

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

AGENDA May 27, 2021

Garry Tanuan, Chair
Trustee Ward 8

Teresa Lubinski, Vice Chair
Trustee Ward 4

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Michael Del Grande
Trustee Ward 7

Daniel Di Giorgio
Trustee Ward 10

Keith Baybayon
Student Trustee

Norman Di Pasquale
Trustee Ward 9

Angela Kennedy
Trustee Ward 11

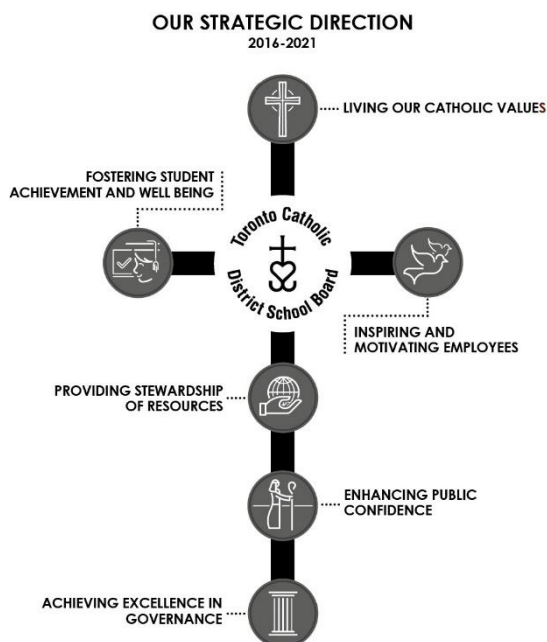
Ida Li Preti
Trustee Ward 3

Markus de Domenico
Trustee Ward 2

Joseph Martino
Trustee Ward 1

Maria Rizzo
Trustee Ward 5

Kathy Nguyen
Student Trustee



MISSION

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

VISION

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

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Assistant Recording Secretary: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298
Assistant Recording Secretary: Sarah Pellegrini, 416-222-8282 Ext. 2207

Dr. Brendan Browne
Director of Education

Joseph Martino
Chair of the Board

**TERMS OF REFERENCE FOR THE STUDENT ACHIEVEMENT AND WELL
BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE
(APPROVED BY BOARD JUNE 5, 2012)**

The Student Achievement and Well-Being, Catholic Education and Human Resources Committee shall have the responsibility for considering matters pertaining to:

Terms of reference:

- (a) The Multi-Year Strategic Plan in relation to Student Achievement and Well-Being, Catholic Education and Human Resources particularly focusing on the goals of the following pillars of the Multi-Year Strategic Plan: Living Our Values, Student Achievement and Well-Being and Inspired and Motivated Employees
- (b) Plans for the improvement of Student Achievement (Board Learning and Improvement Plans, School Learning and Improvement Plans)
- (c) Program alignment with Catholic Graduate Expectations
- (d) Building Catholic School Communities and strong relationships between School, Home and Church
- (e) Building Safe Schools and programs to support positive school climate
- (f) Program alignment with 21st Century learning fluencies as determined by program staff
- (g) Plans for Nurturing Our Catholic Community and the achievement of the aims and objectives of the Board in the area of Catholic Education
- (h) Program Reviews
- (i) Safe Schools Data
- (j) Continuing Education and Adult Education
- (k) Alternative Education
- (l) International Languages Programs
- (m) School Effectiveness Framework and School Reviews
- (n) System review to ascertain alignment with the deployment of Board resources
- (o) Student Achievement data (EQAO, PISA, local assessments)
- (p) Instructional leadership and practices
- (q) Equity and Inclusion Strategies
- (r) Professional Learning practices
- (s) Succession Planning
- (t) Collective Bargaining and Employee Relations
- (u) Advocacy and political action
- (v) Policy development and revision in the areas of responsibility of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee
- (w) Any matter referred to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee by the Board
- (x) Ratification of Principals, Vice-Principals and Supervisory Officers placement and transfers.

