Achievement) Held March 4, 2021** approved;
- 10b) Special Board (Corporate Services) Held March 11, 2021** approved; and
- 10c) Regular Board Held March 25, 2021** approved.

The Motion was declared

CARRIED

11. Presentations

MOVED by Trustee Li Preti, seconded by Trustee Crawford, that Item 11b) be adopted as follows:

- 11b) From the Director of Education** received.

The Director introduced and extended welcome to Derek Boyce, new member of the TCDSB's Executive Leadership team, appointed to the role of Associate Director of Facilities, Business, and Community Development on April 19, 2021.

The Motion was declared

CARRIED

MOVED by Di Pasquale, seconded by Trustee Li Preti, that Item 11c) be adopted as follows:

11c) From the Student Trustee(s) received.

The Motion was declared

CARRIED

MOVED by Li Preti, seconded by Trustee Di Pasquale, that Item 11d) be adopted as follows:

11d) The Angel Foundation for Learning: Annual Report 2019-2020 - Nancy Murdocca, Chair, and John Yan, Executive Director received.

The Motion was declared

CARRIED

Trustee Kennedy joined the meeting at 8:15 pm.

12. Delegations

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

12a) **Valeria DiGregorio, President, CUPE Local 3155 regarding International Languages Policy and Process** 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.

14. Consent and Review

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

- 18c) International Languages Review (Recommendation) – Trustee Di Giorgio;
- 19a) Return to School Update – Trustee Rizzo;
- 19b) Toronto Student Transportation Group: Annual Report 2019-20 – Trustee Rizzo;
- 20c) From the Governance and Policy Committee: Delegation and Public Participation – Trustee Crawford;
- 20d) Capital Priorities Criteria 2021-2022 (All Wards) – Trustee Li Preti; and
- 20e) Annual Portable Plan and Other Accommodation Needs 2021-2022– Trustee Rizzo

MOVED by Trustee Kennedy, seconded by Trustee Di Giorgio, that the Items not held be received and the Staff Recommendations be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

ITEMS NOT HELD AS CAPTURED IN ABOVE MOTION

- 17a) From the Special Education Advisory Committee: Fostering Innovation in Students of All Abilities Presentation** that the following recommendation outlined in the report be approved:

That the Fostering Innovation in Students of All Abilities Presentation from the March 24, 2021 SEAC meeting be available to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee;

- 18a) From the Governance and Policy Committee: Rescindment of Signing Officers Policy (F.M.02)** that this Policy be recommended for rescindment effective immediately;
- 18b) From the Governance and Policy Committee: Update to Permits Policy B.R.05 (Recommendation)** that the changes to the procedures of Permits Policy B.R.05 outlined in the body of the report, including Appendix A and Appendix C, be approved;
- 20a) From the Governance and Policy Committee: Rescindment of Vandalism Policy B.M.01** that the Policy on Vandalism B.M. 01, provided in the Report Appendix A, be rescinded;
- 20b) From the Governance and Policy Committee: B.P.02 Plaques for New Schools** that the revised Plaques for New Schools Policy B.P.02 (Appendix A of the report) be approved;
- 20f) Monthly Procurement Approvals** that the Board of Trustees approve all procurement activities/awards listed in Appendix A of the report;

- 22a) **Communication from the Catholic Parent Involvement Committee: Approved Minutes of the Meeting Held February 22, 2021;**
- 22b) **Communication from the Governance and Policy Committee: Approved Minutes of the Meeting held March 2, 2021;**
- 22c) **Communication from the Special Education Advisory Committee: Approved Minutes of the Meeting Held March 24, 2021;**
- 22d) **Communication from Toronto Public Health regarding Team Toronto Sprint Strategy Update;**
- 24a) **Master Pending List and Rolling Calendar; and**
- 24b) **Annual Report**

18. Matters Referred/Deferred from Committees/Board

MOVED by Trustee Di Giorgio, seconded by Trustee Li Preti, that Item 18c) be adopted as follows:

- 18c) **International Languages Review** that the Item be deferred to the May 6, 2021 Student Achievement and Well-Being, Catholic Education and Human Resources Committee Meeting.

Results of the Vote taken, as follows:

In Favour

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

Opposed

de Domenico
Di Pasquale
Rizzo

The Motion was declared

CARRIED

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

19. Reports of Officials for the Information of the Board of Trustees

MOVED by Trustee Rizzo, seconded by Trustee Li Preti, that Item 19a) be adopted as follows:

19a) Return to School Update 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
Tanan

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 Kennedy, that Item 19b) be adopted as follows:

19b) Toronto Student Transportation Group: Annual Report 2019-20
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

The Motion was declared

CARRIED

Trustee Lubinski did not vote/respond.

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

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

MOVED by Trustee Crawford, seconded by Trustee Rizzo, that Item 20c) be adopted as follows:

- 20c) From the Governance and Policy Committee: Delegation and Public Participation** that the Committee adopt the draft policy attached at Appendix A of the report, Appendix B, the Delegation Registration Form and Appendix C, the Delegation Quick Facts Sheet, as amended as follows:

I Appendix A, page 2 of 9

Alignment with MYSP: Change *values* to *Values*.

II Appendix A, page 2 of 9

Regulation 1:

1. Replace *either of the criteria* with *any of the criteria*; and
2. Add (iii) if a new Item/report or new information has been placed on the Agenda/Addendum, that has not been dealt with at a Committee;

III Appendix A, page 3 of 9

Regulation 3:

Add:

A report may be requested following a delegation in special circumstances on a majority vote when:

- i) an Item is deemed urgent;
- ii) at the recommendation of the Director of Education; or
- iii) the topic is time sensitive;

IV Appendix A, page 3 of 9

Regulation 4:

Replace *Any delegate who is suffering under a disability* with *Any delegate with a disability*;

V Appendix A, page 5 of 9

Add to Regulation 12:

Confidential Matters:

The Director, Board Chair, or Chair of a Committee may determine at the Committee Agenda setting meeting to schedule a delegation in closed session if the matter is deemed to be of a confidential nature as per the Education Act;

Private Session or In Camera means a meeting of the Board or any Committee of the Board which is closed to the public in accordance with the Education Act, when the subject-matter under consideration involves:

- (a) the security of the property of the TCDSB;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the TCDSB or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the TCDSB;
- (e) litigation affecting the TCDSB; or
- (f) an ongoing investigation under the Ombudsman Act respecting the Board of Trustees;

VI Appendix A, page 5 of 9

Add new Regulation after Regulation 12:

If the number of verbal delegation requests is high, the Recording Secretary in consultation with the Director or designate may request that potential

delegates be contacted and propose that the potential delegate submit a written delegation instead of a verbal delegation, or be advised of an alternate meeting date to delegate; and

If a Special Meeting is called to hear delegations, the corresponding Agenda Item will be deferred to that Special Meeting. The Recording Secretary will contact delegates as soon as possible informing them about the change in their delegation meeting date.

VII Appendix A, page 5 of 9

Regulation 15:

Replace *seven (7)* with *ten (10)*;

VIII Appendix A, page 6 of 9

Regulation 18 (ii):

Add: *Ask questions or before cross debate*;

IX Appendix A, page 7 of 9

Replace Regulation 25 with:

At the conclusion of the deputation, the Chair or Director will advise the delegate as to how the matter will proceed and the estimated timeline. Where an Item has been referred to Staff, Staff will communicate follow-up actions to the delegate;

X Appendix A, page 8 of 9

Replace Regulation 30 with:

A Trustee may ask up to two (2) clarifying questions of the delegate for a maximum of three (3) minutes;

XI Appendix A, page 8 of 9

Regulation 31:

Add:

The Director may clarify information.

Appendix A, page 9 of 9

Definitions:

Add Receipt and Referral

Receipt is the action of the Board of Trustees acknowledging that the deputation has been heard by the Board of Trustees and been made accessible to the public.

Receipt and Referral to Staff is the action of the Board of Trustees requesting Staff to look into the situation presented by the delegate and to communicate to the delegate appropriate actions taken to remedy the situation.

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
Tantuan

The Motion was declared

CARRIED

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

MOVED by Trustee Li Preti, seconded by Trustee Tanuan, that Item 20d) be adopted as follows:

20d) Capital Priorities Criteria 2021-2022 (All Wards) received.

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

WHEREAS: Inclusion on the previous year's capital priorities submission is an important indicator for ranking capital priorities as the Board already deemed these projects urgent priorities just a year ago.

BE IT RESOLVED THAT: A criteria – "Inclusion on previous year's capital priority list" be included as an additional criteria at 10%;

BE IT RESOLVED THAT: Partnership opportunities be correspondingly reduced to 5% to maintain parity in the matrix; and

BE IT RESOLVED THAT: All schools receive a score in the facility condition index category based on a weighted scale determined by Staff but not simply schools above 50% Facility Condition Index (FCI), (as was scored in last year's submission).

Trustee Crawford requested that the Question be split.

The Chair called for a five-minute recess.

The meeting resumed with Trustee Martino in the Chair, with no change to the Attendance list.

Time for business expired.

The Chair called for a 15-minute extension, as per article 12.6 of the By-law, that was approved as follows:

Results of the Vote taken, as follows:

In Favour

Opposed

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

de Domenico

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 de Domenico, that the Item be referred back to Staff.

Results of the Vote taken, as follows:

In Favour

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

Opposed

Di Giorgio
Kennedy
Lubinski

The Motion was declared

CARRIED

MOVED by Trustee Di Giorgio, seconded by Trustee Li Preti, that Item 20e) be adopted as follows:

20e) Annual Portable Plan and Other Accommodation Needs 2021-2022:

1. That the Director of Education be authorized to implement the 2021-22 Portable Plan and Other Accommodation Needs strategy as outlined in the report; and
2. That the 2021-22 Portable Plan and Other Accommodation Needs budget of \$3,488,602.21 be approved (as detailed in Appendix 'C' of the report) funded from the following sources:
 - a. \$3,288,000 - School Renewal funding; and
 - b. \$200,000 - Capital Project funding

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
Tanuan

Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Lubinski, that the meeting resolve back into DOUBLE PRIVATE Session.

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

Present (Following DOUBLE PRIVATE Session):

Trustees: J. Martino, Chair – In Person
N. Crawford, Vice-Chair
F. D’Amico
N. Di Pasquale
A. Kennedy
I. Li Preti
M. Rizzo
G. Tanuan

7. Reports from Private Session

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that the following report be received:

In DOUBLE PRIVATE Session: Dealt with an Inquiry regarding a real estate matter.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

26. Adjournment

MOVED by Trustee Crawford, seconded by Trustee D'Amico, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

SECRETARY

CHAIR

OUR MISSION

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

OUR VISION

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



MINUTES OF THE SPECIAL VIRTUAL MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION

HELD WEDNESDAY, APRIL 28, 2021

Trustees:

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

Staff:

B. Browne
D. Boyce
D. Koenig
A. Della Mora
S. Camacho
D. Friesen
M. Loberto
P. Matthews

S. Harris, Recording Secretary
S. Hinds-Barnett, Assistant Recording Secretary

External Guests: J. Abrams, Integrity Commissioner, Principles Integrity
J. Atwood-Petkovski, Integrity Commissioner, Principles Integrity
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 Di Giorgio, seconded by Trustee Kennedy, that the Agenda, as amended to include the Addendum, and the reordering of Item 17a) Capital Priorities Criteria 2021-2022 prior to Item 15a) Matter Referred from the Governance and Policy Committee: Revision of the Trustee Code of Conduct Policy (T.04), be approved.

The Motion was declared

CARRIED

Trustee Li Preti joined the meeting at 7:09 pm.

7. Reports from Private Session

MOVED by Trustee Crawford, seconded by Trustee Di Giorgio, that the following report be received:

In PRIVATE Session, the following local Collective Agreements were ratified:

Canadian Union of Public Employees (CUPE) 1328 School Based Educational Support Staff (SBESS);
Association of Professional Student Services Personnel (APSSP);
Toronto Secondary Unit - Ontario English Catholic Teachers Association (TSU-OECTA); and
Elementary Teachers' Federation of Ontario (ETFO)

Trustees Kennedy and Rizzo declared an interest in that Item, as indicated below in Item 9) Declaration of Interest.

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
Tanan

The Motion was declared

CARRIED

9. Declarations of Interest

In PRIVATE Session, Trustees Kennedy and Rizzo declared an interest in Local Bargaining Update #6 - Canadian Union of Public Employees (CUPE), Association of Professional Student Services Personnel (APSSP),

Toronto Secondary Unit - Ontario English Catholic Teachers Association (TSU-OECTA)); and Elementary Teachers' Federation of Ontario (ETFO), as they have family members who are employees of the Board.

Trustees Kennedy and Rizzo did not participate in discussions regarding that Item nor voted.

There were none in PUBLIC Session.

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

MOVED by Trustee Di Giorgio, seconded by Trustee Rizzo, that Item 17a) be adopted as follows:

17a) Capital Priorities Criteria 2021-2022

1. That the following matrix be utilized in the identification of capital projects to be submitted to the Ministry of Education by May 21, 2021:

	Criteria	Original Weight	Revised Weight
1	Partnership Opportunities	15%	10%
2	Capacity - Amount of Portables in use	15%	15%
3	Capacity - 2024-2025 Utilization Rate	20%	20%
4	Capacity – Lack of space at nearby schools	15%	10%
5	Property/Lot Size	5%	10%
6	Facility Condition Index	15%	15%
7	Previous Completed Pupil Accommodation Review	15%	10%

8	<i>*New Previously Approved and Unfunded Top 10 Capital Priority</i>	0%	5%
9	<i>*New Equity</i>	0%	5%
	<i>Total</i>	<i>100%</i>	<i>100%</i>

2. That a further report be prepared for consideration at the May 13, 2021 Corporate Services meeting identifying the ten priority capital projects to be submitted to the Ministry of Education for funding consideration.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Li Preti, that the Pupil Accommodation Ratio be reduced by 5% and given to schools, depending on the school's Heating Ventilation and Air Conditioning (HVAC), across the system that do not have mechanical ventilation.

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

In Favour

Opposed

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

The AMENDMENT was declared

CARRIED

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Rizzo, that for Criteria #2 – Capacity – Amount of Portables in use, Staff also consider whether

1. gymnasiums and libraries; and
2. music rooms are being utilized.

Trustee Rizzo requested that the Question be split.

Time for business expired.

MOVED by Trustee Li Preti, seconded by Trustee Di Giorgio, that time be extended by 15 minutes, as per Article 12.6 of the By-law, to complete the debate on the Item.

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
Tanan

The Motion was declared

CARRIED

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

In Favour

Opposed

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

Martino

Part 1 of the AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees D'Amico
Kennedy
Li Preti
Tanuan

Crawford
de Domenico
Di Giorgio
Di Pasquale
Lubinski
Martino
Rizzo

Part 2 of the AMENDMENT was declared

FAILED

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

In Favour

Opposed

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

The Motion, as amended, was declared

CARRIED

The Chair declared a 10-minute recess.

Present (Following Recess):

Trustees: J. Martino, Chair – In Person
N. Crawford, Vice-Chair
F. D'Amico
M. de Domenico
D. Di Giorgio
N. Di Pasquale
A. Kennedy
I. Li Preti

T. Lubinski
M. Rizzo
G. Tanuan

Student K. Baybayon
Trustees: K. Nguyen

MOVED by Trustee Kennedy, seconded by Trustee Di Giorgio, that the meeting resolve into Committee of the Whole to discuss Item 15a) Matter Referred from the Governance and Policy Committee: Revision of the Trustee Code of Conduct Policy (T.04).

Results of the Vote taken, as follows:

In Favour

Opposed

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

Martino

The Motion was declared

CARRIED

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

Present (Following Committee of the Whole Session):

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

MOVED by Trustee Kennedy, seconded by Trustee de Domenico, that Item 15a) be adopted as follows:

15. Matters Referred/Deferred from Committees/Board

15a) From the Governance and Policy Committee: Revision of the Trustee Code of Conduct Policy (T.04) that the revised Trustee Code of Conduct Policy T.04 provided in Report Appendix A, and the accompanying TCSDB Code of Conduct Complaint Protocol provided in Report Appendix B, be adopted along with the following recommendations from the Committee of the Whole:

1. That Code of Conduct be replaced with Trustee Code of Conduct consistently throughout the document;
2. That the use of the term *liberal interpretation* as a legal term be used throughout the policy;
3. Edits as outlined by Jeffrey Abrams, as follows;
 - a) That the reference to g be replaced with 7: Page 14 or 11 of 44 of Appendix A, Avoidance of Conflicts of Interest, Regulations 8 and 9;

- b) That the *July 2* date be recommended as the cutoff date for the distribution of Trustee Newsletters instead of *May 1*: Page 29 or 26 of 44 of Appendix A, Election Campaigns Regulations 6 (3) and (4);
 - c) That ... *on elected official* be replaced with ... *an elected official*: Page 45 or 42 of 44 of Appendix A, Commentary; and
 - d) That the note to draft at the bottom of the page be deleted:. Page 46 of 80 or 43 of 44 of Appendix A;
4. Edits as outlined by Trustee Crawford as follows:
- a) That *should* be replaced with *shall* in Policy 2, Page 10 of 80 or 7 of 44, and in Regulations 4 (4) and (5), Page 25 of 80 or 22 of 44; and
 - b) That the following four paragraphs be rewritten for clarity:
 - i) Page 23 of 44 or 26 of 80, Commentary – Paragraph 2;
 - ii) Page 23 of 44 or 26 of 80, Regulation 5 (1);
 - iii) Page 26 of 44 or 29 of 80, Regulation 6 (2) (c); and
 - iv) Page 4 or 51 of 80 (Appendix B), Complaint Protocol 2 (2) (b)
5. Edit as outlined by Trustee Rizzo: That *AMO and FCM* be replaced with *Ontario Catholic School Trustees' Association (OCSTA)*: Page 16 of 80 or 13 of 44, Regulation 2d); and
6. Recommendations from Trustee Kennedy as follows:
- a) That the commentary be moved to an Appendix; and
 - b) That the TCDSB website outline the responsibilities and the authority and processes of the Integrity Commissioner and the complaints protocol.

Results of the Vote taken, as follows:

In Favour

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

Opposed

Di Giorgio
Lubinski

The Motion was declared

CARRIED

19. Listing of Communications

MOVED by Trustee Kennedy, seconded by Trustee de Domenico, that Item 19a) be adopted as follows:

19a) Integrity Commissioner's Disposition Report received.

MOVED by Trustee Lubinski that the Item be referred to PRIVATE Session.

There was no seconder.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Rizzo, that Staff draft a Social Media policy.

With the consent of the Assembly, Trustee Kennedy withdrew the AMENDMENT.

With the consent of the Assembly, Trustee Kennedy reinstated the AMENDMENT as follows:

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Di Giorgio, that Staff draft a Social Media policy.