Land Acknowledgement

Out of our deep respect for Indigenous peoples in Canada, we acknowledge that all Toronto Catholic District School Board properties are situated upon traditional territories of the Anishinabek (a-ni-shna-bek), the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Wendat peoples. We also acknowledge the land covered by Treaty 13 is held by the Mississaugas of the Credit First Nation and Toronto is subject to The Dish with One Spoon covenant. We also recognize the contributions and enduring presence of all First Nations, Métis, and Inuit people in Ontario and the rest of Canada.

La Reconnaissance du Territoire

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

OUR MISSION

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AGENDA THE REGULAR MEETING OF THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

PUBLIC SESSION

Garry Tanuan, Chair

Teresa Lubinski, Vice-Chair

Thursday, May 27, 2021

7:00 P.M.

Pages

1. Call to Order
2. Opening Prayer (Chair or designate)
3. Land Acknowledgement
4. Singing of O Canada
5. Roll Call & Apologies
6. Approval of the Agenda
7. Report from Private Session
8. Declarations of Interest
9. Approval & Signing of the Minutes of the Meeting held May 6, 2021 for Public Session
10. Delegations
11. Presentations

1 - 32

11.a.	Fostering Innovation in Students of All Abilities - Megan Douglas, Melissa Morrison and Andria Chui-Moeini, Assistive Technology Team Co-op Student Initiative	
11.b.	Darryl Gray, Director, Education and Training, Toronto and Region Conservation Authority (TRCA) regarding Update on Black Creek Pioneer Village Program (Refer to May 27, 2021 Addendum)	
11.c.	Darryl Gray, Director, Education and Training, Toronto and Region Conservation Authority (TRCA) regarding Outdoor Education Task Force (OETF) Final Recommendation	33 - 46
12.	Notices of Motion	
13.	Consideration of Motions for which previous notice has been given	
14.	Consent and Review	
15.	Unfinished Business	
16.	Matters referred or deferred	
	<u>From the May 20, 2021 Regular Board Meeting</u>	
16.a.	Toronto Catholic District School Board (TCDSB) Grade 9 Student Census - Pilot Update (Information) (Held by Trustee Crawford)	47 - 67
16.b.	Update on Acceptable Use of Technology Policy and Social Media Guidelines (Information) (Held by Trustee Di Giorgio)	68 - 71
17.	Staff Reports	
17.a.	Response to Motion regarding Individual Education Plans (IEP) Completion (Information)	72 - 75
17.b.	2021 Annual Report: Smoke and Vapour Free Space Policy B.B 04 (Information)	76 - 79
17.c.	Equity Poverty Action Network (EPAN) School (Information)	80 - 90
17.d.	Approval of 2SLGBTQ+ Advisory Committee Terms of Reference (Recommendation)	91 - 96

- 17.e. Toronto Catholic District School Board Pastoral Plan, 2021-2024 - Walking With Christ: With Eyes of Faith & Hope, With Hearts of Kindness & Love, With Minds of Justice & Peace (Information) 97 - 102
- 17.f. Update on Establishing Partnerships for Tutoring Programs (Verbal) (Information) - Lori Di Marco, Superintendent Curriculum Leadership and Innovation; and Academic Information and Communications Technology
- 18. **Listing of Communications**
- 19. **Inquiries and Miscellaneous**
- 20. **Updating of Pending List**
 - 20.a. Annual Calendar of Reports and Policy Metrics 103 - 104
 - 20.b. Monthly Pending List 105
- 21. **Resolve into FULL BOARD to Rise and Report**
- 22. **Closing Prayer**
- 23. **Adjournment**

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

HELD THURSDAY, MAY 6, 2021

PRESENT:

Trustees:

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

Student Trustees:

K. Baybayon
K. Nguyen

Staff:

B. Browne
D. 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
C. Fernandes
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 Guest: A. Robertson, Parliamentarian

6. Approval of the Agenda

MOVED by Trustee Di Pasquale, seconded by Trustee de Domenico, that the Agenda, as amended to include the Addendum, and the reordering of Item 17c) Ratification of Student Trustee Nominee 2021-2023 prior to Item 11a) Presentation by Darryl Gray, Director, Education and Training, Toronto and Region Conservation Authority regarding Update on Black Creek Pioneer Village Program, and Item 17a) 2SLGBTQ+ Advisory Committee Recommendation for the Proclamation of Pride Month after Item 17c), be approved.