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

In Favour

Trustees Crawford
Di Giorgio
Kennedy
Lubinski
Li Preti
Tanuan

Opposed

de Domenico
Di Pasquale
Martino
Rizzo

The AMENDMENT was declared

CARRIED

Trustee D'Amico did not vote/respond.

MOVED by Trustee Di Giorgio, seconded by Trustee Lubinski:

BE IT RESOLVED THAT: This report be deferred until such time that General Counsel can confirm in writing to the Board of Trustees that it does not violate Regulation 218.3 of the Education Act.

With the consent of the Assembly, Trustee Di Giorgio withdrew the Motion.

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

In Favour

Opposed

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

Di Giorgio
Lubinski

The Motion, as amended, was declared

CARRIED

23. Adjournment

MOVED by Trustee Di Pasquale, seconded by Trustee Li Preti, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Lubinski did not vote/respond.

SECRETARY

CHAIR



Director's Monthly Report April – May 2021

April 26 - May 21

As we continue under provincial lockdown orders, our students, staff, and parents remain committed to creating experiences, learning opportunities, and celebrations of faith in our virtual reality. Creativity and patience, understanding and resolution continue to be required as we navigate teaching and learning in this current context. We are so grateful to our staff for the ways they are connecting with students and families, parents for the ways they are supporting and partnering, and students for their commitment to learning and to one another. We are truly blessed as a Catholic community.

We are encouraged by the on-going rollout of vaccines and are proud to have successfully prioritized staff access, with all staff now being eligible to receive a vaccine. We continue to partner with the Ministry of Health, Education, and with Toronto Public Health as we plan to provide access to vaccines to students from the age of 12 to 17. As we plan for September, we look forward to welcoming students back in-person in our schools as we are cautiously optimistic that all staff and students from the age of 12 and up will have had the opportunity to receive their second dose before the start of the school year. We are sharing information about the new year with families and asking parents to respond to our survey by June 4th in order to plan for the year ahead.

We continue to pray for all students, staff, and families for their health and safety during this difficult time and look forward to the opportunity to gather together again as a community of faith.

Highlights from the past month include:

- Celebrating Compassion as the **Virtue of the Month for May** and recognizing important observances such: Speech, Language and Hearing Month, Polish Canadian Heritage Month, Asian Canadian Heritage Month, World Principals' Day, Catholic Education Week, Children's Mental Health Awareness Week, Mother's Day, ShareLife Week, Respect for Life Week, World Catholic Education Day.
- Participating in the Board Wide **Justice Liturgy Livestream** on April 27.
- Connecting with our TCDSB community through our monthly **"Lunch with the Director"** series live streamed on Facebook and YouTube **on April 30, 2021**. Answering questions that are timely, relevant, and important to students and families in real-time.

- Joining staff and students for “morning announcements” at **St. Sylvester Catholic** school including prayer and special monthly recognitions.
- Speaking at the “**In Gratitude for Catholic Education**” webinar during Catholic Education Week where I shared my experiences and journey in Catholic Education from student to Director.
- Connecting with Superintendents, Associate Director’s, and Director’s from across Ontario at the annual **Ontario Catholic Supervisory Officers’ Association Virtual 2021 AGM & Conference**.
- Singing, Dancing, and Reading over Zoom with amazing kindergarten students and teachers from **St. Gerald Catholic School Elementary School**.
- Visiting St. John the Evangelist Elementary School as they hosted **Woman’s College Hospital pop up vaccination site** welcoming community members and facilitating access to vaccinations.
- Attending and speaking at the **Anti-Racism Conference** hosting by CSLIT– Highlights include wonderful keynote and student speakers on topics such as Diversity as Strength, Inclusion withing the TCDSB, our collective role in ending racism in our schools.
- Participating in the first **Leadership for Equity Webinar – Leading in Complex Times: Finding a Way Forward**.
- Engaging with our outstanding **school principals** at regional meetings.
- Joining the **Indigenous Advisory Committee** meeting.
- Joining the **Regional Departments Heads Chaplains Annual Retreat** in prayer, reflection, and conversation.
- Engaging with **Focus on Youth** students with a virtual tour of their program
- On-going dialogue with **His Eminence Cardinal Collins** on matters of shared interest and partnership between home, school, and parishes throughout Toronto, and shared faith leadership.
- Continuing **weekly meetings with the Deputy Minister of Education, Toronto Public Health, and the Ministry of Health** in support of provincial and local initiatives to keep students, staff, and families safe and healthy during this current COVID pandemic.

- Participating on and contributing to **provincial leadership committees** with **Directors of Education and Health officials** from across the province in support of TCSDB staff, students, and families, and to influence public policy decisions in support of education and health care.
- **Meeting weekly with Catholic Directors** from across the province in support of best practices, shared issues, solutions, and advocacy throughout Catholic education in Ontario.
- Continuing to connect with **Trustees, Senior Staff, Union Leadership partners, Principal and Vice Principal Associations, and Parent Groups** individually and at planned meetings to discuss our partnership and collective commitments for the immediate and the year ahead.
- Partnering with **Toronto Public Health** weekly to discuss school health and pandemic related support and initiatives to promote public health and respond to COVID-related issues in on-going ways.

May Student Trustee Board Report

Update from the Student Trustees:



- On Tuesday, April 27th, the Student Trustee candidates for the 2021-2023 term presented their speeches, answered common questions, and votes from the General Assembly were cast
- On Wednesday, April 28th, the Student Trustee Elect was announced
- From Wednesday, April 28-30, Secondary school SMILE Camp, which stands for *Students and Staff Maximizing Inter-Community Leadership Experience* was hosted. This camp focuses on celebrating our diversity and building community. There were 86 students and a total of 22 schools represented.
- On May 3rd, Student Trustees met with OSTA-AECO's Catholic Board Council to rehearse for the Ontario Catholic Student Youth Day online forum
- On May 4th, Student Trustees met with Superintendent Derek Chen, Marla Endler from the Research Dept. and Rabeca Mengesha, the CSLIT Director of Equity to discuss promotions for Student Census'
- On May 5th, Student Trustees attended and assisted in the facilitation of the Ontario Catholic Student Youth Day online forum
- On May 11th, Student Trustee Baybayon attended a Human Rights Seminar in partnership with the Osgoode and the Ministry of Education.
- On May 11th and 12th, Student Trustees emceed the TCDSB Anti-Racism Conference

CSLIT:

Elementary Affairs

On Thursday, May 6th, 2021 Elisa Acerbi and Junette Tindan hosted the virtual monthly general assembly. The meeting focused on bridging the gap between ECSLIT and CSLIT so that elementary students may continue their leadership journey throughout high school. As always, Mr. Michael Caccamo shared words of wisdom as our board welcome at the beginning of the meeting. Student leaders from the CSLIT executive council were invited to participate in a panel discussing about getting involved with leadership. On top of this, the meeting included fun games and discussions to interact with the leaders watching the livestream.

Administrative Affairs

Makeda Muluneh, the Director of Administrative Affairs, continued to work closely with the Student Trustees and the CSLIT Executive to ensure that the monthly CSLIT General Assemblies can take place, through virtual platforms. Additionally, Makeda aided the Student Trustees in carrying out the Student Trustee Elections for the following school year. Makeda has also worked to assist the Faith Ambassador in ensuring that the monthly Let's Talk Faith assemblies can take place. Makeda will continue to assist the Student Trustees on all CSLIT matters during this time of COVID-19 physical distancing.

Social Affairs

Audri Supsup, the Director of Social Affairs has been successfully collaborating with Julia, our Faith Ambassador to organize this year's virtual Faith Camp. In addition, Audri has been working diligently with her subcommittee to plan for a virtual CSLIT Gala. Student leaders from all TCDSB High School students will have the opportunity to play various games, meet new people, and end the year off on a high note. All profits will be donated to a charity to be named later.

Social Justice

Shania Muthu, the Director of Social Justice, has worked with her subcommittee in order to film, and release the second part of the documentary series. Shania and her subcommittee plan to complete this student made documentary by the end of the year.

Public Relations

For the month of April, The CSLIT Public Relations Team has continued their ongoing partnership with other units of the CSLIT Executive Team, which includes the likes of the Student Trustees, the Directors of Elementary Affairs, and other CSLIT Executive members. The Public Relations team have made posters for CSLIT-sanctioned events to help advertise and promote other CSLIT initiatives, such as the collection of information by Student Trustees in regards to the LGBTQ2S+ motion. Furthermore, the CSLIT Public Relations Team has been assisting various departments and committees at the board, including helping design the new illustrations for the 2021-2024 Pastoral Plan, and videos for Asian Heritage Month.

Equity

Rabeca Mengesha, our Director of Equity, has been working on multiple initiatives. Rabeca helped coordinate all volunteers for both the elementary and secondary Anti-racism conferences held on May 11 and 12. Rabeca was also the student keynote speaker at this event. Rabeca, through Focus on Youth, has also created a weekly panel discussion called “The Focus” where students are able to ask questions to local leaders such as doctors, athletes, police officers, university students, and teachers. Rabeca’s equity committee also hosted a financial literacy webinar on April 30th to teach students about taxes, saving and investing.

Faith

Julia Rodriguez, our Faith Ambassador has constructed monthly prayers for CSLIT GAs, E-CSLIT GAs, and monthly Let’s Talk Faith spiritual nourishment webinars. Julia hosted a special edition of Let's Talk Faith during Catholic Education week, which featured a powerful panel of guest speakers that were able to deliver testimonies on their faith. The event also included games, fun faith dialogue, and prizes. Julia is planning to work with their subcommittee to host another Let’s Talk Faith spiritual nourishment webinar in May, which will feature a teacher chaplain from the TCDSB. The Faith Subcommittee is also planning to host a virtual alternative to a Faith Camp Retreat on May 20, which will be open to TCDSB students who have registered for this live one-day virtual event.

Angel Foundation for Learning

Marcos Fonseca, the AFL Director, along with his sub-committee, has finalized the rest of the Easter basket event; totalling all the money made, and sending over 1000\$ to the Angel Foundation. The AFL sub-committee is starting plans for their next fundraiser which will take place around June, and it will be in support of small businesses as well as the AFL. We will continue to work on this fundraiser and more information will be available in the future.



*Nancy Crawford
Trustee Ward 12*

E-mail: Nancy.Crawford@tcdsb.org

Voicemail: 416-512-3412

To: Regular Board Meeting May 20, 2021

From: Nancy Crawford, Trustee Ward 12

Subject: Consideration of Motion: Celebrating the Solemnity of the Sacred Heart of Jesus in June at the Toronto Catholic District School Board

MOVED BY: Nancy Crawford

WHEREAS: The Church will celebrate the Solemnity of the Sacred Heart of Jesus on June 11, 2021 and celebrates every month of June as the month of the Sacred Heart of Jesus;

WHEREAS: Archbishop Thomas Cardinal Collins wrote on March 23, 2021, to Trustees and Directors, and others involved in Catholic Education in the Archdiocese of Toronto, to ask that we focus on the Sacred Heart of Jesus, the symbol of the compassionate love of Jesus, throughout the month of June;

WHEREAS: Focusing on the Sacred Heart of Jesus throughout the month of June does not prevent other recognitions occurring in the month of June;

WHEREAS: "The Sacred Heart signifies the steady, reliable, faithful, life-giving love which we experience in Jesus as we encounter him both in the Gospels and in our life of faith; we are called to imitate that faithful love;"*

WHEREAS: In this time of the pandemic, the people of the world are burdened by much fear, isolation, economic loss, illness, suffering and death; and

WHEREAS: Our students, their families and our staff are experiencing much suffering caused by the pandemic. “Like us all, they deserve and they need life-giving spiritual nourishment, clear guidance in life, and the true compassionate love that Jesus teaches us in the Gospel, and models for us, and challenges us to imitate.”*

THEREFORE BE IT RESOLVED THAT: The Toronto Catholic District School Board focus on the Sacred Heart of Jesus this and every June through special prayers and meditations, teachings and activities to deepen our understanding and love for Jesus, each other, and the isolated, sick and marginalized.

*quoted from Cardinal Collins’ March 23, 2021 letter.

Nancy Crawford
Trustee, Ward 12



Ida Li Preti
Trustee Ward 3

E-mail: Ida.LiPreti@tcdsb.org

Voicemail: 416-512-3403

To: Regular Board Meeting , May 20, 2021

From: Ida Li Preti, Trustee Ward 3

Subject: Consideration of Motion – TCDSB Proclaim Wednesday of National Accessibility Week as Red Shirt Day.

MOVED BY: Ida Li Preti, Toronto Catholic District School Board

WHEREAS: National Accessibility Week is taking place from May 30 to June 5, 2021 and this year's theme "Disability Inclusion 2021: Leaving no one behind", relates to many of the topics and meaningful discussions we continue to have at the TCDSB.

WHEREAS: National Accessibility Week (NAAW) is an opportunity to celebrate the valuable contributions of Canadians with disabilities and to recognize the efforts of individuals, communities and workplaces that are actively working to remove barriers to accessibility and inclusion.

WHEREAS: Easter Seals is just one example of an organization participating in National Accessibility Week and on June 2nd, Easter Seals invites everyone to participate in Red Shirt Day by wearing Red to support Accessibility and Inclusion which highlights their support for people living with disabilities.

WHEREAS: Canadians are pledging to take individual and collective action to help create a fully accessible and inclusive society that honours and values the contributions of people of all abilities and in all aspects of life.

WHEREAS: Red Shirt Day is a day when people across Canada come together and wear red in schools and workplaces in order to create a visible display of solidarity for people and families living with disabilities.

BE IT RESOLVED THAT: TCDSB proclaim every Wednesday of National Accessibility Week Red Shirt Day to help advance accessibility awareness beginning on Wednesday June 2, 2021.

BE IT RESOLVED THAT: TCDSB students and staff be encouraged to wear something red to support National Accessibility Week and to promote messages of support for people and families living with disabilities.

Ida Li Preti
Trustee, Ward 3



*Norm Di Pasquale
Trustee Ward 9*

E-mail: Norm.DiPasquale@tcdsb.org

Voicemail: 416-512-3402

To: Student Achievement and Well-Being Committee, May 6, 2021

From: Norm Di Pasquale, Trustee Ward 9

Subject: Consideration of Motion: PURPLE DAY FOR EPILEPSY
AWARENESS PROCLAMATION

MOVED BY: Norm Di Pasquale, Toronto Catholic District School Board,
SECONDED BY: Ida Li Preti

WHEREAS: Purple Day is a global effort dedicated to promoting epilepsy awareness in counties around the world;

WHEREAS: Purple Day was founded in 2008 by Cassidy Megan, a nine-year-old girl from Nova Scotia, who wanted people to know that if you have epilepsy, you are not alone;

WHEREAS: Epilepsy is one of the most common neurological conditions, estimated to affect more than 50 million people worldwide, and more than 300,000 people in Canada;

WHEREAS: The public is often unable to recognize the common seizure types, or how to respond with appropriate first aid; and

WHEREAS: Purple Day will be celebrated on March 26th annually to increase understanding, reduce stigma and improve the quality of life for people with epilepsy throughout the country and globally.

THEREFORE, BE IT RESOLVED THAT: TCDSB proclaim March 26th of every year “Purple Day” in an effort to raise epilepsy awareness at the TCDSB; and

BE IT FURTHER RESOLVED THAT: TCDSB Students be encouraged to wear something purple in support of epilepsy awareness.

Norm Di Pasquale
Trustee, Ward 9



REPORT TO

REGULAR BOARD

INTERNATIONAL LANGUAGES REVIEW

Then Peter came and said to Him, "Lord, if another member of the church sins against me, how often should I forgive?" The Lord said, "As many as seven times?" Matthew 18:21

Please use the "New Revised Standard Version Catholic Edition" from <https://www.biblegateway.com/> for Bible quotes.

Created, Draft	First Tabling	Review
March 15, 2021	March 25, 2021	Click here to enter a date.

Adalgisio Joe Bria, Superintendent, Area 2 Schools
Lori DiMarco, Superintendent, Curriculum Leadership & Innovation; Academic ICT
Maria Meehan, Superintendent, Special Services

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

The purpose of this report is to bring forth a request on behalf of the St. Matthew Catholic School Parent Council and the St. Francis Xavier Catholic School Parent Council (CSPC) that a viability survey be conducted for their local school communities regarding the International Languages Program this current academic year. Staff recommends that viability surveys be conducted as per S.P. 05 International Languages Policy (Appendix A).

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

B. PURPOSE

As per Policy S.P. 05 International Language Program Elementary (Appendix A), when a school wishes to survey parents about the continuation of an International Language program, a report to the Board of Trustees must be filed.

C. BACKGROUND

1. Both the St. Matthew and the St. Francis Xavier CSPCs have raised concerns about the International Language Program and how the delivery of the program during the 300 minute instructional day interferes with the delivery of core curriculum instruction.
2. a) The St. Matthew CSPC conducted a meeting on January 20th where they fully discussed the “pros and cons” of the International Language Program and how it impacts the delivery of core instruction during the day. In attendance at the meeting were the Trustee, the Area Superintendent and Principal.

b) The St. Francis Xavier CSPC conducted a meeting on March 22nd where they fully discussed the “pros and cons” of the International Language Program and how it impacts the delivery of core instruction during the day. In attendance at the meeting were the Trustee and Principal.
3. Both the St. Matthew and St. Francis Xavier CSPCs voted in favour of requesting a review of the International Language (Elementary) Program citing TCDSB Policy S.P. 05 which states in Section 4: Viability of Programs:

(a) Schools which currently offer the Extended Day Program may request through their CSAC [CSPC] that the Board consider conducting a survey of that local school community to determine the feasibility of their International Language Program. *If as a result of the needs assessment, certain International Languages Programs or the International Language Program in the school is recommended to be reduced, a report will be submitted to Board on the impact the reduction would have on the jobs of the International Languages Instructors.*

b) Prior to surveying the local school community to determine parent support for an International Languages Program, the matter shall be fully discussed with the Catholic School Advisory Council. At such meeting the implications (pro and con) for the students in implementing an extended day or outside of school hours program are to be reviewed.

4. As a result of their respective meetings, both the St. Matthew and St. Francis Xavier CSPCs are requesting that a survey be conducted about the viability and continuation of their International Language Programs for the 2021/2022 academic year.
5. The procedure to be followed for such an occurrence is outlined in the “Protocol/Procedures component of International Languages Program S.P. 05 in Section A: Existing Programs. Below you will find a table with protocol steps and the date of their completion.

Step	Preliminary Protocol	St. Matthew	St. Francis Xavier
1	The local trustee will be informed by the CSAC of the intent of the community to request a survey. (As noted above the Trustee was in attendance at the meetings and is fully aware of the situation. See Appendix B for St. Matthew CS and Appendix D for St. Francis Xavier CS)	Meeting occurred January 20, 2021	Meeting occurred March 22, 2021.
2	Requests for a survey will come to the Director of Education from the school’s Catholic School Advisory	Received February 19, 2021	Received March 24, 2021

	Council (CSAC) through a letter to the local Superintendent of Education. The Superintendent of Education, Special Services and the Superintendent of Education for the school will prepare a report for the Board. (See Appendix C for St. Matthew CS and Appendix E for St. Francis Xavier CS)		
3	Minutes of the CSAC meeting where the request was discussed, including the motion for a survey, which was moved and seconded, will be attached to the letter of request. (See Appendix B for St. Matthew CS and Appendix D for St. Francis Xavier CS)	Received February 19, 2021	Received March 30 th 2021
4	The school community will be made aware that they can make a delegation before the Board of Trustees with respect to this request outlining the rationale for the request.	Community to be made aware by school principal via School Messenger April 9th, 2021. Delegation to occur at the April 22nd Board meeting.	Community to be made aware by school principal via School Messenger April 9th, 2021. Delegation to occur at the April 22nd Board meeting.
5	While the CSAC may initiate the process at any time, the report to the Trustees will be submitted annually, no later than March of any given year.	Report to be presented at the April 22 nd , 2021 Board Meeting Please note the original report was deferred from the March	Report to be presented at the April 22 nd , 2021 Board Meeting Please note the original report was deferred from the March

		25 th Board Meeting.	25 th Board Meeting.
6	The Board of Trustees will determine if there is a sufficient need to grant the request and approve accordingly.	To be determined at the April 22 nd , 2021 Board Meeting	To be determined at the April 22 nd , 2021 Board Meeting

D. EVIDENCE/RESEARCH/ANALYSIS

1. As per Policy S.S. 05, “the tallying of the results will be scrutinized by local superintendent where required.”
2. The results of the survey will be compiled by the Research Department and any changes to the languages offered or continued viability of the program would take into effect September 2021.

E. METRICS AND ACCOUNTABILITY

1. An International Languages Program Survey will be created in collaboration with International Languages Coordinator, Research Department, Superintendent of Special Services (the reference to the Superintendent of Special Education is in the current policy and as such was referenced), the Superintendent of Area 2 and the Superintendent of Curriculum Leadership & Innovation.
2. Each survey will have a “unique” numerical identifier which will be assigned to a specific family at both catholic schools.
3. Surveys will be mailed out to the entire communities at both St. Matthew and St. Francis Xavier Catholic Schools (including those families who have children currently enrolled at St. Anne Catholic School).
4. All families of students in JK to Grade 7 will receive 1 survey and a total community response return rate of 90% is required.

5. Families will be provided with approximately 2 weeks to complete the survey and return the surveys to school in a sealed envelope.
6. Surveys will be collected by the school administration and placed in a secure location.
7. The tallying of the results will be scrutinized by the area superintendent as per policy.
8. Results will be shared with the Board of Trustees and the St. Matthew/St. Francis Xavier Catholic School Communities.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

Timeline for survey implementation if the requests are approved by the Board of Trustees.

STEP	PROCESS	DATE
1	The Superintendent of Curriculum Leadership & Innovation, the Superintendent of Area 2, the International Languages Coordinator and the Research Department will collaborate on the creation of an International Language Survey with a unique numerical identifier for each family and community.	April 1 st , 2021.
2	Principals will communicate via school messenger to their respective school communities that a survey will be forthcoming via mail concerning the International Language Program.	April 29 th , 2021.
2	Distribute the survey via mail to all parents at both school communities (face to face & virtual).	May 3 rd , 2021.

3	Parents will have approximately two weeks to submit their survey to administration at both schools.	May 21 st , 2021.
4	Area Superintendent, Principal(s) and the Research Department will tally and scrutinize the results.	Starting May 25 th to May 28 th .
5	Results will be shared with the Board of Trustees and the School Communities as soon as possible.	First possible Board Meeting.

G. STAFF RECOMMENDATION

Staff recommends to the Board of Trustees that the St. Matthew and St. Francis Xavier Catholic School communities proceed with administering the survey to determine viability of the International Language Program for the upcoming 2021/2022 academic year.

APPENDIX A

TCDSB POLICY REGISTER

International Languages Program (Elementary) S.P.05

Date Approved:

November 13, 2003 – Board Meeting

Dates of Amendment:

July 9, 2001 – Board Meeting; Nov. 1996; Jan 1995;
Oct. 1986; May 1978; Sept. 1977.

Cross Reference:

Policy

The TCDSB shall establish International Languages Programs where warranted:

1. On an extended school day basis; OR
2. On an after school and/or weekend basis;

subject to the following regulations:

Regulations:

1. Classes may be established upon the written request of a Catholic School Advisory Council, or the local school community, or upon the recommendation of the principal to the area superintendent of education.

2. An after school hours and/or weekend International Languages class may be established where there are a minimum of 25 pre-registered students from any division in a given language.

3. Types of Classes:

(a) International Languages classes shall be offered outside of the regular school hours of instruction.

(b) Notwithstanding a) above, classes shall be offered on an extended day basis where the parents of 67% of the students attending the school request the classes on an extended school day basis.

4. Viability of Existing Programs:

(a) Schools which currently offer the Extended Day Program may request through their CSAC that the Board consider conducting a survey of that local school community to determine the feasibility of their International Language Program. If as a result of the needs assessment, certain International Languages Programs or the International Language Program in the school is recommended to be reduced, a report will be submitted to Board on the impact the reduction would have on the jobs of the International Languages Instructors.

(b) Prior to surveying the local school community to determine parent support for an International Languages Program, the matter shall be fully discussed with the Catholic School Advisory Council. At

such meeting the implications (pro and con) for the students in implementing an extended day or outside of school hours program are to be reviewed.

(c) Where the extended day program is considered viable for the following year, the International Languages Program may continue.

(d) Where the extended day program is not viable for the following school year, the area superintendent of education and principal shall inform the local school community at a meeting, and an effort will be made to continue classes in an after school hours/weekend program.

5. New Programs:

(a) School communities will also be surveyed, upon request of their Catholic School Advisory Committees to determine if a new Extended Day Program will be provided.

(b) All requests shall be forwarded through the principal and the area superintendent of education and processed through the Special Services Division.

6. (a) In every school where an International Languages Program is to be offered on an extended day basis, the principal and the area superintendent of education will ensure that there will be a minimum of five hours instruction in addition to the International Languages Program,

(b) Provision will be made for the learning activities for those exempted.

7. The participation of a student in an International Languages Program will be mandatory, (Students with an IEP or English As A Second Language students may be exempted upon parental request). Parents must complete and sign the Initial Student Registration form.

8. A fee of \$15.00 per year per student enrolled in the Extended Day program will be included in the budget of the program.

9. Transportation to and from International Languages Programs is a parental responsibility.

10. Regular full time classroom teachers may not be employed to teach an International Languages Program except after 6 p.m. on a school day and on days when the school is not in session.

11. International languages instructors shall be hired according to the requirements for employment of the instructional staff of TCDSB.

Protocol / Procedures for Policy

A: Existing Programs

1. The approved preliminary protocol being used is as follows:

- It is understood that a request for a survey shall be for extenuating circumstances only.
- Requests for a survey will come to the Director of Education from the school's Catholic School Advisory Council (CSAC) through a letter to the local Superintendent of Education. The

Superintendent of Education, Special Services and the Superintendent of Education for the school will prepare a report for the Board.

- Minutes of the CSAC meeting where the request was discussed, including the motion for a survey, which was moved and seconded, will be attached to the letter of request.
- The school community will be made aware that they can make a delegation before the Board of Trustees with respect to this request outlining the rationale for the request.
- The local trustee will be informed by the CSAC of the intent of the community to request a survey.
- While the CSAC may initiate the process at any time, the report to the Trustees will be submitted annually, no later than March of any given year.
- The Board of Trustees will determine if there is a sufficient need to grant the request and approve accordingly.
- A needs assessment committee representing parents on both sides of the issue (maximum of four) and school principal will oversee the distribution of the surveys and the tallying of the results. The tallying of results will be scrutinized by the local school superintendent where required.
- The needs assessment is to be sent to parents of students in grades JK - 7 in the school community and a response of at least 90% of the parents is required.

2. The results of the survey will be compiled and any changes to the languages offered or continued viability of the program would take effect in the subsequent September of that year.

B: New Programs

1. New programs will be governed by the new policy S.P. 05 – 5(a), (b).

(a) School communities will also be surveyed, upon request of their Catholic School Advisory Councils to determine if a new Extended Day Program will be provided.

(b) All requests shall be forwarded through the principal and the area Superintendent of Education and processed through the Special Services Department.

APPENDIX B



ST. MATTHEW CATHOLIC SCHOOL ADVISORY COUNCIL (CSAC) MEETING

Special IL meeting Jan 20th 2020 6:30 pm ZOOM Meeting

Name	Member	Virtual Attendance
Jacqueline Puri	School Principal	Yes
Sampson Yeahers	Vice – Principal	Yes
Jessica Ferraz	Chair	Yes
Nivalda Sa	Vice – Chair	Yes
Jenny Sousa Coutinho/ Alexandra Batista Arciles	Co-Treasurer	Yes
Diego Olmedo / Brian Arruda	Co-Secretary	Yes
Michelangela Sauro	Teacher Rep	Yes
Suzanne	Parent	Yes
Daniel DiGorigio	School Trustee	Yes
Joe Bria	School Superintendent	Yes

Minutes /Motion

1.Opening Prayer & Land Acknowledgement Led by Ms.purri

Agenda : Ms.Purri

Attendance : Diego Olmedo

Purpose : To review the IL program in our school and see next steps if the parent community would like to make changes to the program.

Ms. Purri reviewed the board police and video.

67% percent of the vote need to be established to remove or maintain the program
Nivalda will review the survey with the group. We need to give feedback to each section of the questions

Also St. Matthew can't have or apply for a Saturday program. We only can have one per area. Currently at All Saints Catholic School.

We can start the process to remove the program with a letter to the principal stating that we have voted at this meeting in favour of this. The purpose is to make a request and the changes.

We discussed the pros and cons of the current program. General comments, there is no clarity, it contradicts the Ministry of Education guidelines. Missing items when the last survey was done. It was very one sided from the boards side on have beneficial the program.

How long is the time frame to review the program and impact of the final decision.
Survey will only go out to student up to grade 7. We need 67 % of the entire school body.
Family vote one per household.
51% of those who vote will be counted

No weekend program can be offered at the school.
We can look at private provider to run an afterschool program.

A survey needs to be created, needs to be transparent, needs to be clear, how the survey will be governed.

Parent council can host a meeting to share both side of the program.
Survey that will be sent out can be reviewed by Parent council
How this information will be shared. We need to reach out to Superintendent of IL and program manger.

Why there is no annual review or report of this program at the board level. NO curriculum data of students of achievement and well being.

Remove 51% of 67%

284 survey 70%

42 afterschool programs

9 Weekend programs

We need more clarity on how the programs are allocated in the school board

How is IL programs funded and need to see reports?

The affects for student's on IEP or ESL, where are the minutes taken away from regular day.

We can do a delegation to the school board and trustees

Motion was passed: To start the process of the survey by sending a letter to school administration.

To have Parent Council to put in writing to the principal regarding the survey.

Nivalda & Brian Motion Carries

Meeting adjournment 8:13 pm

“When parents are engaged and involved, everyone benefits, and our schools become increasingly rich and positive places to teach, learn and grow.” (Ontario Leadership Strategy, 2012)

APPENDIX C

Ms. Jacqueline Puri & Mr. Sampson Yaher
St Matthew's Catholic School
18 Lavender Rd.
Toronto, ON M6N 2B5

Dear Ms. Puri & Mr. Yaher

On behalf of the St. Matthew's Catholic School CSPC, the chairs of the CSPC would like to formally request that St. Matthew's Catholic School conduct a survey of the parent community in regards to the International Languages program currently running at our school.

At a recent CSPC meeting to review the TCDSB IL Consultation, majority of parents expressed many concerns in relation to the IL program and how it is negatively impacting our children's coverage of the Ontario Education Curriculum.

Below are some of the issues brought up by parents:

- Very little clarity from the board on the approval of the International Languages program by the MOE. Is this program approved as an integrated model?
- Little to no data provided to parents by the board on the expected curriculum followed by IL teachers and how progress in the programs are measured.
- Students are losing 30 minutes of instructional time that could be allocated towards subjects that many struggle with such as math which St Matthew's already struggles with.
- Many students are being forced to learn a language they will never use and don't speak at home.

We ask that you take our request to the TCDSB on our behalf, and if the request for a survey is approved we ask that with the survey the Board include a time line comparison of a curriculum day with and without IL so parents can get a clear understanding of where the IL instructional time is coming from. Lastly we also request that our CSPC be able to review the survey to ensure parents in the community will be receiving a non-biased survey so they can make an informed decision on what is best for their Childs education.

Thank you for your assistance in this matter.

Nivalda Sa & Jessica Ferraz
CSPC Co-Chairs

APPENDIX D

St. Francis Xavier Catholic School Parent Council Meeting Minutes – March 22, 2021 [Meeting by Zoom]

In Attendance:

1. Patricia Greco [Principal]
2. Marlena Ochnik [Vice-Principal]
3. Deanna Boniello [Staff]
4. Denise Padovani [Staff]
5. Dianangela Innocentin [Staff]
5. Josie Renda [Staff]
6. Trish Cunningham [Co-Chair]
7. Tamara Rodriguez [Co-Chair]
8. Andrea Hafeez [Co-Secretary]
9. Angela Comella [Co-Secretary]
10. Stephanie Ventura [Treasurer]
10. Adele Nemi
11. Andrea Rotz
12. Nicole Azzopardi
13. Maria Vandervalk
14. Daniel DiGregorio [Trustee]

Minutes from previous meeting (February 23, 2021)

- Approved.

Principal's Report

School Budget: \$119,980.87

Advised Grade 4 Gifted Testing will be going ahead – testing date is set for May 10, 2021

Staffing: Staffing models will be looked at later. It is expected that there will be surplus board wide. Staffing model will be similar to previous years.

Chair Report

SFX Swag Fundraiser

- Raised \$660.00
- Store will be reopened for orders as there have been request from students/parents

International Language Program Review:

Trustee DiGeorgio noted that St. Matthew's school has made an ILP request.

The current policy requires 90% approval – the policy review is pending – they are hoping that their survey will be considered under the new threshold 67% (if it is approved).

If SFX wishes to do something similar we would need to take a vote and send a requesting a review of the program. It was noted that we took a vote earlier in the year and there was interest in asking for a program review at that time and an e-mail had been sent to the superintendent asking for guidance as to next steps.

It was suggested that if SFX still wishes to pursue this process they should re-vote and send a fresh letter.

Vote: Should SFX request a review of the IL program?

Result: 5 out of 7 voted in favour of requesting a review of the IL program.

Next Meeting:

· April 20, 2021 – 7:00 p.m.

Minutes prepared by Angela Comella – March 30, 2021

APPENDIX E

St. Francis Xavier School CSPC
53 Gracefield Avenue
Toronto, Ontario, M6L 1L3

March 24, 2021

Adalgisio Joe Bria
Superintendent of Education, Area 2
Toronto Catholic District School Board
80 Sheppard Avenue East
Toronto, Ontario, M2N 6E8

RE: International Language Program

Dear Mr. Bria,

On Monday March 22, 2021, the St. Francis Xavier Catholic School Parent Council voted in favour of requesting a review of the International Language (Elementary) Program. In attendance at the meeting were Trustee DiGiorgio and Principal Greco.

This letter is to formally request, on behalf of the St. Francis Xavier CSPC, that a survey of the School Community be conducted about the continuation of the International Language Program starting September 2021.

Sincerely yours,

Patricia Cunningham and Tamara Rodriguez

St. Francis Xavier CSPC Co-Chairs



REPORT TO

**CORPORATE SERVICES, STRATEGIC
PLANNING AND PROPERTY
COMMITTEE**

2021-2022 STUDENT LEARNING MODELS

For wisdom becomes known through speech, and education through the words of the tongue. Sirach 4:24

Created, Draft	First Tabling	Review
May 12, 2021	May 13, 2021	Click here to enter a date.
Michael Caccamo, Superintendent Lori DiMarco, Superintendent Maria Meehan, Superintendent Shazia Vlahos, Chief of Communications		
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

D. Boyce
Associate Director of
Facilities, Business and
Community Development

A. EXECUTIVE SUMMARY

This report provides information related to the 2021-2022 school year learning models and will cover the following topics:

1. Elementary learning model for in-person and remote learning
2. Secondary hybrid learning model
3. Special education support for students
4. Enhanced day e-learning for secondary students
5. Continuing education expanded offerings
6. Communication plan

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

B. PURPOSE

This report provides information related to the learning models for the 2021-2022 school year.

C. BACKGROUND

1. On May 4th, 2021 the Ministry of Education provided information and direction to boards of education in preparation for the 2021/22 school year.
2. The Ministry of Education has focused support on learning recovery and renewal, equity and student mental health and well-being, while continuing to implement strategies that protect the health and safety of students and staff and support flexibility in school board operations.
3. We have learned from our successes and challenges this past year and this plan provides a pathway forward for the 2021/22 academic year which includes options while prioritizing stability for students, staff, families, and the entire system.
4. Given the increasing access to vaccines around the province and TCDSB staff eligibility, most staff will receive their second vaccination

dose before September. This further enhances the public health and safety protocols already in place at TCDSB schools including signage for regular hand washing, sanitizing, use of masks, social distancing etc.)