MOVED in AMENDMENT by Trustee Del Grande:

WHEREAS: The legal analysis provided by Mr. Geoff Cauchi on page 18 states “the only stakeholders in respect of the denominational aspects of your operations are the Catholic Electors who adhere to the magisterial teachings of the Catholic Church”; and

WHEREAS: If consultations with “outsiders” on denominational matters cannot be compelled by Government authority, ...that it must be equally true that Trustees commit of a breach of a fiduciary duty to the Catholic Electors if they voluntarily permit outsiders to influence their decision-making.

BE IT RESOLVED THAT: Delegates 10b) to 10f) be removed from the Agenda.

The Chair ruled the AMENDMENT out of order.

Trustee Del Grande challenged the Chair’s Ruling.

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

In Favour

Trustees Crawford
D’Amico
De Domenico
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Martino
Rizzo
Tanuan

Opposed

Del Grande
Lubinski

The Chair’s Ruling was upheld.

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

Trustee Di Giorgio requested that the Question be split.

Results of the Vote taken regarding the Reordering of Item 17c) prior to Item 11a), as follows:

In Favour

Opposed

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

Martino

The Motion was declared

CARRIED

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

Results of the Vote taken regarding the Reordering of Item 17a) after Item 17c), as follows:

In Favour

Opposed

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

Crawford
Del Grande
Di Giorgio
Lubinski
Tanuan

The Motion was declared

CARRIED

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

Results of the Vote taken on the Agenda, as amended, to include the Addendum, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

7. Report from Private Session

MOVED by Trustee Lubinski, seconded by Trustee de Domenico, that the following report be received:

IN PRIVATE Session: Approved Minutes of the previous meeting held on April 8, 2021, and approved external membership for the Race Relations Committee.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

8. Declarations of Interest

There were none.

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that a recorded vote be taken for the following:

Did you swear an oath to abide by and promote the teachings of the magisterium?

Do you have a non pecuniary conflict i.e. your conduct from which a reasonable inference can be drawn that you dissent from magisterial teachings of the Catholic Church?

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that a recorded vote be taken for the following:

Are you an eligible Catholic Elector?

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that a recorded vote be taken for the following:

Are any of you associated with any of the delegates with respect to any legal law suits?

The Chair declared a five-minute recess.

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

The Chair ruled Trustee Del Grande's three (3) motions out of order.

Trustee Del Grande challenged the Chair's Ruling.

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

In Favour

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

Opposed

Del Grande
Lubinski

The Chair's Ruling was upheld.

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

9. Approval and Signing of the Minutes of the Meeting

MOVED by Trustee Di Pasquale, seconded by Trustee Lubinski, that the Minutes of the Meeting held April 8, 2021 for PUBLIC Session be approved.

The Motion was declared

CARRIED

10. Delegations

MOVED by Trustee Lubinski, seconded by Trustee Rizzo, that Item 10a) be adopted as follows:

10a) Alexander Roman regarding the International Languages Program received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

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

10b) Michelle Allen regarding Flying the Pride Flag in Support of Our 2SLGBTQ+ Community received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Del Grande

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 Di Giorgio, that Item 10c) be adopted as follows:

10c) Nicole Richard regarding the Proclamation of Pride Month received and referred to the 2SLGBTQ+ Advisory Committee.

The Chair declared a recess.

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

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

Del Grande

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 Kennedy, that Item 10d) be adopted as follows:

- 10d) Kathleen Wynne regarding the Report of 2SLGBTQ+ Committee on Pride Month Declaration** received and referred to the 2SLGBTQ+ Advisory Committee.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Del Grande

The Motion was declared

CARRIED

Trustee Crawford did not vote/respond.

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

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

- 10e) Kristyn Wong-Tam, City of Toronto LGBTQ2S+ Council Advisory Committee Representative, regarding the Proclamation of Pride Month** received and referred to the 2SLGBTQ+ Advisory Committee.

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

Del Grande

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 Martino, that Item 10f) be adopted as follows:

- 10f) Julie Altomare-DiNunzio, President of Toronto Elementary Catholic Teachers (TECT), regarding the Proclamation of Pride Month** received and referred to the 2SLGBTQ+ Advisory Committee.

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

Del Grande

The Motion was declared

CARRIED

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

The Chair declared a 10-minute recess.

PRESENT: (Following Recess)

Trustees:

G. Tanuan, Chair, In Person
T. Lubinski, Vice-Chair, In Person
N. Crawford
F. D'Amico
M. de Domenico
M. Del Grande
D. Di Giorgio

N. Di Pasquale
A. Kennedy
J. Martino
M. Rizzo

Student Trustees: K. Baybayon
K. Nguyen

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

10g) Father Michael Simoes, Toronto Courage Representative, regarding the Pride Flag received and referred to Staff.

Trustee Li Preti rejoined the meeting at 10:42 pm due to technical difficulty.

Trustee Li Preti recused herself from voting due to joining late, as earlier indicated.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
D'Amico
Del Grande
Di Giorgio
Kennedy
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.

MOVED by Trustee Di Giorgio, seconded by Trustee Del Grande, that Item 10h) be adopted as follows:

- 10h) Brian Arruda, Catholic School Parent Committee Secretary, St. Matthew, regarding the International Languages Program** received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

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

Opposed

de Domenico
Lubinski

The Motion was declared

CARRIED

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

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

- 10i) Kinga Surma, MPP regarding the International Languages Program,** received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee D'Amico did not vote/respond.

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

MOVED by Trustee Di Giorgio, seconded by Trustee Rizzo, that Item 10j) be adopted as follows:

- 10j) Patricia Cunningham, Catholic School Parent Council Co-Chair, St. Francis Xavier, regarding the International Languages Program Policy** received and referred to Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
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.

Written/Non-Oral Delegations

MOVED by Trustee Martino, seconded by Trustee Rizzo, that Items 10k) to 10p) be adopted as follows:

- 10k) Leanne Gleeson, Catholic School Parent Committee Representative, St. Francis of Assisi regarding the International Languages Program** received and referred to Staff;
- 10l) Mona Gobran regarding the International Languages Program** received and referred to Staff;
- 10m) Nicholos Mellor regarding the International Languages Program** received and referred to Staff;
- 10n) Onaosa Usen regarding the International Languages Program** received and referred to Staff;
- 10o) Marcos Damasceno Fonseca regarding Toronto Catholic District School Board Pride Month Motion** received and referred to Staff; and
- 10p) Pete McKay, President, Toronto Secondary Unit (TSU) regarding the 2SLGBTQ+ Advisory Committee Recommendation** received and referred to Staff;

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
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.

Urgent Items

Item 17a) 2SLGBTQ+ Advisory Committee Recommendation for the Proclamation of Pride Month (Recommendation) was deemed urgent by the Director.

MOVED by Trustee Kennedy, seconded by Trustee Li Preti, that Item 17a) be completed.

MOVED in AMENDMENT by Trustee Di Giorgio, seconded by Trustee Martino, that Item 13a) Consideration of Motion from Trustee Di Giorgio regarding International Languages Program also be considered urgent.

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

In Favour

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

Opposed

de Domenico
Del Grande
Kennedy
Lubinski
Rizzo

The AMENDMENT was declared

CARRIED

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

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

In Favour

Opposed

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

Del Grande

The Motion, as amended, was declared

CARRIED

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

17. Staff Reports

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

17a) 2SLGBTQ+ Advisory Committee Recommendation for the Proclamation of Pride Month that the 2SLGBTQ+ Advisory Committee recommend the following:

1. Pride Month be proclaimed every June starting in 2021;
2. The Pride flag be flown at the Catholic Education Centre from June 1-June 30; and
3. Every school in the TCDSB raise the Pride flag from June 1-June 30.