5. As such, we anticipate and are planning for the majority of students to return to in-person learning. However, remote learning options will remain available for those students whose parents may decide on an alternative to in-person learning. These models are further elaborated in the next section of the report.
6. In-person learning supports student mental health and well-being. Where possible, families are encouraged to consider the importance of student mental health and well-being when determining the best option for their child(ren). The TCDSB mental health team is currently working on additional resources to support students and staff for a more normal return to school in September 2021.
7. The hybrid model in our secondary schools has been utilized successfully this year and continues to limit direct and indirect contacts of 100 by students while in the school building. It also provides the opportunity for remote learning for students/families that may need it within their home school.
8. The TCDSB Student Learning Models Action Plan will continue to be updated to reflect any changes including any items from Board motions, Ministry of Education and Toronto Public Health updates. The plan will continue to be updated as information changes moving towards the start of the 2021-2022 school year.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Elementary School Model:

For 2021-2022, students will continue to be cohorted with their classmates and homeroom teacher.

a. Parents/guardians will be able to select one of two learning options for their child(ren):

- attend full time in-person
- attend online by transferring to St. Anne Catholic Academy, School of Virtual Learning for the 2021-2022 school year

b. Core French will be offered at St. Anne and at the in-person schools. Extended French and French Immersion will be offered only at in-person schools that previously had such specialty programming.

c. The information below provides considerations for parents of elementary students with special education needs, to help inform their decision.

i. **In-Person - Elementary Special Education programs and placements:**

- Special Education teacher support
- Empower™ Reading program
- Kindergarten Language Program - Itinerant support
- Program to Assist Social Thinking (PAST) - Itinerant support
- Intensive Support Program (ISP) classes (Language Impaired, Learning Disability, Mild Intellectual Disability, Multiple Exceptionality, Developmental Disability, Autism, Behaviour, Deaf and Hard-of- Hearing)
- Gifted Grade 5-8 - one day per week withdrawal program (accessed through remote learning from home)
- Gifted Grade 6-8 - Congregated program

ii. **Virtual - St. Anne Jr. Elementary Special Education programs and placements will include:**

- Special Education teacher support
- Gifted Withdrawal

2. Secondary School Model:

- a. For 2021-2022, parents/guardians will be able to choose one of two options for their child(ren):
 - Attend in-person at their home school through the hybrid model.
 - Attend remotely through their home school through the hybrid model.
- d. Secondary schools will continue to provide their specialty program options such as International Baccalaureate (IB), Advanced Placement (AP), Ontario Youth Apprenticeship Program (OYAP), Specialist High School Major (SHSM), Cooperative Education, Extended French, French Immersion, etc.
- e. Special Education:
 - support will be provided for all students with an Individualized Education Plan (IEP) through the hybrid model
 - Intensive Support Program (ISP) classes will be offered through the hybrid model

3. Switching Between Learning Models

The past year and a half has brought tremendous uncertainty in education. We recognize and appreciate the importance of consistency where possible for students and staff. The establishment of relationships and routines is important for student achievement and we must acknowledge that classroom stability contributes to enhancing student learning and development.

While the expectation is that the choice of in-person or virtual learning is for the full 2021/22 academic year, **families will have the ability to make a transfer request to their in-person school or to St. Anne at any time.** However, the request will follow the appropriate policy and be dependent on availability of space in existing classes. There will be no guaranteed placement or start date for any requested change. This process is the continuation of the transfer process between in-person and virtual that was adopted successfully in the second half of the 2020/21 academic year.

Families whose transfer requests cannot be accommodated immediately, will be placed on a waitlist until there is an opportunity for their child(ren) to transfer.

In instances where there is no availability, a request to transfer may not be possible.

4. **Day e-learning** has been offered to students in the TCDSB for over 20 years. Day e-learning has provided opportunities for Grade 11 and 12 students, from any school, to register in a course outside of their school, but within the TCDSB. Day e-learning enables students to take a missed course when a course at their school had insufficient enrollment in the course, there was lack of space in the course, the course was not offered, or the course does not fit into a student's timetable due to a scheduling conflict.

For 2021-2022, TCDSB will be enhancing the offerings in day e-learning so that more courses are available to support students within the system.

5. The **Continuing Education** Department will continue to provide expanded opportunities for credit accumulation:
 - night school offerings
 - Saturday school offerings
 - e-class offerings.

The modality of learning (in-person or remote) for night and Saturday school offerings will be determined by Toronto Public Health and Ministry of Education directions.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

Elementary and secondary families will receive a communication with information about learning models being offered in the September 2021-2022 school year. This communication will be shared with families on Monday May 17, 2021 and will break down pertinent details about each learning model. Families will be able to select in-person or remote learning

for their child in elementary. For secondary students, families will be asked if their child will attend in-person classes or whether they will choose remote learning which will operate at their home school and not St. Anne. Families will have from May 17, 2021 until June 4, 2021 at 4:00 p.m. to complete the registration questionnaire. The decision a family makes during this time will be for the entire 2021-2022 school year.

The results of this questionnaire will be critical in the timely creation of class cohorts, organization of school classrooms, student timetabling, staffing requirements and school bus transportation planning.

We recognize that families want the best information possible to make the most informed decision for their child. FAQs are being finalized to be included in parent/guardian communications to assist with decision making for their child's September learning model.

The family communications and FAQs will be posted on the Board's website for ease of reference and linked on social media posts for additional awareness.

Local planning considerations will take place at the school level in late August in collaboration with school principals. Input gained through continued consultation with stakeholders will be considered during this process.

F. CONCLUDING STATEMENT

This report is for the information of the Board.



REPORT TO

REGULAR BOARD

TCDSB GRADE 9 STUDENT CENSUS - PILOT UPDATE

"So we, who are many, are one body in Christ, and individually we are members one of another."
Romans 12:5

Created, Draft	First Tabling	Review
April 26, 2021	May 20, 2021	Click here to enter a date.
D. Chen, Superintendent of Equity, Diversity, Indigenous Education and Community Relations M. Endler, Research Associate, Educational Research M. Vanayan, Senior Coordinator, Educational Research L. Latham, Human Rights and Equity Advisor		

INFORMATION REPORT

Vision:

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Director of Education

D. Koenig
Associate Director
of Academic Affairs

D. Boyce
Associate Director of
Facilities, Business and
Community Development

A. EXECUTIVE SUMMARY

Plans are underway to implement a TCDSB student census. This report provides an update regarding the Grade 9 Student Census, *we Belong, we Believe, we Become*.

The cumulative staff time dedicated to developing this report was 16 hours.

B. PURPOSE

1. The *Anti-Racism Act, 2017* (ARA) mandates that all Public Service Organizations (PSOs) collect identity-based data by 2023 in order to provide evidence-based disaggregated data regarding students. The information that the Toronto Catholic District School Board (TCDSB) collects will then inform decisions supporting more equitable outcomes for marginalized groups.
2. The student census asks students to provide more background about themselves, so that more welcoming and inclusive schools can be created.

C. BACKGROUND

1. In 2018, the Government of Ontario issued a directive under the *Anti-Racism Act, 2017* to provide for consistent data collection of race-based data by Public Service Organizations, including school boards. *Ontario's Anti-Racism Data Standards* (Standards) apply to questions on Indigenous Identity, Ethnic Origin, Race and Religion. The Standards set out the required list of responses for these questions.
2. The *Ontario Human Rights Code* (the *Code*), protects the right to equal treatment in education, without discrimination. The Ministry of Education (Equity Secretariat) is funding school boards to collect data on the following grounds which are directly or indirectly related to protected grounds under the *Code*. These include: Indigenous identity, race, ethnic origin, religion, first language, gender identity, sexual orientation, disability, status in Canada and socioeconomic status.
3. It is an expectation that all Boards collect data on the ten identity categories protected under the *Code* for the Ministry of Education funding in 2020-21. Boards are required to use the content provided by the Ministry for their

student census. Public Sector Organizations are required to collect information under the *Anti-Racism Act, 2017* by 2023.

4. The TCDSB Education Three-Year Equity Action Plan (2018-2021) has four domains. One of these is data collection, integration and reporting. The TCDSB Student Census is a significant initiative in the domain of data collection, integration, and reporting. The project is an inter-departmental collaboration between Equity and Research, with support from the following departments: Communications, Privacy and Freedom of Information, Legal, and Technical Services.
5. In May/June 2021, the Grade 9 Student Census, *we Belong, we Believe, we Become* will be implemented as a pilot. There will be ten identity categories on the census. Additionally, there will be questions regarding the learning environment/student engagement to provide context. Where applicable, data collected from this pilot will be linked to other data already available in the TCDSB Student Information System for further analysis.
6. All research conducted by the Educational Research department is consistent with the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans - TCPS (2018)*. This would include data collection and analysis procedures with suppression rules where applicable.
7. It should be noted that the TCDSB Grade 9 Student Census is separate and distinct from the Canadian National Census coincidentally being rolled out at the same time.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The Grade 9 Student Census, *we Belong, we Believe, we Become* was developed in a manner that is consistent with Ontario's *Anti-Racism Data Standards* and the *Ontario Human Rights Code*.
2. There was consultation with the following:

African-Canadian Advisory Committee (ACAC), Filipino-Canadian Advisory Committee, Spanish-Speaking Communities Advisory Committee, Indigenous Education Advisory Committee (IEAC), Portuguese-Speaking Communities Advisory Committee, Ukrainian-Canadian Advisory

Committee, Education Council, OAPCE, CPIC, and the 2SLGBTQ+ Advisory Committee.

3. The Census has two parts (see Appendix A):
 - a. Part 1: Identity Questions (Indigenous Identity, Ethnic Origin, Race, Religion or Spiritual Affiliation, Language(s) First Spoken, Gender Identity, Sexual Orientation, Disability, Status in Canada, Socioeconomic Status)
 - b. Part 2: Learning Environment/Student Engagement (high expectations, feeling reflected in the school culture/curriculum, belonging, choice of courses).
4. The student census is an online survey that will take place in class. This survey should take no longer than twenty minutes to complete.
5. All participation is voluntary; students can choose not to participate in the survey, or only answer some of the questions. They will have an opportunity at the beginning of the survey to provide consent and/or opt out of the census. They can stop participating if they change their mind. All responses will be analyzed anonymously and will be kept confidential; students will not be identified by their name. All reporting will be at the group/aggregate level.
6. Parents/Guardians will receive an information letter (see Appendix B) advising them of the student census.
7. The TCDSB Grade 9 Student Census, *we Belong, we Believe, we Become* will be implemented on June 1, 2021. The Grade 9 students represent a pilot for the overall TCDSB Census.
8. Prior to implementing the student census in all schools, there will be a trial in two secondary schools during the month of May to work out logistics.
9. The Communications department will implement a communications strategy that includes:
 - a. targeted communications for school administrators, classroom teachers, students, and families
 - b. social media posts and posters to encourage student participation

- c. student video to encourage participation and importance of completing the census
10. The Research Department will be responsible for data collection, storage, and analysis of the TCDSB Grade 9 Student Census, *we Belong, we Believe, we Become*. Data analysis from this pilot will provide a picture of who our students are and where applicable, examine any emerging disproportionalities among groups (e.g., in achievement, course selection etc.). Suppression rules will apply where sample sizes are small (and anonymity cannot be maintained).

E. METRICS AND ACCOUNTABILITY

There will be a report summarizing the results of the TCDSB Grade 9 Student Census, *we Belong, we Believe, we Become*, and what was learned from the data collection. This pilot will inform the future roll-out of the census to other grades.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



TCDSB Grade 9 Student Census, *we Belong, we Believe, we Become*

Default Question Block

Welcome Grade 9 students!

At the Toronto Catholic District School Board we are always trying to make improvements and create a welcoming environment for our students to succeed. As part of this, we are looking for more information to understand the backgrounds and lived experiences of all of our students to provide better learning opportunities for all of you. The purpose of this survey is to give you an opportunity to tell us more about yourself, so that we can create more welcoming and inclusive schools; schools that are welcoming of all identities, including cultures, religions, races, genders, and abilities.

The survey should take less than 20 minutes to complete. For each question, choose the answer that best describes you and how you feel. Any information you provide is voluntary; you can choose not to participate in the survey or only answer some of the questions. You can also stop participating at any time, if you change your mind. Please do NOT put your name, or anyone else's name, on this survey. Your responses will not be identified by your name and will be kept private. It is your chance to tell us about yourself so that we can better meet the needs of all students.

The information that you provide will be linked to other data available at the Board to improve planning for your learning. We are interested in the experiences of all students, as a group. We will summarize the responses to inform how we can provide a more equitable and inclusive learning environment.

Your voice matters. Thank you for taking the time to share your information with us!

Feel free to skip any question(s) you don't feel comfortable answering.

Do you agree to participate in the TCDSB Student Census?

- ☐ Yes
- ☐ No

Block 1

If there is a question that you don't understand, please ask your teacher to explain.

If you need someone to talk to, remember there are always supports to help you:

- Caring adults (besides parents/guardians, caring adults are teachers and other school staff)
- The *Kids Help Phone* is somewhere else you can turn to for help (Call: 1-800-668-6868; Text: CONNECT to 686868; Website: www.kidshelpphone.ca)

School Name:

A. Indigenous Identity

2. Do you identity as First Nation, Métis, and/or Inuit? (If yes, *choose all that apply*)

- ☐ No
- ☐ Yes, First Nations
- ☐ Yes, Métis
- ☐ Yes, Inuit

B. Ethnic Origin

Ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and/or religious characteristics.

3. Do you consider yourself a Canadian?

- ☐ Yes
☐ No
☐ Not sure

4. What is your ethnic or cultural origin(s)? *(Choose all that apply)*

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> Anishnaabe | <input type="checkbox"/> Italian |
| <input type="checkbox"/> Brazilian | <input type="checkbox"/> Jamaican |
| <input type="checkbox"/> Canadian | <input type="checkbox"/> Jewish |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Korean |
| <input type="checkbox"/> Colombian | <input type="checkbox"/> Lebanese |
| <input type="checkbox"/> Cree | <input type="checkbox"/> Métis |
| <input type="checkbox"/> Dutch | <input type="checkbox"/> Mexican |
| <input type="checkbox"/> East Indian | <input type="checkbox"/> Mi'kmaq |
| <input type="checkbox"/> English | <input type="checkbox"/> Nigerian |
| <input type="checkbox"/> Eritrean | <input type="checkbox"/> Ojibwe |
| <input type="checkbox"/> Ethiopian | <input type="checkbox"/> Pakistani |
| <input type="checkbox"/> French | <input type="checkbox"/> Polish |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> German | <input type="checkbox"/> Scottish |
| <input type="checkbox"/> Guyanese | <input type="checkbox"/> Somali |
| <input type="checkbox"/> Haudenosaunee | <input type="checkbox"/> Sri Lankan |
| <input type="checkbox"/> Indian | <input type="checkbox"/> Syrian |
| <input type="checkbox"/> Inuit | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> | <input type="checkbox"/> |

☐ Iranian☐ Venezuelan☐ Iraqi☐ Vietnamese☐ Irish

Other ethnic or cultural background not listed above (*please specify*)

C. Race

People are often described as belonging to a certain "race" based on how others see and behave toward them. They are often based on physical features such as skin colour. Race is often confused with ethnicity; there can often be several ethnicities within a racialized group.

5. *In our society, people are often described by their race or racial background. Which racial group(s) best describes you? (Choose all that apply)*

- ☐ Black (African, Afro-Caribbean, African-Canadian descent)
- ☐ East Asian (Chinese, Korean, Japanese, Taiwanese descent)
- ☐ Indigenous (First Nations, Métis, Inuit descent)
- ☐ Latino/Latina/Latinx (Latin American, Hispanic descent)
- ☐ Middle Eastern (Arab, Persian, West Asian descent, e.g., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)
- ☐ South Asian (South Asian descent, e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)
- ☐ Southeast Asian (Filipino/Filipina/Filipinx, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)
- ☐ White (European descent)
- ☐ A racial group(s) not listed above (*please specify*)

D. Religion or Spiritual Affiliation

People can be treated differently based on their religion, or perceived religion, which can lead to negative impacts and unequal outcomes. Islamophobia and antisemitism are examples of the way religion can be racialized. People can experience racism not only based on skin colour but also other perceived characteristics that are associated with religion.

6. What is your religion and/or spiritual affiliation? *(Choose all that apply):*

- | | |
|---|--|
| <input type="checkbox"/> Roman Catholic | <input type="checkbox"/> Muslim |
| <input type="checkbox"/> Eastern Rite Catholic | <input type="checkbox"/> Sikh |
| <input type="checkbox"/> Other forms of Catholicism | <input type="checkbox"/> Spiritual, but not religious |
| <input type="checkbox"/> Christian - non-Catholic | <input type="checkbox"/> No religious or spiritual affiliation |
| <input type="checkbox"/> Buddhist | <input type="checkbox"/> Atheist |
| <input type="checkbox"/> Hindu | <input type="checkbox"/> Agnostic |
| <input type="checkbox"/> Indigenous Spirituality | <input type="checkbox"/> Not sure |
| <input type="checkbox"/> Jewish | <input type="checkbox"/> I do not understand this question |

Religion(s) or spiritual affiliation(s) not listed above *(please specify)*

E. Language(s) First Spoken

7. What is the first language(s) you learned to speak as a child? *(Choose all that apply.)*

- | | |
|---|---------------------------------|
| <input type="checkbox"/> American Sign Language | <input type="checkbox"/> German |
| <input type="checkbox"/> Cayuga | <input type="checkbox"/> Greek |

- | | |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Cree | <input type="checkbox"/> Gujarati |
| <input type="checkbox"/> Inuktitut | <input type="checkbox"/> Hebrew |
| <input type="checkbox"/> Michif | <input type="checkbox"/> Hindi |
| <input type="checkbox"/> Mohawk | <input type="checkbox"/> Ilocano |
| <input type="checkbox"/> Odawa | <input type="checkbox"/> Italian |
| <input type="checkbox"/> Ojibwe | <input type="checkbox"/> Korean |
| <input type="checkbox"/> Oji-Cree | <input type="checkbox"/> Malayalam |
| <input type="checkbox"/> Oneida | <input type="checkbox"/> Mandarin |
| <input type="checkbox"/> Onondaga | <input type="checkbox"/> Polish |
| <input type="checkbox"/> Potawatomi | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> Seneca | <input type="checkbox"/> Punjabi |
| <input type="checkbox"/> Tuscarora | <input type="checkbox"/> Romanian |
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Russian |
| <input type="checkbox"/> Amharic | <input type="checkbox"/> Serbian |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Somali |
| <input type="checkbox"/> Armenian | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Assyrian | <input type="checkbox"/> Tagalog |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Tamil |
| <input type="checkbox"/> Cantonese | <input type="checkbox"/> Tigrigna |
| <input type="checkbox"/> Croatian | <input type="checkbox"/> Twi |
| <input type="checkbox"/> Dari | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Dutch | <input type="checkbox"/> Urdu |
| <input type="checkbox"/> English | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Farsi | <input type="checkbox"/> Yoruba |
| <input type="checkbox"/> French | <input type="checkbox"/> Not sure |

A language(s) not listed above: (*please specify*)

F. Gender Identity

Gender identity refers to a person's sense of self, with respect to being male or female, both, neither or anywhere on the gender spectrum, which may or may not be the same as the person's sex assigned at birth (e.g. male, female, intersex). It is different from and does not determine a person's sexual orientation.

8. What is your gender identity? (*Choose all that apply*)

- ☐ Girl/woman
- ☐ Boy/man
- ☐ Trans boy or man
- ☐ Trans girl or woman
- ☐ Two-Spirit
- ☐ Not sure
- ☐ I do not understand this question
- ☐ I prefer not to answer this question
- ☐ Gender identity(ies) not listed above: (*please specify*)

G. Sexual Orientation

Sexual orientation refers to a person's sense of sexual attraction to the people of the same or different sex.