Trustee Tanuan relinquished the Chair to Trustee Lubinski.

Results of the Vote taken on Part 1 of the Motion as follows:

In Favour

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

Opposed

Crawford
Del Grande
Lubinski
Tanuan

Part 1 of the Motion was declared

CARRIED

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

Results of the Vote taken on Part 2 of the Motion as follows:

In Favour

Opposed

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

Crawford
Del Grande
Lubinski
Tanuan

Part 2 of the Motion was declared

CARRIED

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

Results of the Vote taken on Part 3 of the Motion as follows:

In Favour

Opposed

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

Crawford
Del Grande
Lubinski
Martino
Tanuan

Part 3 of the Motion was declared

CARRIED

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

Trustee Tanuan reassumed the Chair.

Trustee Kennedy left the virtual meeting at 1am.

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

MOVED by Trustee Di Giorgio, seconded by Trustee Martino, that Item 13a) be adopted as follows:

13a) From Trustee Di Giorgio regarding International Languages Program:

WHEREAS: The International Languages (IL) Program used to be offered in the “extended day” format. This meant that in elementary schools with IL, the school day schedule was extended by 30 minutes enabling the Toronto Catholic District School Board (TCDSB) to comply with Section 3(1) Reg 298 of the Education Act - Minimum of 5hrs (300min) a day of instructional programming;

WHEREAS: The existing “integrated day” delivery model appears to contradict the Education Act under the guise of a pilot program, approved by the Ministry of Education and previous Board of Trustees, without a definitive ending date;

WHEREAS: Parents should be afforded a fair and reasonable opportunity to withdraw their child from a program which deprives their child of the Ministry mandated 300 minutes of core curriculum instruction;

WHEREAS: The existing International Languages Policy SP.05 has avoided any revision since 2003 (when the program was delivered in a different format) and has an unrealistic threshold of 90% for those communities wishing to withdraw from the program;

WHEREAS: I brought forward a suggested policy revision over six (6) months ago, but it has yet to be reviewed by the Governance and Policy Committee which the Board referred it to; and

WHEREAS: The Board, through a lack of action combined with the implicit approval of the Ministry of Education is violating a fundamental provision of the Education Act during a time when every minute of instructional time has arguably become increasingly valuable.

BE IT RESOLVED THAT: Any pending or new requests from a school community to review the viability of an existing IL program submitted prior to May 31st 2021, be eligible to survey their respective school communities under the terms approved by the previous Board of Trustees for the survey conducted in 2018 (i.e. 67% return rate for results to be viable and 51% majority for the preferred selection); and

BE IT RESOLVED THAT: The Board of Trustees suspend the above mentioned portions of International Languages Policy SP.05 for these school communities to facilitate a fair and democratic survey and corresponding implementation in the 2021-2022 school year.

MOVED by Trustee Rizzo, seconded by Trustee Lubinski, that the Item be referred to the Governance and Policy Committee to be included in the fulsome review of the International Languages Policy SP.05.

With the consent of the Assembly, Trustee Rizzo withdrew the Motion.

Trustee Crawford requested for the Question to be called.

Time for business expired.

The Chair called for a vote on a 15-minute extension, as per Article 12.6 of the TCDSB By-law, that was not approved as follows:

In Favour

Trustees Di Giorgio
Lubinski
Tanuan

Opposed

Crawford
de Domenico
Del Grande
Di Pasquale
Li Preti
Martino
Rizzo

Trustee D'Amico did not vote/respond.

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

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

In Favour

Trustees Crawford
Di Giorgio
Martino

Opposed

de Domenico
Del Grande
Di Pasquale
Li Preti
Lubinski
Rizzo
Tanuan

The Main Motion was declared

FAILED

Trustee D'Amico did not vote/respond.

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

MOVED by Trustee Lubinski, seconded by Trustee Crawford, that all Items not discussed be deferred/referred to the next available meeting(s).

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee D'Amico did not vote/respond.