9. What is your sexual orientation? (*Choose all that apply*)

- ☐ Straight/heterosexual
- ☐ Lesbian
- ☐ Gay
- ☐ Bisexual

- ☐ Two-Spirit
- ☐ Queer
- ☐ Not sure
- ☐ I do not understand this question
- ☐ I prefer not to answer
- ☐ A sexual orientation(s) not listed above (*please specify*):

H. Disability

A disability may be physical, mental, behavioural, or a combination. Barriers can contribute to an environment that is not fully inclusive for people who identify as having a disability. Barriers can include physical settings (e.g., stairs) attitudes, or access to information.

A person's disability may or may not be diagnosed; it may be visible or hidden.

10. Do you consider yourself to be a person with a disability(ies)?

- ☐ Yes
- ☐ No
- ☐ Not sure
- ☐ I do not understand this question
- ☐ I prefer not to answer

10. b) If yes, please specify further (*Choose all that apply*):

- ☐ Addiction(s)
- ☐ ADHD
- ☐ Autism Spectrum Disorder
- ☐ Blind or low vision

- ☐ Chronic pain
- ☐ Deaf or hard of hearing
- ☐ Developmental disability(ies)
- ☐ Learning disability(ies)
- ☐ Mental health disability(ies)
- ☐ Mobility
- ☐ Physical disability(ies)
- ☐ Speech impairment
- ☐ Any disability(ies) not listed above (*please specify*):

I. Status in Canada

11. Were you born in Canada?

- ☐ Yes
- ☐ No

11. b) If no, are you currently:

- ☐ A Canadian citizen
- ☐ An international student (enrolled through a study permit)
- ☐ A landed immigrant/permanent resident
- ☐ A newcomer
- ☐ Not sure
- ☐ I do not understand this question

☐ Other (*please specify*):

12. Were your parents born in Canada?

- ☐ Both parents were born in Canada
- ☐ One parent was born in Canada
- ☐ Neither parent was born in Canada
- ☐ Don't know

J. Socioeconomic Status

13. a) Tell us about your parent/guardian that you currently live with most of the time. What is your relation to this person?

- ☐ Mother
- ☐ Father
- ☐ Stepmother
- ☐ Stepfather
- ☐ Grandparent
- ☐ Other relative
- ☐ Guardian
- ☐ Foster parent
- ☐ Friend
- ☐ I am living on my own
- ☐ Person not listed above

b) What is the highest level of education this person completed?

- ☐ Did not complete any formal education

- ☐ Elementary school
- ☐ High school
- ☐ Apprenticeship
- ☐ College
- ☐ University
- ☐ Not sure

c) If you have a second parent/guardian that you currently live with most of the time; what is your relation to this person?

- ☐ Mother
- ☐ Father
- ☐ Stepmother
- ☐ Stepfather
- ☐ Grandparent
- ☐ Other relative
- ☐ Guardian
- ☐ Foster parent
- ☐ Friend
- ☐ Person not listed above
- ☐ N/A

d) What is the highest level of education this person completed?

- ☐ Did not complete any formal education
- ☐ Elementary school
- ☐ High school
- ☐ Apprenticeship
- ☐ College
- ☐ University
- ☐ Not sure

K. Learning Environment - Student Engagement

14. Please rate your level of agreement:

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a) Adults in my school have high expectations for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) There is a strong belief in my school that all students can learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Student groups that make up our school population can see themselves reflected in the culture and curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Black, Indigenous and People of Colour (BIPOC), and other marginalized people are reflected in the school culture and curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I feel accepted for who I am at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Adults at school believe all students can be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) School is a place where I feel like I belong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. a) When learning at my school, either online or in person, I see myself/my identity reflected positively in...

	Often	Sometimes	Rarely	Never
Displays of student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Often	Sometimes	Rarely	Never
Materials used in class (e.g., books, videos, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussions and presentations about topics studied in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School publications (e.g., yearbooks, newspapers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special events and celebrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guest speakers and/or conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Topics we study in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) When learning at my school, either online or in person, I see myself/my identity reflected positively in... *(If any of the options are not applicable for this year, please indicate N/A)*

	Often	Sometimes	Rarely	Never	N/A
Pictures or posters in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 2

16. Please tell us **how** you decided to choose your courses (including *types of courses* - e.g., applied, academic, locally developed, AP, etc.)? *(Choose all that apply)*

- ☐ I chose them on my own
- ☐ Pathways (I have a clear idea of what I want to do)
- ☐ Discussions with my parents(s)/guardian(s)

- ☐ Discussions with my siblings (brother/sister)
- ☐ Discussions with another family member
- ☐ Discussions with friend(s)
- ☐ Advice from staff in my elementary school (e.g., Grade 8 teacher(s), special education, other teachers, guidance counsellor, or other staff)
- ☐ Advice from staff in my secondary school (e.g., secondary school teachers, special education, guidance counsellor, or other staff)
- ☐ Other (*please specify*):

17. Please tell us **why** you decided to choose your courses (including *types of courses* - e.g., applied, academic, locally developed, AP, etc.)? (*Choose all that apply*)

- ☐ I enjoy the challenge
- ☐ It's easier
- ☐ I enjoy solving problems
- ☐ I like working hands on
- ☐ I like more practical courses
- ☐ My friends are in the course
- ☐ Other (*please specify*)

18. If you could change your *types of courses* (e.g., applied, academic, locally developed, AP, etc.), would you?

- ☐ Yes
- ☐ No
- ☐ Not sure

b) Why would you change?

Powered by Qualtrics



The TCDSB Census is here!

Dear parents, guardians and students,

The TCDSB Grade 9 Student Census, *we Belong, we Believe, we Become* is being launched this year. All students in Grade 9 will have the opportunity to share their voices.

At the Toronto Catholic District School Board we are always trying to make improvements and create a welcoming environment for our students to succeed. The purpose of the census is to ask students to tell us more about themselves, so that we can create more welcoming and inclusive schools.

As part of an Ontario initiative, we will be asking questions on identity based on the *Ontario Human Rights Code*, for protection against discrimination. These include: Indigenous identity, race, ethnic origin, religion, first language, gender identity, sexual orientation, disability, status in Canada and socioeconomic status. Some questions are bound by the Anti-Racism Data Standards, under the *Anti-Racism Act* (2017). We will also be asking some questions on the learning environment/student engagement.

The census will take less than 20 minutes, and will be completed online, during class time.

Participation is voluntary; students can choose not to participate in the survey, or only answer some of the questions. They can also stop participating if they change their mind. All responses will be confidential; students will not be identified by their name. This is an opportunity to students to tell us about themselves so that we can better met the needs of all students.

The information that students provide will be linked to other data available at the Board to improve planning for their learning. We are interested in the experiences of all students, as a group. We will summarize the information to provide a more equitable and inclusive learning environment.

We want to hear the voices of all our students. If you have any questions regarding the TCDSB census, please do not hesitate to contact your principal.



REPORT TO

REGULAR BOARD

UPDATE ON ACCEPTABLE USE OF TECHNOLOGY POLICY AND SOCIAL MEDIA GUIDELINES

And do not forget to do good and to share with others, for with such sacrifices God is pleased. – Hebrews 13:16

Created, Draft	First Tabling	Review
May 12, 2021	May 20, 2021	Click here to enter a date.

Shazia Vlahos, Chief of Communications & Government Relations

INFORMATION REPORT

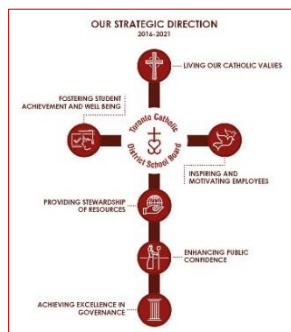
Vision:

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

D. Boyce
Associate Director of
Facilities, Business and
Community Development

A. EXECUTIVE SUMMARY

At the Special Board meeting on April 28, 2021, Trustees approved a motion that staff draft a social media policy.

This report will update the Board of Trustees on the current [Acceptable Use of Technology Policy A.29](#) and the accompanying [Social Media Guidelines](#).

The cumulative staff time required to prepare this report was 1 hour.

B. PURPOSE

1. This report seeks to clarify that Trustees have already approved an updated Acceptable Use of Technology Policy A.29 on January 29, 2021 which includes scope over social media. Additionally, accompanying Social Media Guidelines were developed to offer the TCDSB community with “best practices” and considerations for engagement on TCDSB social media platforms.

C. BACKGROUND

1. At the Special Board meeting on April 28, 2021, following discussion on the Integrity Commissioner’s Disposition Report, a Trustee asked whether an applicable policy for social media exists. During that time, information was shared about the TCDSB’s social media guidelines that had been developed in consultation with stakeholders and has become operational.
2. At that time, reference to the applicable Acceptable Use of Technology Policy A.29 was missed.
3. Reference to the Acceptable Use of Technology Policy A.29 is important given the consultations that took place over the course of approximately two years with stakeholders, which led to the Board approval of the policy in January 2021.
4. Simultaneously while Policy A.29 was being revised, the Chief of Communications together with the Senior Manager for Record Management and Freedom of Information started to research and develop the first-ever TCDSB social media guidelines to accompany the Acceptable Use of Technology Policy A.29 to serve as an operational document.

5. The TCDSB Social Media Guidelines encompasses social media best practices developed following research and a review of documents from other Ontario school boards and school districts in other jurisdictions.
6. The Social Media Guidelines underwent consultations with stakeholders including CPIC, OAPCE, union groups, principals, legal and other central departments over the course of approximately two years.
7. On March 9, 2021 Trustees were provided with an opportunity for any additional input before operationalizing of this accompanying resource to the Acceptable Use of Technology Policy A.29.
8. At the April 19, 2021 CPIC meeting, the Chief of Communications made another presentation to members, received additional feedback and made updates to the Social Media Guidelines.
9. At the April 26, 2021 OAPCE meeting, the Chief of Communications made another presentation to members, received additional feedback and made updates to the Social Media Guidelines.
10. At the April 29, 2021 Principals Meeting, the Chief of Communications made another presentation regarding the operationalizing of the Acceptable Use of Technology Policy A.29 and accompanying Social Media Guidelines.

D. EVIDENCE/RESEARCH/ANALYSIS

1. In the Acceptable Use of Technology Policy A.29, under Scope and Responsibility, it notes that “This policy applies to all individuals including students, employees, trustees, parents... of the Board while using any Board owned or managed information technology or related services of any kind either remotely or while on Board property, and all personally-owned electronic communication technology when used to access Board resources from any location”. It also notes that examples of such technology include social media platforms and that all technology users share the responsibility for compliance.
2. Recognizing that social media is impossible to police at all times, there was recognition of a need to fill the gap with operationalizing best practices around social media use within the TCDSB context as per the scope of the Acceptable Use of Technology Policy A.29.
3. Hence, the Chief of Communications began to develop the TCDSB’s first-ever Social Media Guidelines, together with input from stakeholder engagement.

4. Following consultation with parent groups, the Social Media Guidelines were updated to include a section on Compliance, whereby all users are reminded that the Acceptable Use of Technology Policy A.29 is the applicable policy and applicable actions in the event there are instances of non-compliance.
5. Given the ever-evolving nature of social media and their relevant platforms, best practices suggest that guidelines are most appropriate as they enable timely updates when required as the social media landscape continues to change.
6. The Social Media Guidelines serve as an invaluable resource to support the scope of social media within the Acceptable Use of Technology Policy A.29.

E. CONCLUDING STATEMENT

This report is for the information of the Board.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

RESCINDMENT OF B.P.03 POLICY ON SIGNAGE –
NEW SITES AND BUILDING PROJECTS

So the Lord gave Solomon wisdom, as he promised him. There was peace between Hiram and Solomon; and the two of them made a treaty. – 1 King 5:12

Created, Draft	First Tabling	Review
April 27, 2021	May 4, 2021	Click here to enter a date.

D. Friesen, Superintendent, Capital Development, Asset Management and Renewal
C. Fernandes, Superintendent of Education, Area 4 and Policy Development

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.



Dr. Brendan Browne
Director of Education

D. Koenig
Associate Director
of Academic Affairs

D. Boyce
Associate Director of Facilities,
Business and Community
Development

A. EXECUTIVE SUMMARY

This report recommends the rescindment of Policy B.P.03 on Signage – New Sites and Building Projects, as the policy is superseded by the Ministry of Education Communication Protocol for capital investments.

The cumulative staff time required to prepare this report was 2 hours

B. PURPOSE

This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends a policy rescindment.

C. BACKGROUND

1. The last amendment to Policy B.P.03 on Signage – New Sites and Building Projects was in June 1986, attached as Appendix A.
2. This policy is superseded by signage requirements mandated by the Ministry of Education for new building projects.
3. The policy appeared last at the Governance and Policy Committee on May 4th, 2021.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The Ministry of Education has included details regarding Communications Protocol for capital investments for several years, most recently *Communications Protocol: Public Communications, Events and Signage*, attached as Appendix B.
2. For approved Capital Priorities, Early Years Capital and Child Care Capital projects, school boards are required to display *Ontario Builds* signage at the site of construction that identifies the financial support of the Government of Ontario. The Ministry provides templates to be followed for the signage and Ministry approval of digital proofs is required prior to production.

E. IMPLEMENTATION

1. Policy B.P.03: Signage – New Sites and Building Projects will be removed from the Policy Register.
2. Signage on new building projects will be governed by the Ministry of Education *Communications Protocol: Public Communications, Events and Signage*, or subsequent Protocol issued by the Ministry in conjunction with capital funding announcements.

F. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends that Policy B.P.03 on Signage – New Sites and Building Projects be rescinded.

Appendix A

TCDSB Policy Register

Policy

Upon approval of TCDSB for a building project, appropriate signage shall be posted on the site indicating the intention of the Board of Trustees.

Regulations:

1. Where the Board provides the funds for the new project, the signage will contain the names of the Chair of the Board and trustee of the ward in which the school will be located, the Director of Education and the name and telephone number of the Curriculum Support Unit Superintendent of Education.
2. Where the MET provides the allocation, the signage will also include the names of the Premier of the Province, and the Minister of Education and Training.

BM p 126, 19 Jun 86; BM, 81.

Appendix B

Communications Protocol: Public Communications, Events and Signage

Acknowledgement of Support

School boards are required to acknowledge the support of the Government of Ontario in proactive media-focused communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to:

- Reports
- Announcements
- Speeches
- Advertisements, publicity
- Promotional materials including, brochures, audio-visual materials, web communications or any other public communications.

This is not required for:

- Minor interactions on social media, including social media such as Twitter
- Reactive communications, such as media calls.

All public events and announcements regarding capital investments in the publicly funded education system are considered **joint** communications opportunities for the provincial government, the school board, as well as Consolidated Municipal Service Managers and District Social Service Administration Boards (CMSMs and DSSABs); and/or community partners.

Issuing a Media Release

When issuing a media release or other media-focused communication, school boards, CMSMs/DSSABs, and or community partners must:

- Recognize the Ministry of Education's role in funding the project
- Contact the ministry to receive additional content for public communications, such as a quote from the minister.

You can **send your draft public communications to** MinistryofEducation@ontario.ca to obtain a quote or other information for your public product.

Note: The ministry may also choose to issue its own news release about various project milestones. If the ministry chooses to do so, school boards, CMSMs/DSSABs, and/or community partners will be notified.

Invitations to the Minister of Education

Openings

School boards are to invite the Minister of Education to all openings of:

- New schools
- Additions that include new child care spaces, EarlyON Child and Family centres, or community hubs.

To invite the minister to your event:

- Send an email invitation as soon as possible to minister.edu@ontario.ca
- Where appropriate please copy the ministry's regional manager in the Field Services Branch for your area
- Please do not move forward with your event until you have received a response from the ministry (you will be notified within 15 business days of the event as to the minister's attendance)
- Inform the ministry via the email address above if the date of your event changes.

Note: If the minister is unable to attend, your invitation may be shared with another government representative. Their office will contact you directly to coordinate details. Announcements do not need to be delayed to accommodate the minister. The goal is to make sure that the ministry is aware of the opportunity.

All Other Events

For all other media-focused public events, (e.g. sod turnings):

- Send an invitation to the minister at minister.edu@ontario.ca with **at least three weeks' notice**
- Copy the ministry's regional manager in the Field Services Branch, in your area, where appropriate.

Note: These "other" events should not be delayed to accommodate the minister. Only an invitation needs to be sent; a response is not mandatory to proceed.

Ontario Builds Signage

NEW – The Government of Ontario is introducing Ontario Builds signage.

For approved Capital Priorities, Early Years Capital and Child Care Capital projects, school boards will be required to display Ontario Builds signage at the site of construction that identifies the financial support of the Government of Ontario.

School boards are responsible for the following:

- Producing and paying for Ontario Builds signage. For the Ontario Builds artwork and the visual identity guide, please access www.ontario.ca/page/ontario-builds-templates for templates to create the signage.
 - These are examples of project descriptions that could be used on the school board sign: "New school and child care centre," "New school," or "New school addition."

- For Francophone communities, consider producing both English and French signage.
- Providing the ministry with a digital proof of the sign which to be sent via email to MinistryofEducation@ontario.ca. Ministry approval of the digital proof must be received *before* finalizing and physically producing Ontario Builds signage.
- Posting signs in a timely manner. Please ensure a sign is present at the construction site at all stages – before construction work starts and throughout construction.
- Displaying permanent sign(s) for major school and /or early years and child care projects identified by the ministry in a prominent location that does not obstruct traffic or cause safety concerns, particularly if the sign is located near roads. To avoid potential safety issues, school boards should ensure the appropriate provincial and municipal authorities are consulted on Ontario Builds signage.
- Removing the signage within six months of the completion of the project.
- Providing the ministry with a photograph after the sign has been installed; please send to MinistryofEducation@ontario.ca.
- Maintaining the signage to be in a good state of repair for the duration of the project.

Note: For projects that are co-funded, such as by a municipality or the federal government, use the Ontario Builds visual identity guide for partnership signage. Also, please facilitate signage approval from the partners.

Contact

Should you have any questions related to this communications protocol or Ontario Build signage, please send your questions via email to MinistryofEducation@ontario.ca.

Note: This communications protocol does not replace school boards' existing partnership with the Ministry of Education's regional offices. Regional offices should still be regarded as school boards' primary point of contact for events and should be given updates in accordance to existing processes.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEEFAIR PRACTICE IN HIRING AND PROMOTION
H.M.40

“And God said, “Let the waters bring forth swarms of living creatures, and let birds fly above the earth across the dome of the sky.” (Gn 1:20)

Created, Draft	First Tabling	Review
April 26, 2021	May 4, 2021	

Mark Moffett, Senior Coordinator Academic Services, Human Resources
Adrian Dela Mora, Executive Superintendent Human Resources and Employee Relations

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.