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

ITEMS NOT DISCUSSED AS CAPTURED IN ABOVE MOTION

- 11a) Presentation by Darryl Gray, Director, Education and Training, Toronto and Region Conservation Authority regarding Update on Black Creek Pioneer Village Program;

- 13b) Consideration of Motion from Trustee Di Pasquale regarding Purple Day for Epilepsy Awareness Proclamation;
- 16a) International Languages Review;
- 17b) COVID Response Strategy for Learning;
- 17c) Ratification of Student Trustee Nominee 2021-2023;
- 17d) 2021-2022 School Year Calendar;

Communications from:

- 18a) Pete McKay, President, Toronto Secondary Unit (TSU) regarding 2SLGBTQ+ Pride Month;
- 18b) Julie Altomare-DiNunzio, President, Toronto Elementary Catholic Teachers (TECT) regarding the Pride Flag;
- 18c) Thomas Cardinal Collins, Archbishop of Toronto regarding the Sacred Heart of Jesus;
- 18 d) Diego Olmedo, President, Toronto Catholic Designated Early Childhood Educators (TCDECE) affiliated with Elementary Teachers Federation of Ontario (ETFO) regarding the Pride Flag;
- 18e) Kathryn Jaitley regarding Acknowledging Pride Month;
- 18f) Carla and Matthew Hindman regarding Recognizing Pride Month;
- 18g) Derek Chica regarding Proclamation of Pride Month;
- 18h) Lou and Michelle Iacobelli regarding 2SLGBTQ+ Committee Recommendations;
- 18i) Elyse Hartmann regarding the Pride Flag and Pride Month;
- 18j) Alexandra Power regarding the Pride Flag;
- 18k) Catherine Mulroney regarding the Pride Flag;

- 18l) Kelly MacIntosh regarding the Pride Flag;
- 18m) Tamara Nugent and Yvonne Runstedler at the request of the Very Reverend Cornelius O'Mahony, Episcopal Vicar for Education for the Catholic Partners of the Diocese of Hamilton regarding the Rainbow Flag;
- 18n) Natalie Botica regarding the Pride Flag;
- 18o) Archdiocese of Toronto regarding Reflection on Inclusivity and Acceptance;
- 18p) Geoffrey F. Cauchi regarding Board Communication on the Legal Issues Arising from Conflicts of Interests at the Toronto Catholic District School Board Conflict of Interest;
- 18q) D. Murray regarding the 2SLGBTQ+ Recommendations;
- 18r) Mary Ma regarding the International Languages Program;
- 18s) Marissa Bondi regarding June as Pride Month;
- 18t) V. Sharma, President, United Hindu Congress of Canada regarding the Pride Flag;
- 18u) Joseph Aprile regarding International Languages Program;
- 18v) Paul Ritchi, Found and General Commissioner, Federation of North-American Explorers regarding the Sacred Heart of Jesus;
- 18w) Maurice Lelli regarding the International Languages Program;
- 18x) Brigida Napolitano regarding the International Languages Program;
- 18y) Nahuel Barrios regarding the International Languages Program;
- 18z) Angelo D regarding the International Languages Program;
- 18aa) Val DiGregorio, President, CUPE Local 3155 regarding the Internal Languages Program;

- 18ab) Zorana regarding the International Languages Program;
- 18ac) Enri regarding the International Languages Program;
- 18ad) Ash Barrios regarding the International Languages Program;
- 18ae) Colleen Perry, President, Ontario Provincial Council of the Catholic Women's League of Canada regarding Support for Cardinal Collins' Reflection on Inclusivity in the TCDSB;
- 18af) Phil Masolin regarding the International Languages Program;
- 18ag) Past and Present Student Trustees regarding the 2SLGBTQ+ Recommendations;
- 18ah) Teresa Pierre, Ph.D., President, Parents as First Educators regarding the Pride Flag and Pride Month;
- 18ai) Alice Franco regarding the Pride Flag; and
- 18aj) Suresh Dominic, Lift Jesus Higher Rally regarding the Pride Flag

21. **RESOLVE into FULL BOARD to Rise and Report**

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Del Grande
Di Giorgio
Di Pasquale

Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee D'Amico did not vote/respond.

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

23. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee D'Amico did not vote/respond.

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

SECRETARY

CHAIR

Outdoor Education Task Force: Toronto Catholic District School Board

Darryl Gray
Director, Education and Training

May 27, 2021

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History of Out-of- Classroom Learning



Legislative Milestones

- 1954: Outdoor learning included in Ontario curriculum documents.
- 1960: School Administration Act changes allow School Boards to establish school facilities for the purpose of natural science learning.
- 1965: School Administration Act changes allow School Boards with enrollment greater than 10,000 students to purchase property in any municipality for the purposes of establishing a natural science school.
- 1965: School Boards enabled to conduct programs at natural science schools in co-operation with conservation authorities.
- 1974: School Boards can pay student board and lodging for natural science, conservation or other out-of-classroom learning.
- 1980: School Boards can enter into agreements with conservation authorities for the provision of lands, facilities and programs related to natural science, conservation or other out-of-classroom learning program.
- 2012: \$20M allocated to Outdoor Education in EPO grant.





Key System Milestones

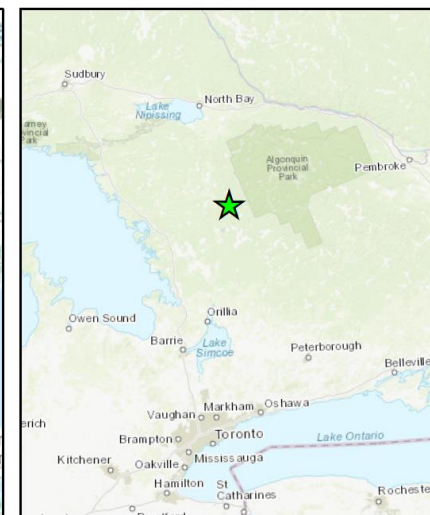
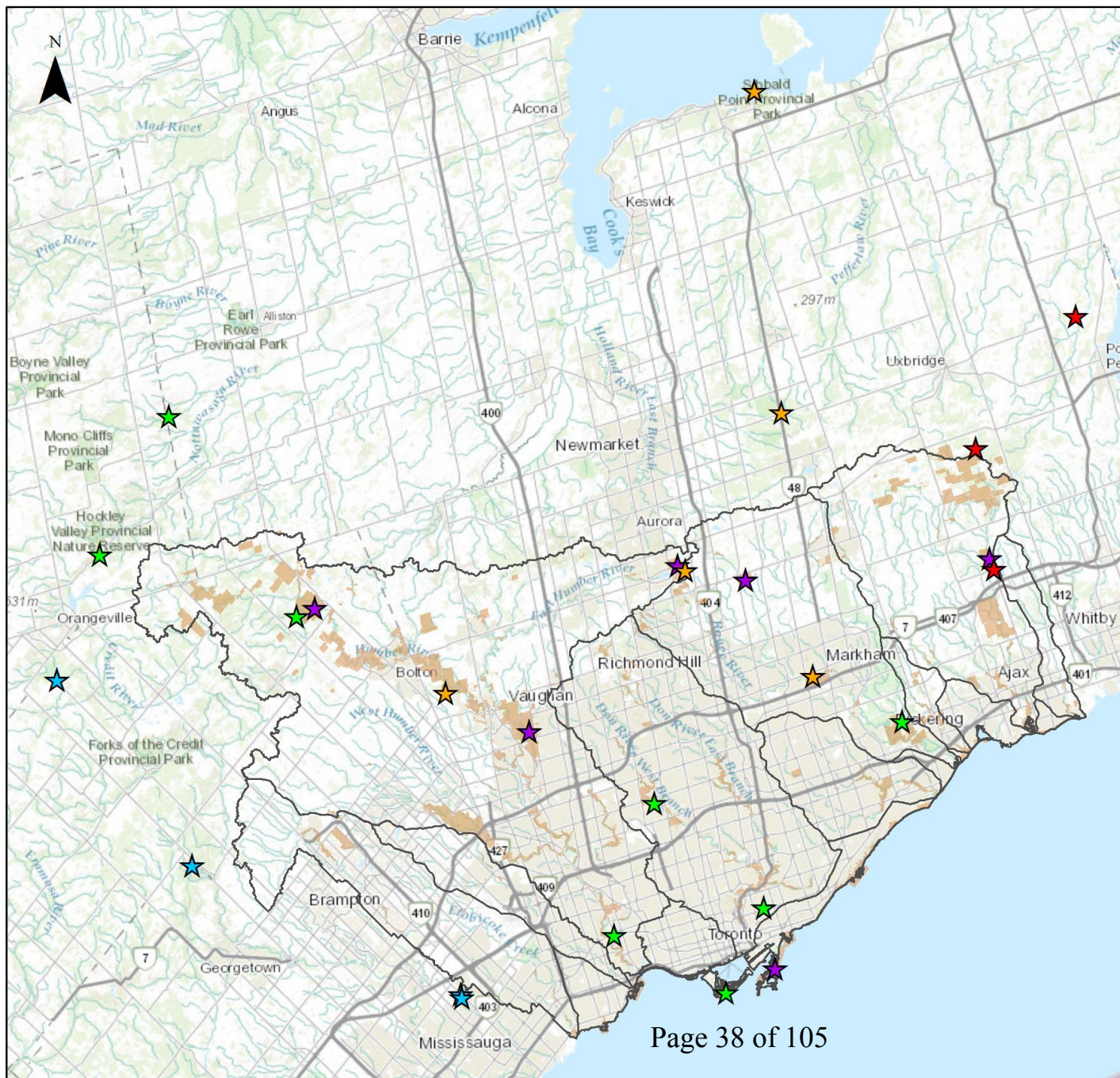
- 1944: London Conference on Conservation includes resolution related to education.
- 1953: York Memorial Collegiate and Humber Valley Conservation Authority deliver first Camp School.
- 1960: Island Natural Science School opens.
- 1963: Albion Hills Field School opens.
- 1967: TDSB purchases property that will become the Boyne River Natural Science School.
- 1967 – 1969: Forest Valley (TDSB), Jack Smythe (PDSB) and Burlington (YRDSB) Outdoor Education Centres open.
- 1974: Boyd Field Centre opens under a multi-stakeholder partnership: TRCA, TDSB, TCDSB and YRDSB.
- 1982: Etobicoke Outdoor Education Centre opens at Albion Hills Conservation Area.
- 2016: Swan Lake Outdoor Education Centre opens.