Brenden Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

D. Bryce
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report recommends a significant revision of the Board's current Fair Practice in Hiring and Promotion Policy H.M.40 in response to direction from the Ministry of Education as stipulated in the Ministry's Policy/Program Memorandum (PPM) 165 - Teacher Hiring Practices. The required revisions address three primary areas: diversity and inclusion; conflicts of interest and teacher hiring.

The cumulative staff time required to prepare this report was 25 hours.

B. PURPOSE

1. This Recommendation Report is on the Order Paper of the Governance and Policy Committee as it recommends policy revision.
2. Additionally the policy has been revised to include changes to hiring processes outlined in the Ministry of Education Program and Policy Memorandum 165 Teacher Hiring Practices.

C. BACKGROUND

1. The Policy on Fair Practice in Hiring and Promotion H.M.40 (Appendix C) was first approved in September 26, 2013 and was later amended on May 17, 2018.
2. Changes to this policy reflect current practice and alignment with related policies Catholic Equity and Inclusive Education Policy H.M. 24 and Employment Equity Policy H.M.11.
3. The Ministry of Education revoked Ontario Regulation 274/12 – Hiring Practices in October 2020. This Regulation governed hiring practices for teachers at TCDSB and other boards in Ontario.
4. Following this revocation, boards including the TCDSB were directed by the Ministry of Education to develop and adopt a teacher hiring policy based on components outlined in Policy/Program Memorandum 165 to replace Regulation 274.
5. The PPM 165 was issued on February 22nd, 2021 and boards were required to have an associated policy in place effective March 31st, 2021.

6. The required policy components stipulated by PPM 165 were as follows: Qualifications and Merit; Diversity, Equity and Human Rights; Employment Mobility; Fairness and Transparency and Monitoring and Evaluation.
7. In order to comply with the Ministry's direction, TCDSB has taken steps to revise its existing Fair Practices in Hiring and Promotion Policy by incorporating components of PPM 165.
8. Consultations were conducted internally within the Board and externally with a number of community advisory groups.
9. The policy appeared at the Governance and Policy Committee on May 4th, 2021.

D. EVIDENCE/RESEARCH/ANALYSIS

This policy has been amended in consultation with staff from the Human Resources, the Equity Department, Community Advisory Groups, Field Superintendents and Legal Services.

E. METRICS AND ACCOUNTABILITY

1. Recommendations in this report will be monitored by Human Resources staff.
2. Further reports will be brought to Board in accordance with the policy review schedule.

F. IMPLEMENTATION

The updated policy as approved will be posted on the TCDSB policy register.

G. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends that the revised Fair Practice in Hiring and Promotion H.M.40 provided in Appendix A, and the accompanying Operation Procedures provided in Appendix B, be adopted.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION
POLICY NO: H.M. 40

Date Approved: September 26, 2013- Board	Date of Review: April 2021 / May 2023	Dates of Amendment: May 17, 2018
<p>Cross Reference: Ontario Human Rights Code, 24 (1) (a) Ontario Regulation 298 – Operation of Schools - General PPM 165 Teacher Hiring Practices Accessibility for Ontarians with Disabilities Act, 2005 PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools <i>Municipal Conflict of Interest Act</i> TCDSB By-law # 175 Catholic Equity and Inclusive Education Policy H.M. 24 Employment Equity Policy H.M. 11</p>		
<p>Appendices: Appendix A: Fair Practice in Hiring and Promotion: Operational Procedures - Recruitment, Selection and Conflict of Interest</p>		

Purpose:

This Policy affirms the Toronto Catholic District School Board's (TCDSB) commitment to preparing students of all cultural backgrounds and social identities, for success. The Board, consistent with its denominational rights, is committed to recruiting and retaining a qualified, diverse workforce that reflects the communities it serves, in a fair, consistent, and transparent manner.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
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Scope and Responsibility:

The policy extends to the hiring process for all positions for employment and promotions at the Toronto Catholic District School Board. The Director of Education and the Executive Superintendent of Human Resources and Employee Relations are responsible for this policy.

Alignment with MYSP:

Living Our Catholic Values
 Inspiring and Motivating Employees
 Enhancing Public Confidence
 Fostering Student Achievement and Well Being

Policy:

The Toronto Catholic District School Board is committed to recruiting and retaining a qualified, diverse workforce and promoting the most qualified individuals in a manner that reflects the communities it serves, supportive of both its Multi Year Strategic and Equity Action Plans. All recruitment, retention and promotion activities will be subject to the Board's denominational rights and conducted in accordance with legislation such the Accessibility for Ontarians with Disabilities Act, the Ontario Human Rights Code, and relevant collective agreements where applicable. Hiring and promotion practices at the TCDSB will be fair, transparent, and free from bias, discrimination, conflicts of interest, nepotism and cronyism.

Regulations:

A. Recruitment

1. The recruitment and selection criteria at the TCDSB will be based on qualifications that reflect the requirements of the position, demonstrated



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experience, suitability for the role as well as a commitment to creating an inclusive, equitable, accessible, and safe learning and Catholic work environment for students and staff. The ability to execute school, Board and Ministry priorities as well as an applicant's related, lived experiences and background, will also inform the qualifications and selection criteria.

2. The Board will promote diversity, inclusion, equity, and human rights in pursuit of a qualified and diverse workforce that reflects the communities it serves. It will proactively engage in anti-discriminatory hiring and promotion practices as well as identify and eliminate barriers to employment for candidates from under-represented communities.
3. Operationally, the Board will adopt Human Resources best practices and programs including encouraging qualified applicants from under-represented communities, such as the Black community and other communities of colour, to self-identify in order to proactively recruit and hire a diverse workforce. This will include active recruitment of qualified and certified Catholic teachers and other occupational groups from qualified candidates who are visible minorities, Indigenous, women and persons with disabilities as well as other groups protected under the Ontario Human Rights Code where applicable.
4. The Board will engage in a hiring and promotion process that is fair, transparent, and free from preferential treatment based on personal relationships. Any applicant for employment or promotion at the TCDSB will not be advantaged because of a relationship with an immediate family member or relative employed at the TCDSB.
5. The TCDSB will collect employee demographic data by way of a workforce census to provide a foundation to assess whether there is diversity in the



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candidates who are applying for positions, and to identify if there are any barriers to hiring a diverse, qualified workforce.

6. Prior to employment in positions involving the instruction of students at the TCDSB, each applicant must provide a favourable pastoral letter of reference confirming the applicant's commitment to the Catholic faith. For all other positions within the school board, an applicant will be required to commit to supporting the Board's vision, mission and values with respect to Catholic education.

B. Selection

7. Applicants, at the time of the submission of their application, will have the opportunity to request accommodations for the purposes of recruitment and selection in accordance with the Accessibility for Ontarians with Disabilities Act and the Human Rights Code. Accommodations, as required, will be provided for the selection process.
8. Any TCDSB Trustee, employee, or consultant engaged in the hiring process, shall discharge their recruitment and selection responsibilities in a manner free from bias and perceived or actual conflicts of interest. All members of the selection panel must complete a conflict of interest disclosure to avoid nepotism or cronyism.
9. Whenever possible, the Board will promote demographically diverse interview panels that draw on the different experiences, skill sets, and educational and professional backgrounds of employees at the TCDSB. Interview panels will consist of at least two members.



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10. The assessment process will utilize multiple sources of data including from structured interviews and reference checks. Evaluation criteria and assessment tools will be developed to minimize and eliminate selection bias.
11. Unsuccessful internal candidates will be afforded the opportunity for constructive interview feedback upon request no later than three weeks after being notified of the selection results.
12. A TCDSB Trustee, or employee in a position of leadership, will not directly or indirectly influence the hiring or promotion process through unsolicited promotion and recommendations of candidates including forwarding resumes or the names of applicants to the Recruitment division.
13. All TCDSB personnel shall be required to be separate school supporters if eligible by law to be separate school supporters.

C. Teacher Hiring

14. The Board will facilitate employment mobility by providing equal opportunities for all members of the Ontario College of Teachers to apply for any available position from daily occasional, long-term occasional and permanent, for which they hold the required qualifications, subject to the appropriate collective agreement.
15. Teachers must successfully complete the New Teacher Induction Program (NTIP) and the Additional Qualification course Religious Education-Part 1 before becoming eligible to gain permanent status.



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16. Placement of teachers through the transfer process shall be fair, transparent and respectful of collective agreements and/or terms and conditions of employment contracts.
17. The Board, subject to its management rights, will disclose information to bargaining units pertaining to their members as appropriate in a manner that is consistent with the applicable collective agreement.
18. An annual employment system review will be conducted to review all teacher hires during a school year to identify any barriers for potential candidates, and to ensure that a qualified and diverse teacher workforce has been employed.

Definitions:

Bias

In this context, bias is defined as prejudice, unrelated to the requirements of the position in question, in favour or against a person or a group compared to another, that is done in a manner considered to be unfair.

Conflict of Interest

A conflict of interest is defined as an apparent or actual conflict where a trustee's or an employee's financial or personal interests appear to conflict or actually conflict with their duty to impartially and objectively discharge their responsibilities to the Board. In the context of this policy, influencing the outcome of a hiring and or promotion decision of a person with whom one has a personal relationship is a conflict of interest.



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Cronyism

The act of showing partiality to friends or close colleagues, especially in the application, hiring, placement and promotion stages of employment, without regard to qualifications or ability. In the context of this policy, cronyism can occur when an individual within the organization influences the decision to hire or promote a friend or colleague.

Employment System Review (ESR)

An examination of employment data to determine whether approaches to hiring and promotion create barriers for potential candidates, in particular those from communities of colour and other under-represented communities or otherwise unfairly impact their chances to succeed. The goal of the ESR is to identify and make recommendations to address the gaps and barriers, including workplace culture and attitudinal barriers, to a diverse and inclusive workforce and work environment.

Nepotism

The act of showing favouritism or providing preferential treatment to a family member or close relatives, especially in the application, hiring and placement stages of employment. In the context of this policy, nepotism can occur when an individual within the organization influences the decision to hire or promote a close family member or supervises that subordinate family member.

Relationship

In the context of this policy, this is defined as any relationship of an employee, trustee or representative of the Board to persons of his or her immediate family whether related by blood, adoption, marriage, or common-law relationship, and any relationship of an intimate and/or financial nature during the preceding five years,



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any student-supervisor relationship, or any other past or present relationship that may give rise to a reasonable apprehension of bias.

Evaluation and Metrics:

1. The Human Resources department will conduct an Employment System Review annually to identify and take constructive action, including the creation of proactive recruitment and talent acquisition programs, to address the gaps and barriers, including workplace culture and attitudinal barriers, to a diverse and inclusive workforce and work environment.

Fair Practice in Hiring and Promotion Policy

APPENDIX A

OPERATIONAL PROCEDURES: RECRUITMENT, SELECTION AND CONFLICT OF INTEREST

1. PURPOSE

The purpose of this procedure is to identify the recruitment and selection process for employing all staff, including teachers, at the Toronto Catholic District School Board (TCDSB).

2. SCOPE

This procedure applies to all applicants to any position within the TCDSB, including teaching positions as well as recruitment and selection processes conducted by Executive Search firms on the Board's behalf.

A. RECRUITMENT PROCEDURES

1. A potential candidate for a position will not be involved in the recruitment process for that job. This includes acting as the contact person for potential candidates, drafting advertisements or conducting reference checks.
2. Any applicant wishing to work for the TCDSB must submit an application of employment through the established channels. In general, this means through the "Apply to Education" website or in response to a job posting advertised either internally throughout the system or externally in various media.
3. Executive Search firms retained by the Board to conduct recruitment and selection processes on the Board's behalf, for any position within the TCDSB, are subject to this Policy and Operational Procedures.
4. Executive Search firms retained by the Board are required to pay particular attention to aspects of the recruitment and selection process including advertising to attract a diverse pool of candidates, accommodations for the purposes of recruitment, representation on interview panels, diversity of the applicant pool selected for interviews, bias-free assessment processes and conflicts of interests.
5. Applicants from under-represented communities such as the Black community and other communities of colour, Indigenous peoples, women, persons with disabilities as well as other persons protected under the Ontario Human Rights Code, will be encouraged to self-identify at the time of the submission of their applications where applicable.

6. Requests for accommodations for the purpose of recruitment must be made in writing at the time that an application is submitted as per the posting. Supporting documentation, such as a functional limitations assessment produced by an appropriate medical and or professional practitioner, will be requested as appropriate by the Recruitment division of the Human Resources department.
7. All job postings must be authorized by the Executive Superintendent, Human Resources and Employee Relations or his/her delegate.
8. Complete and accurate records of selection decision-making processes will be maintained.
9. Personal information and supporting documents submitted with applications will be used in accordance with the Municipal Freedom of Information and Protection of Privacy Act.
10. No persons shall influence the hiring process through unsolicited promotion and/or unauthorized recommendations of candidates.
11. Any person participating in the hiring process must do so in a manner free from bias and conflicts of interest. Any person with a perceived or real conflict of interest must inform the Sr. Manager of Recruitment (or delegate) and remove themselves from the hiring process.
12. Recruitment and selection procedures shall be established for teaching positions in accordance with Human Resources and recruitment industry best practices, collective agreement(s) where applicable, the Accessibility for Ontarians with disabilities Act, the Ontario Human Rights Code, Employment Standards Act and Board policies.
13. The filling of long-term occasional and permanent teaching positions shall be consistent with collective agreement and legislative requirements.

B. SELECTION PROCEDURES

1. Selection will be based on merit, which is determined through an objective assessment of an applicant's qualifications, demonstrated experience and personal suitability for the role including a commitment to creating an inclusive, equitable, accessible and safe work environment, relevant to the requirements for the position. Additional job-related factors that support the creation of the best possible program for students and the ability to hire a diverse staff and teacher workforce that is reflective of the communities TCDSB serves will also be taken into account.

2. Postings or job advertisements will be developed by the Recruitment division in consultation with the relevant administrators and hiring managers.
3. Position profiles or job descriptions will be developed by the Compensation and Benefits division of the Human Resources department in consultation with the Recruitment division and the relevant administrators and hiring managers.
4. Selection criteria and assessment tools will be reviewed and approved by the Sr. Manager of Recruitment or assigned Recruitment staff before recruitment action is taken in order to ensure that they adequately reflect the requirements of the position, attract the widest and most diverse pool of applicants while ensuring consistency with the Board's policies.
5. Applicants will be screened for interviews by the Recruitment division based on the criteria outlined in the posting, in consultation with the hiring manager or administrator. No applicant will be interviewed unless approved and deemed qualified by the Recruitment division.
6. All interviews must be conducted by a panel with a minimum of two members. Where possible, the same interview team must interview all candidates for a given position and the same initial templated-questions must be asked of all candidates. Selection decisions will be based on the panel's overall assessment results as well as reference checks and other appropriate sources of data as appropriate, as determined by the Recruitment division.
7. Whenever possible, the Board will promote demographically diverse interview panels that draw on the different experiences, skill sets, and educational and professional backgrounds of employees at the TCDSB.
8. Where possible, a percentage of qualified applicants selected for interviews, as determined by the Recruitment division in consultation with the hiring manager or administrator, must be from the Black community and other under-represented communities including visible minorities, Indigenous peoples and persons with disabilities and women as well as other persons protected under the Ontario Human Rights Code where applicable.
9. Applicants will be asked similar core questions in the interview based on the requirements for the position. Supplementary or follow-up questions may be asked to clarify issues or to obtain further information deemed by the selection committee to be relevant to identifying the best applicant.

10. No persons related by blood or marriage or where the appearance of a conflict of interest exists may be placed in a position of interviewing one-another. Individuals who find themselves in this situation must declare a conflict and remove themselves from the interview and or selection process. In addition, no person shall be in a position that requires them to interview, assess or hire a relative (by blood or marriage) for any position including one within the scope of their responsibility where the position in question involves a direct reporting relationship (between the individual and the candidate/relative).
11. All teaching staff shall be practising Catholics unless otherwise approved by the TCDSB or specifically exempted by legislation.
12. Before being considered for employment, each applicant for a teaching position is to be recommended by a priest with pastoral responsibility through a favourable report in a form and content prescribed by the Board on the applicant's commitment to the Catholic faith.

C. ASSIGNMENT & OFFERS OF EMPLOYMENT

1. All offers of employment shall be subject to the applicant providing the Board with:
 - i. a satisfactory criminal reference check with vulnerable sector screening;
 - ii. a negative tuberculosis test and
 - iii. a satisfactory reference check conducted by the Recruitment division.
2. To avoid conflicts of interests, supervisors must avoid having under their immediate supervision (i.e., within the same department or school), members of their immediate family or other relatives.

D. POST SELECTION FEEDBACK TO APPLICANTS

1. Applicants who were interviewed will be advised in writing of the outcome of their application by the Human Resources department.
2. The Sr. Manager of Recruitment will coordinate the request for an interview debrief from an internal unsuccessful candidate made no later than 3 weeks after the date that the interview results were communicated to the applicant.
3. An interview debrief will not be provided in writing, however, unsuccessful candidates can take notes as required.

E. EVALUATION AND METRICS

1. The Human Resources department will conduct an annual employment system review to identify and eliminate barriers to recruiting, promoting and retaining a diverse and inclusive workforce.
2. The Human Resources department will develop proactive recruitment and talent acquisition programs to address the barriers and gaps in employment and promotion.
3. The Human Resources department will rely on workforce data to develop proactive and inclusive programs to address barriers to a diverse and inclusive workforce.

F. CONFLICT OF INTEREST

Preamble

The TCDSB intends to facilitate the ability of its staff to maintain the highest business and ethical standards, and to facilitate the protection of the integrity of employees in the course of their hiring responsibilities to the Board. All conflicts will be recognized and either avoided or resolved expeditiously through appropriate disclosure and management. The fundamental principle underlying this approach is that employees must not permit relationships with others or external business activities to conflict, or appear to conflict, with the interests of the TCDSB.

1. In the context of this policy, the following circumstances may give rise to conflicts of interest:
 - i. participating in, or influencing the outcome of the appointment, hiring, promotion, supervision, or evaluation of a person with whom the employee has, or has had, a relationship;
 - ii. acceptance by an employee of a gift from any of the following persons or entities if a reasonable person might conclude that the gift could influence the employee when performing hiring duties with the Board:
 - a. a person, group, or entity that has dealings with the Board;
 - b. a person, group, or entity to whom the employee provides services in the course of his or her duties to the Board;
 - c. a person, group, or entity that seeks to do business with the Board.

An employee who is offered a gift in the circumstances described in ii) above will immediately notify the Sr. Manager of Recruitment in writing.

2. All employees involved in the hiring of teachers have an obligation to disclose to the Sr. Manager of Recruitment (who represents of the Executive Superintendent of Human Resources and Employee Relations and the Director of Education) any conflict of

interest. The employee must disclose in writing as soon as she/he could reasonably be aware that a conflict of interest exists. The existence of a conflict of interest does not necessarily preclude involvement in the issue which has given rise to the conflict, otherwise known as the “Matter”.

3. The employee must declare, in writing, the nature and extent of the conflict of interest no later than any meeting or process in which the employee participates and at which the Matter is to be considered. The employee must refrain from taking part in any discussion or decision-making in relation to the Matter and withdraw from any meeting or process when the Matter is being discussed until a decision has been reached regarding the manner in which the conflict of interest will be addressed.
4. A conflict of interest involving an employee may also be reported to the Sr. Manager of Recruitment by any other person. A report to the Sr. Manager of Recruitment about the existence of a potential, apparent or actual conflict of interest shall be made in writing.
5. The following procedures will be used to manage conflicts of interest:
 - i. If the Sr. Manager of Recruitment to whom the disclosure is made also has a conflict of interest, the disclosure should be made in writing to the person at the next highest level of authority (i.e. the Sr. Coordinator of Academic Services).
 - ii. The Sr. Manager of Recruitment will investigate to determine if a conflict of interest exists. Where appropriate, the Sr. Manager of Recruitment may consult with the employee and/or others.
 - iii. If the Sr. Manager of Recruitment determines there is a conflict of interest, the Matter should be resolved as per #6 below, and shall document, in writing, any remedies that have been applied.
6. The following options are available for resolving conflicts of interest:
 - i. If the Matter pertains to #1 (i), and where the employee may be knowledgeable and have information central to the discussion, the employee with a conflict or appearance of conflict may be permitted by the Sr. Manager of Recruitment (or the Sr. Coordinator of Academic Services), to be involved in the Matter without participating in the final decision or be entirely excluded from the process.
 - ii. If an employee fails to disclose a conflict as per #2 above, a range of remedies can be applied, up to and including the termination of employment.
7. Adherence to these procedures, in letter and in spirit, is crucial to the relationships of trust that exist between the Board, its employees, and the public. Contraventions of the policy and operational procedures, whether arising from dishonesty or inattention, undermine these relationships and may lead to disciplinary action. For employees, disciplinary sanctions for breach of this policy may take a range of forms appropriate to the nature of the contravention and could include dismissal from employment.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION
POLICY NO: H.M. 40

Date Approved: September 26, 2013- Board	Date of Review: October, 2023	Dates of Amendment: October 18, 2018
<p>Cross Reference: Ontario Human Rights Code, 24 (1) (a) <i>Education Act</i>, Ontario Regulation 274/12, Hiring Practices PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools <i>Municipal Conflict of Interest Act</i> TCDSB By-law # 175 Employment Equity Policy H.M.11 Catholic Equity and Inclusive Education Policy H.M. 24 Catholicity and School Support Policy H.M.08 Qualifications - Catholicity Policy H.T.01</p> <p>APPENDIX A: Operational Procedures—Staff Recruitment & Selection</p>		

Purpose:

This Policy affirms the Board's commitment to providing fair, equitable and transparent hiring processes at the Toronto Catholic District School Board consistent with its denominational rights and in accordance with the Ontario Human Rights Code. Offers of employment and promotion will be based on the merit of the applicant, free from the practices of nepotism and cronyism.



POLICY SECTION:	HUMAN RESOURCES
SUB-SECTION:	MISCELLANEOUS
POLICY NAME:	FAIR PRACTICE IN HIRING AND PROMOTION
POLICY NO:	H.M. 40

Scope and Responsibility:

The policy extends to the hiring process for all applicants to any position of employment at the TCDSB, and for employees seeking promotion. The Director of Education and the Superintendent of Human Resources are responsible for this policy.

Alignment with MYSP:

Inspiring and Motivating Employees

Strengthening Public Confidence

Policy:

The TCDSB is committed to hiring and promoting the best, most qualified individuals supportive of its Multi Year Strategic Plan, subject to its denominational rights and in accordance with the Ontario Human Rights Code. The application, interview, hiring and promotion of individuals at TCDSB will be based on ability and qualifications and will be conducted in a fair and transparent manner, free from discrimination, nepotism and cronyism.

Regulations:

1. Recruitment practices and application processes used at TCDSB will be open and transparent, free from nepotism and cronyism, ensuring no partiality or preferential treatment as a result of personal relationships.



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: MISCELLANEOUS

POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION

POLICY NO: H.M. 40

2. Any applicant for employment or promotion at TCDSB will not be advantaged as a result of a relationship with an immediate family member or relative employed at TCDSB.
3. Operationally, TCDSB (through the Human Resources department) will adopt processes and procedures, including for job postings, the review of applications for employment and the interviewing and selection of candidates, that are consistent with industry standards, free from bias and conflicts of interest and allow for equal opportunity for all applicants. (*hyperlink to Appendix A*).
4. Any TCDSB employee, consultant or trustee charged with the responsibilities for recruiting and selecting staff, including interviewing, hiring, placement or promotion of applicants, must discharge these responsibilities in a fair and bias-free manner and take steps, including excluding themselves from the decision-making process if applicable, to ensure that they are free from any real or perceived conflicts of interest prior to fulfilling their duties.
5. A Trustee or a TCDSB employee in a position of leadership will not influence the hiring or promotion process through unsolicited promotion and recommendations of candidates.
6. Placement of employees through the transfer process shall be fair, transparent and respectful of collective agreements and/or terms and conditions of employment contracts.
7. Internal applicants unsuccessful in their attempt to gain employment or promotion at TCDSB will be afforded the opportunity to request feedback from the Sr. Manager of Recruitment no later than 3 weeks after the date



POLICY SECTION: HUMAN RESOURCES

SUB-SECTION: MISCELLANEOUS

POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION

POLICY NO: H.M. 40

from which they received notification of the assessment/interview results. If the unsuccessful candidate is not satisfied with the response or the recruitment process, he or she can contact the Senior Coordinator of Academic Services, Human Resources to discuss the matter further.

Definitions:

Conflict of Interest

This is a situation in which the impartial exercise of the duty of an individual acting for an organization is compromised by that person's self-interest and position, often undermining the public trust. In the context of this policy, a conflict of interest occurs when family members have direct reporting relationships or staff members and or trustees have personal relationships that influence hiring and promotion decisions.

Bias

In this context, this is defined as prejudice, unrelated to the requirements of the position in question, in favour or against a person or a group compared to another, that typically results in hiring and promotion decisions considered to be unfair.

Cronyism

The act of showing partiality to friends or close colleagues, especially in the application, hiring, placement and promotion stages of employment, without regard to qualifications or ability. In the context of this policy, cronyism can occur when an individual within the organization influences the decision to hire or promote a friend or colleague.

Immediate Family

Members consist of a person's spouse, child(ren), step child(ren) or parent of an employee.



POLICY SECTION: HUMAN RESOURCES
SUB-SECTION: MISCELLANEOUS
POLICY NAME: FAIR PRACTICE IN HIRING AND PROMOTION
POLICY NO: H.M. 40

Nepotism

The act of showing favouritism or providing preferential treatment to a family member or close relatives, especially in the application, hiring and placement stages of employment. In the context of this policy, nepotism can occur when an individual within the organization influences the decision to hire or promote a close family member, or supervises that subordinate family member.

Relative

Members consist of siblings, step-children, nieces, nephews, grandparents, cousins and in-laws.

Evaluation and Metrics:

The Director of Education will monitor and review hiring and promotion procedures.



REPORT TO

GOVERNANCE AND POLICY
COMMITTEE

UPDATE TO EXTERNAL RESEARCH CONDUCTED IN
THE TCDSB - POLICY S.19

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

Created, Draft	First Tabling	Review
April 16, 2021	May 4, 2021	Click here to enter a date.

M. Vanayan, Senior Coordinator, Educational Research

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

RECOMMENDATION REPORT

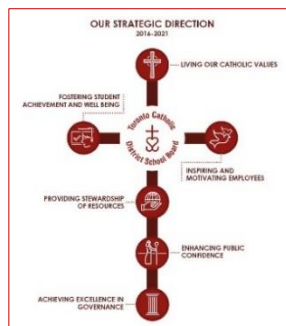
Vision:

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 recommends revisions to External Research Conducted in the TCDSB Policy S.19.

The cumulative staff time dedicated to developing this report was 10 hours.

B. PURPOSE

The update of the TCDSB Policy S.19 External Research Conducted in the TCDSB is on the Order Paper of the Governance and Policy Committee of May 4, 2021.

C. BACKGROUND

1. TCDSB Policy S.19 Research Conducted in the TCDSB, 1988, was revised and approved on May 30, 2013. It was renamed “*External Research Conducted in the TCDSB*” as it addresses requests by external institutions, organizations and individuals.
2. As per TCDSB Policy S.19, each year, there is an annual report to Board outlining the studies that were approved during the previous year. In February 2016, there was a board motion to include a summary of previous external research findings, where available. Policy S.19 was revised and approved on May 13, 2016.
3. The policy appeared at the May 4th, 2021 Governance and Policy Committee Meeting.

D. EVIDENCE/RESEARCH/ANALYSIS

1. TCDSB Policy S.19 External Research Conducted in the TCDSB was reviewed and updated without substantive changes (Appendix A).
2. Any external institution, organization or individual who wants to conduct research activities in the TCDSB must submit an application to the Board for approval. The Application and Guidelines document is updated each year and the current version has been included for reference (Appendix B).

E. METRICS AND ACCOUNTABILITY

1. An annual information report on approved external research shall be presented to the Board.
2. The annual report shall include a summary of previous external research findings, where available.

F. COMMITTEE RECOMMENDATION

The Governance and Policy Committee recommends that the Board of Trustees approve Policy S.19 External Research Conducted in the TCDSB (Appendix A) and the accompanying External Application and Guidelines (Appendix B).



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: **EXTERNAL RESEARCH CONDUCTED IN THE TCDSB**

POLICY NO: S.19

Date Approved:

August 25, 1988

Date of Next Review:~~May 2021~~ **May 2026****Dates of Amendments:**

May 30, 2013-Board

May 19, 2016-Board

May 4, 2021**Cross References:**

O. Reg. 521/01 Collection of Personal Information Education Act, 170(1)(7)

PPM **No.** 149 - Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals

S.P. - 13 Student And Program Assessment

S.16 Access to Pupil Information

~~S.15 Access To Pupils~~Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (2010) **TCPS2 (2018)** - Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, Social Sciences and Humanities Research Council of Canada**Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)****Appendix A:** External Research Application, Requests to Conduct Research in the Toronto Catholic District School Board**Purpose:**

The purpose of this Policy is to ensure that all **external** research conducted within the Board is guided by professional standards of research.

Scope and Responsibility:

This Policy extends to all external institutions, organizations or individuals seeking to conduct research in the Toronto Catholic District School Board (TCDSB) for educational purposes. The Director of Education is responsible for this Policy.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: **EXTERNAL RESEARCH CONDUCTED IN THE TCDSB**

POLICY NO: S.19

Alignment with MYSP:

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Financial Impact:

Generally, there is no significant financial impact on the TCDSB. Any expenditure related to approved research projects will be incurred by the external researchers.

Legal Impact:

Generally, there is no significant liability with selectively permitting external research at TCDSB. All requests for research by external institutions, organizations or individuals are subject to a rigorous application and review process. Researchers are responsible for compliance with all applicable legal and other requirements.

Policy:

The Toronto Catholic District School Board will cooperate with organizations and individuals in the pursuit of external research deemed to be of benefit to the students, staff, and community subject to the research review process.

Regulations:

1. All research conducted shall be aligned with the Toronto Catholic District School Board's Multi-Year Strategic Plan (MYSP) and the Board Learning and Improvement Plan (BLIP).
2. All external research requests shall be made in writing to the Director of Education, providing details of the proposal as outlined in the TCDSB External Research Application.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: **EXTERNAL RESEARCH CONDUCTED IN THE TCDSB**

POLICY NO: S.19

3. The Research Review Committee will assess all external requests to conduct research at TCDSB and make recommendations to the Director.
4. Insofar as external research projects are approved by the Board, the principal is not obliged to accept the project in his or her school. **Participation in research by staff, students, parents, or a school is voluntary and requires obtaining active informed written consent.**
5. All research projects shall be conducted in accordance with the procedures as outlined and approved in the research request **and all personal information shall be administered in accordance with the Municipal Freedom of Information and Protection of Privacy Act and its Regulations.**
6. Consistent with the Education Act, those researchers who will have direct contact with students are required to complete a Police Reference Check **(Vulnerable Sector Screening) that is satisfactory to the Board** prior to commencing research. **The check must be executed within the preceding six months of the start of the research project and any related costs will be the sole responsibility of the research applicant.**
7. **All research approved should be consistent with the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (2018) and align with Board priorities. Approval of a research project by the Board does not mean the Board endorses the study. It means that the research methods for the study have been approved and external research applicants can proceed with recruiting research participants.**
7. **8.** All research shall be conducted in a manner which ensures confidentiality and anonymity of individuals and schools. The Toronto Catholic District



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: EXTERNAL RESEARCH CONDUCTED IN THE TCDSB

POLICY NO: S.19

School Board, as an entity, must be assured of confidentiality and anonymity unless otherwise approved.

8. 9. Researchers will provide parents/guardians with information about an approved research project prior to the research being conducted according to approved informed consent procedures. Participation in an individual research project is voluntary.

9. 10. The approval of any request is given with the understanding that a copy of the findings **including interim and final reports and** ~~or~~ published results of the research **would** be provided to the Toronto Catholic District School Board.

Definitions:

Anonymity

All information gathered does not contain identifying information.

Confidentiality

As per professional research standards of practice, it is the responsibility of the researcher(s) to ensure that all information gathered is secured and remains undisclosed.

Informed Consent

Prospective participants are informed about the details of the research and voluntarily express agreement to become a participant in the project.

Research Review Committee

The TCDSB Research Review Committee is comprised of TCDSB staff that review and consult on external research applications that are consistent with standard



POLICY SECTION: SCHOOLS

SUB-SECTION:

**POLICY NAME: EXTERNAL RESEARCH CONDUCTED
IN THE TCDSB**

POLICY NO: S.19

research practices, board priorities and with consideration for demands on the system.

Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:

An annual report on approved external research projects shall be presented for the information of the Board. This will include a summary of findings from completed projects.

External Research Application and Guidelines Toronto Catholic District School Board 2020-2021: Revised January 2021

Application Process

Any external institution, organization or individual who wants to conduct research activities in the Toronto Catholic District School Board (TCDSB) must submit an application to the Board for approval. This includes people or agencies that plan to recruit research participants from schools and conduct the research off TCDSB premises. Send one copy of all documentation, as described below, to the attention of: Dr. Brendan Browne (Director of Education), at the Catholic Education Centre, 80 Sheppard Ave. E., North York, ON, M2N 6E8. **For legal reasons, please submit a paper copy of all documentation with your original signature** (see Appendix A). **Due to COVID-19 closures, please also submit an electronic copy directly to: research.review@tcdsb.org.**

The Director will inform applicants of the decision of the TCDSB Research Review Committee by mail. Applicants who receive approval at the Board level must then contact the Principal(s) of the school(s) in which they want to conduct research. *Principals have the prerogative to decide whether or not a research project will be conducted in their school. Approval of research projects by the Board, while mandatory, does not oblige the principal to accept the project in his or her school. Participation is voluntary; staff, students and parents will decide if they wish to participate.* Applicants must present the Director's approval letter and a one-page summary describing the project to the principal prior to obtaining school approval.

Police Reference Check

Consistent with the Education Act, many researchers will be required to complete a Police Reference Check (*Vulnerable Sector Screening*) prior to commencing their research. This includes all those who will be in direct contact with students.

University/Agency Ethics Approval

All those seeking to conduct research at the Toronto Catholic District School Board are required to submit a copy of the approval letter from their institutional Research Ethics Board (REB).

Applications from University/College Students

Usually, student applications are accepted only for Master's and Doctoral theses that have been approved by their supervising faculty in addition to the approval from the university ethics board. Students conducting other research, including undergraduates engaged in theses or independent research projects, may ask their supervising professor to submit the application on their behalf if the proposed project is part of the professor's ongoing research program. All such projects are to involve current, original research and must be signed by their academic advisor or supervising faculty; this signature constitutes acceptance of responsibility for the conduct of the research.

Modification of Approved Research/Extension of Time to Complete Research Projects

Multi-year projects require completion of a renewal form, as any permission to conduct research applies only for one school year. Any modification to the approved research requires permission from the Board, and may require a separate application. Inquiries regarding the above should be submitted to the Research Review Committee: research.review@tcdsb.org.

Study Completion

Upon completion of your research project within TCDSB, it is an expectation that you submit a summary of your findings including any Interim Reports, Final Reports and published results to the Research Review Committee at the TCDSB, attached to the signed *Study Completion Form* (see Appendix B).

Assistance from TCDSB Staff

Board staff does not provide assistance in packaging and distributing materials, technical, administrative, translation or financial assistance for external research projects. No financial costs shall be incurred by the Board for external research projects.

Translation

Many of our students come from homes where English is not spoken. As such, information sheets, letters to parents/guardians and consent forms should be made available in the language spoken in the child's home (where applicable). This is the responsibility of the researcher.

Timelines

Deadlines for applications are:

- **September 8, 2020**
- **November 9, 2020**
- **January 11, 2021**
- *May 10, 2021 is the first deadline for the 2021-2022 school year.*

The applications go through a rigorous review process and may take up to four months. A status update regarding your file will be communicated to you through the Research Review Committee.

External research activities should not be conducted in the schools **before October 15th** or **after May 15th** (May 1 in elementary schools, because of internal demands in schools).

Acceptance Criteria

Proposals are evaluated on the basis of the following criteria:

- Scholarship (literature review, rationale, references)
- Educational merit (relevance to education): priority is given to projects that address current Board priorities, aligning with the Multi-Year Strategic Plan (MYSP) and Board Learning and Improvement Plan (BLIP). Research undertaken for political or commercial purposes will not be accepted; certain exceptions may apply (e.g., to develop norms for standardized instruments).
- Research design (e.g., methodology, procedures related to sampling, confidentiality, anonymity, data collection, instruments, data analysis)
- Demands from schools (minimal disruption to classroom activities; minimal demands on student/staff time and school facilities)
- Dissemination plan

Note: In some cases, external research requests will not be accepted because of ongoing research activities or Board and/or Ministry initiatives.

For inquiries please contact: research.review@tcdsb.org

External Research Application Checklist

The Research Review Committee requires the following documents to support the review process. Please ensure that your application contains all of the following materials (**one paper copy** and an **electronic** copy are required):

- ☐ A completed **Research Application** (attached)

- ☐ **One-page summary**
A one-page summary of the proposed research including the following components: title, rationale and relevance to education, logistical details (e.g., sample size, grades, number of schools, teacher participation, parent participation, time requirements, location, etc.), description of procedures, instruments to be used, and proposed method of data analysis.

- ☐ **Research Proposal**
This should normally not exceed 5 pages (*applicants may substitute a proposal submitted to an external funding agency, or a summary of a thesis proposal*). The proposal should include the following sections:
 - (a) statement of objectives and theoretical framework
 - (b) design and methodology (including hypotheses, participants, data collection procedures)
 - (c) proposed data analysis procedures
 - (d) educational relevance of the project
 - (e) literature review/reference list

- ☐ **Research Instruments**
Copies of all final versions of instruments, non-standard tests, protocols, surveys, consent forms, recruitment/information letters, focus group script, interview questions, etc.

- ☐ **Information letters and consent forms**
Please ensure that information letters and consent forms:
 - are included for all participants (students, teachers, parents, etc.)
 - include a brief description of the proposed research project
 - address the following: anonymity, confidentiality, voluntary participation and withdrawal without penalty, sensitive items and duty to report
 - are printed on institutional letterhead

Note: For students under 18 years of age, the information letter and consent form should be directed to the parents/guardians. Child assent will be required (please include script).

- ☐ **Ethics Approval**
A copy of the approval of the approval letter from your institutional Research Ethics Board (REB)

- ☐ **Police Reference Check**
A copy of the police reference check (*Vulnerable Sector Screening*) must be submitted for those who will have direct contact with students

- ☐ **Signed Agreements** (Appendix A)
All appropriate signatures as indicated in the application form

Send your paper submission c/o:
 Dr. Brendan Browne, Director of Education
 Toronto Catholic District School Board
 80 Sheppard Ave. E.,
 Toronto, ON M2N 6E8

Your electronic submission must ONLY be sent to: research.review@tcdsb.org

**External Research Application
Toronto Catholic District School Board
2020-2021**

Applicant Information

Name of Primary Investigator(s):	
Institution/Agency:	
Mailing Address:	
E-Mail address:	Fax:
Home Telephone:	Business Telephone:

Name(s) of Collaborative Investigators: _____

Date of Application: _____

Project Description and Timeline

1. Title of the proposed research

--

2. Timelines

	Month / Year
When do you expect to start collecting data in the schools?	
When do you expect to finish your data collection?	
When will you submit a report to the TCDSB Research Review Committee?	
If you propose to collect data on multiple occasions, please describe and indicate dates.	

3. Are you applying to other school boards? ☐ Yes ☐ No

Please specify: _____

Nature of Research

4. Check all that apply:

Doctoral thesis		Master's thesis		Institutionally funded project	
Contractual project		Externally funded project		Ministry transfer grant project	
TCDSB staff		Other			

5. Do you have permission to conduct research from your university/institution, including an ethical review?

- ☐ Yes (please attach)
☐ In progress (please provide details, including expected date of approval/amendment)
☐ Not applicable/available for my organization (explain)

6. Do you have sufficient funds to conduct the study (if required)? If yes, indicate the funding agency.

Research Objectives

7. Purpose: provide a brief (2-3 sentence) description, including your research questions and hypotheses.
8. Describe the direct benefit to students and/or staff or school board (e.g., through presentation, materials, professional development, feedback etc.)

Data Collection

9. Participants
- a. How many students will directly participate? List by grade. Indicate the amount of time required, and whether the students participate individually or as a group.

Number of Students	Grade	Time required	Individual / group

- b. If your research involves direct contact with students on TCDSB premises, will a TCDSB staff member be present in the room when you collect your research data? Please describe.
-

- c. How many teachers will directly participate? List by grade. Indicate the amount of time required.

Number of teachers	Grade	Time required	Individual / group

- d. How many other school personnel will directly participate? Indicate the amount of time required.

Number of staff	Grade	Time required	Individual / group

- e. How many schools will you need to conduct your study?
Elementary _____ **Secondary** _____

Indicate names of preferred schools or criteria for school selection.

8. Requirements from the school system

School facilities required:
School personnel assistance required:
Information required from school or board records:

Method of Investigation

9. Data collection instruments. Please list the questionnaires and other instruments to be used and attach **final** copies of **all** non-standard measures to this application. This includes any focus group questions and other scripts used in your data collection. If your proposal includes multiple assessments, please complete a summary chart with administration details: e.g., name of measure, subtests (if relevant), participants, purpose, time required, links to tests if on-line survey, etc.
10. Consent letters/assent. Please attach final copies of **all** consent letters and assent script/forms to this application.
11. List the security procedures in place for the protection of participant privacy and data storage.
12. Briefly describe the data analysis procedures you will use for your research.
13. Describe the procedures for informing schools and parents and for providing feedback.
- a. Informing the principal.
 - b. Method of obtaining informed parental consent. (see above regarding copies of letters).
 - c. Provisions for preparing and debriefing participants.
 - d. Plans for dissemination of results.

Appendix A – Signed Agreements

Researcher

I have read the Toronto Catholic District School Board Policy S.19, *Research Conducted in the TCDSB* <https://www.tcdsb.org/Board/Policies/Documents/S.19.pdf> and the accompanying *External Research Application* about conducting research in the Board and agree to follow its requirements if my application is accepted.

Note: the final decision to participate in any external research project always rests with the individual (e.g., principal, teachers, other staff, students, parents, etc.)

Name (please print or type): _____

Signature: _____

Date: _____

Professor/Sponsor/Affiliated Organization

This is to certify that the above described research proposal has been reviewed by myself/my organization and has been vetted for its academic soundness. Consideration has also been given to **ethical, legal and moral** questions arising from the proposal.

Name of Sponsoring Professor (please print or type) _____

Position (e.g., sponsoring professor/chair, director of organization) _____

Signature: _____

Date: _____

Appendix B - Study Completion Form
TCDSB External Research

Identifying Information

Name of Primary Investigator:	
Institution/Agency:	
Mailing Address:	
E-Mail Address:	Fax:
Telephone(s):	

Title of the research project

--

How many research participants were involved in the study?

- | | | |
|----|----------------|--|
| a. | Students | |
| b. | Teachers/staff | |
| c. | Parents | |
| d. | Other | |

Study start date: _____

Study completion date: _____

Approval date: _____

My signature certifies that my research at TCDSB is complete. Proper safeguards to ensure anonymity and confidentiality of participants, schools and school board will be maintained.

Attached is a copy of my research findings.

Name of principal investigator: _____

Signature: _____

Date: _____

OUR MISSION

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

OUR VISION

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



MINUTES OF THE REGULAR VIRTUAL MEETING OF THE GOVERNANCE AND POLICY COMMITTEE PUBLIC SESSION

HELD TUESDAY, APRIL 6, 2021

PRESENT:

Trustees:

M. de Domenico, Chair – In Person
N. Di Pasquale, Vice-Chair
N. Crawford - Ex-Officio
I. Li Preti
T. Lubinski

Non-Voting Trustees:

A. Kennedy
M. Rizzo

Staff:

B. Browne
M. Farrell
C. Fernandes
P. Matthews
E. Moynihan
C. Onyia

S. Harris, Recording Secretary
S. Hinds-Barnett, Assistant Recording Secretary

External Guest:

A. Robertson, Parliamentarian

4. Roll Call and Apologies

Trustee Martino was absent.

5. Approval of the Agenda

MOVED by Trustee Li Preti, seconded by Trustee Di Pasquale, that the Agenda be approved.

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Crawford, that Item 14a) Update to Delegations and Public Participation Policy (T.14) be reordered after Item 14c) B.P.02 Plaques for New Schools.

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

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti

The AMENDMENT was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti

The Motion, as amended, was declared

CARRIED

6. Declarations of Interest

There were none.

7. Approval and Signing of the Minutes

MOVED by Trustee Li Preti, seconded by Trustee Crawford, that the Minutes of the Meeting held March 2, 2021 be approved.

The Motion was declared

CARRIED

14. Staff Reports

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that Item 14b) be adopted as follows:

- 14b) Rescindment of Vandalism Policy B.M.01** that the Governance and Policy Committee recommend to Board that the Policy on Vandalism B.M.01, provided in Report Appendix A, be rescinded.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Li Preti, that Item 14c) be adopted as follows:

- 14c) B.P.02 Plaques for New Schools** that the Governance and Policy Committee recommend to Board the approval of the revised Plaques for New Schools Policy B.P.02 (Appendix A of the Report).

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti

The Motion was declared

CARRIED

MOVED by Trustee Li Preti, seconded by Trustee Di Pasquale, that Item 14a) be adopted as follows:

- 14a) Update to Delegations and Public Participation Policy (T.14)** that the Governance and Policy Committee recommend to Board that the Committee adopt the draft policy attached at Appendix A of the Report.

Trustee Rizzo joined the virtual meeting at 7:23 pm.

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Li Preti, that ...*seven (7)* deputations in Regulation 12, page 25 of 56, be replaced with ...*ten (10)* deputations.

Trustee de Domenico relinquished the Chair to Trustee Di Pasquale.

Trustee Lubinski joined the virtual meeting at 7:29 pm.

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

<u>In Favour</u>	<u>Opposed</u>
Trustees de Domenico Di Pasquale	Crawford Li Preti Lubinski

The AMENDMENT was declared

FAILED

Trustee de Domenico reassumed the Chair.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale, that Regulation 28, Page 28 of 56, be replaced with *A Trustee may ask questions of the delegate for a maximum of three (3) minutes which includes the delegate's responses.*

Trustee de Domenico relinquished the Chair to Trustee Di Pasquale.

MOVED in AMENDMENT to the AMENDMENT by Trustee de Domenico that ...*a maximum of three (3) minutes...*, Regulation 28, Page 28 of 56, be replaced with ...*a maximum of five (5)) minutes...*

There was no seconder.

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

<u>In Favour</u>	<u>Opposed</u>
Trustees Crawford de Domenico Di Pasquale Li Preti	Lubinski

The AMENDMENT was declared

CARRIED

Trustee de Domenico reassumed the Chair.

Trustee Kennedy joined the virtual meeting at 8:30 pm.

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

<u>In Favour</u>	<u>Opposed</u>
Trustees Crawford de Domenico Di Pasquale Li Preti	Lubinski

The Motion, as amended, was declared

CARRIED

17. Updating of Pending List

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

17a) Monthly Pending List received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti
Lubinski

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that Item 17b) be adopted as follows:

17b) Annual Policy Priority Schedule received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Pasquale
Li Preti
Lubinski

The Motion was declared

CARRIED

18. Adjournment

MOVED by Trustee Li Preti, seconded by Trustee Di Pasquale, that the meeting be adjourned.

The Motion was declared

CARRIED

SECRETARY

CHAIR

MASTER PENDING LIST AND ROLLING CALENDAR TO MAY 20, 2021

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Jan-2020 Corporate Services	TBC	Corporate Services	That all options be explored for Loretto Abbey and Dante Alighieri and that a report on relocation come back at the February 13, 2020 Corporate Services Committee meeting or February 20, 2020 Board meeting, and a report on Dante Alighieri comes back at the March 12, 2020 or April 16, 2020 Corporate Services Committee meeting; (2020-2021 School Relocations Plan)	Associate Director of Facilities, Business & Comm. Dev.
2	Jan-21 Student Achievement	TBC	Corporate Services	1. That staff bring back a report with a revised 2020-2021 Renewal Plan in the Spring of 2021 following announcement of CVRIS funding allocations; and 2. That a report be submitted to Board on the findings of the consultant (Renewal Plan 2020-2021 and Three-Year Forecast (All Wards))	Associate Director of Facilities, Business & Comm. Dev.
3	Feb-21 Regular Board Public	June 2021	Corporate Services	That staff present the finalized budget estimates for 2021-22, reflective of the community consultation and overall feedback, to the Board of Trustees at the Corporate Services meeting scheduled for June 2021 (2021-22 Budget Consultation Plan)	Associate Director of Facilities, Business & Comm. Dev.
4	June-2020 Special Board	TBC	Regular Board	Report outlining strategies to make hiring more racially representative (both locally and centrally) which acknowledge how important it is for students to be able to see themselves reflected in different fields and positions of leadership (Consideration of Motion from	Director of Education & Associate Director of Education,

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
5				Student Trustee Dallin regarding Anti-Black and Anti-Indigenous Racism in Schools)	Academic Services & Associate Director of Facilities, Business & Comm. Dev & CFO
	Oct-2020 Corporate Services	TBC	Regular Board	The Director of Education bring a report to Board outlining the details of an Attendance Boundary Review for St. Catherine Catholic Elementary School. (Consideration of Motion from Trustee Kennedy regarding Attendance Boundary Review for St Catherine's Catholic Elementary School)	Director of Education & Associate Director of Facilities, Business & Comm. Dev & CFO
	Mar-21 Regular Board	TBC	Regular Board	That in the interest of transparency and recognizing these are public funds, the 2019/2020 block budget equity distributions and the 2020/2021 block budget equity distributions be included in a report to Board highlighting changes made and that staff report back to Board on ways to rectify any prior errors ensuring those communities which were potentially mistreated receive the funds they deserve. (From Trustee Di Giorgio regarding 2020/2021 Block Budget Increases (Equity Distribution))	Associate Director of Facilities, Business & Comm. Dev & CFO
7	June-2020 Special Board	TBC	Student Achievement	That future device programs such as formal bring-your-own-device (BYOD) and low income family device loan program be	Associate Director of Facilities,

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				explored and presented to the Board of Trustees at the end of the COVID-19 pandemic. (Computers for Students in Need)	Business & Comm. Dev & CFO

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 (P)	Corporate Services	B.R.01 Rental of Surplus School Space & Properties Policy Metric	A.D. Facilities, Business, Community Development
2	February (Q)	Corporate Services	Financial Status Update Report #1	A.D. Facilities, Business, Community Development
3	March (A)	Corporate Services	Budget Series Report: Financial Planning and Consultation Plan	A.D. Facilities, Business, Community Development
4	March (A)	Corporate Services	Consensus Student Enrolment Projection	A.D. Facilities, Business, Community Development
5	March (A/P)	Corporate Services	Transportation Annual Report and <u>S.T.01 Transportation Policy Metric</u>	A.D. Facilities, Business, Community Development
6	March	Corporate Services	A.18 Development Proposals, Amendments and Official Plans and Bylaws Policy Metric	A.D. Facilities, Business, Community Development
7	April (A)	Corporate Services	Budget Series Report: Grants for Student Needs Update	A.D. Facilities, Business, Community Development
8	May (Q)	Corporate Services	Financial Status Update Report #2	A.D. Facilities, Business, Community Development
9	May (A)	Corporate Services	Budget Series Report: Preliminary Budget Estimates for the Following Fiscal Year	A.D. Facilities, Business, Community Development
10	June (A)	Corporate Services	Budget Series Report: Recommended Budget Estimates for the Following Fiscal Year	A.D. Facilities, Business, Community Development
11	June (A)	Corporate Services	Delegated Authority Report	A.D. Facilities, Business, Community Development
12	September (Q)	Corporate Services	Financial Status Update Report #3	A.D. Facilities, Business, Community Development

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

13	September (A)	Corporate Services	Capital Program Update	A.D. Facilities, Business, Community Development
14	September (A)	Corporate Services	Delegated Authority Update Report	A.D. Facilities, Business, Community Development
15	October (A)	Corporate Services	Trustee Honorarium Report	A.D. Facilities, Business, Community Development
16	November	Corporate Services	Preliminary Enrolment Reports Elementary and Secondary Schools and S.A.01 Elementary Admission and Placement Policy Metric	A.D. Facilities, Business, Community Development
17	November (A)	Corporate Services	Legal Fees Report	A.D. Facilities, Business, Community Development
18	November (A/Q)	Corporate Services	Audited Financial Statement and Financial Status Update #4	A.D. Facilities, Business, Community Development
19	December (A)	Corporate Services	Budget Series Report: Revised Budget Estimates for the Current Fiscal Year	A.D. Facilities, Business, Community Development
20	December	Corporate Services	Capital Renewal Program Report	A.D. Facilities, Business, Community Development
21	December (A)	Corporate Services	Annual Investment Report	A.D. Facilities, Business, Community Development
22	February (A)	Regular Board	School Year Calendar	Associate Director Academic Services
23	March (A)	Regular Board	Staffing Projections Report	Associate Director Academic Services
24	August (P)	Regular Board	T.19 Electronic Participation in Meetings of the Board, Committees of the Board, and Committee of the Whole Board Metric	Director of Education
25	August (P)	Regular Board	H.M. 19 Conflict Resolution Department	Associate Director Academic Services

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

26	October (P)	Regular Board	H.M.33 Acceptance of Hospitality or Gifts Policy Metric	Director of Education
27	October (A)	Regular Board	Ongoing Exit and Entry Survey for all students either changing schools within the Board or entering or exiting the Board	A.D. Facilities, Business, Community Development
28	November (A)	Regular Board	Annual Report on the Multi Year Strategic Plan	Director of Education
29	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
30	December (A)	Regular Board	Director's Annual Report	Director of Education
31	October (A)	Special Board	Director's Performance Appraisal (over 3 consecutive Special Board Meetings)	Director of Education
32	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
33	January (P)	Student Achievement	<u>A.35 Accessibility Standards</u> Policy Metric	Associate Director Academic Services
34	February (P)	Student Achievement	<u>S. 19 External Research Policy Metric</u>	Associate Director Academic Services
35	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
36	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
37	June (P)	Student Achievement	<u>B.B.04 Smoke & Vapour Free Policy Metric</u>	Associate Director Academic Services
38	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start</u> Policy Metric	Associate Director Academic Services
39	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion</u> Policy Metric	Associate Director Academic Services
40	September	Student Achievement	<u>Community Advisory Committees Report</u>	Associate Director Academic Services

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

41	September (P)	Student Achievement	<u>T.07 Community Engagement</u> Policy Report	Director of Education
42	September	Student Achievement	<u>A.37 Communications</u> Policy Metric	Associate Director Academic Services
43	October (A)	Student Achievement	Student Trustees: Voices that Challenge-CSLIT	Associate Director Academic Services
44	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
45	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
46	October (A)	Student Achievement	<u>S.22 Religious Accommodation</u> Policy Report and <u>S.S.02 Opening or Closing Exercises</u> Policy Report (combined)	Associate Director Academic Services
47	October	Student Achievement	Board Learning Improvement Plan (BLIP)	Associate Director Academic Services
48	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
49	November (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
50	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report ESLIT	Associate Director Academic Services
51	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools</u> Policy Report	Associate Director Academic Services

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

52	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
53	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services
54	December	Student Achievement	<u>Staff CPIC Annual Report Including Financial Reporting</u>	Associate Director Academic Services