Inventory of GTA OE Centres

Inventory of Conservation Authority and School Board-Operated Outdoor Education Centres

The following is an inventory education centres operated by TRCA and local school boards. Centres in *italics* are either located on, or adjacent to, TRCA-owned greenspace.

Outdoor Education Centre	Operated By	Location	Type	Opened
School Board Operated Centres				
<i>Duffins Creek Environmental Education Centre</i>	DDSB	Claremont	Day	1989
Nonquon Environmental Education Centre	DDSB	Greenbank	Day	1977
Durham Forest Environmental Education Centre	DDSB	Goodwood	Overnight	1978
Old Britannia School House	PDSB	Mississauga	Day (Seasonal)	1982
Brittania Farm Field Centre	PDSB	Mississauga	Day (Seasonal)	1988
GW Finlayson Field Centre	PDSB	Orangeville	Day	1975
Jack Smythe Field Centre	PDSB	Terra Cotta	Day	1969
<i>Forest Valley Outdoor Education Centre</i>	TDSB	Toronto	Day	1967
<i>Hillside Outdoor Education School</i>	TDSB	Toronto	Day	1975
Toronto Urban Studies Centre	TDSB	Toronto	Day	1978
Warren Park Outdoor Education Centre	TDSB	Toronto	Day	1972
<i>Etobicoke Outdoor Education Centre</i>	TDSB	Caledon	Overnight	1982
Island Natural Science Centre	TDSB	Toronto	Overnight	1960
Mono Cliffs Outdoor Education Centre	TDSB	Orangeville	Overnight	1986
Scarborough Outdoor Education School	TDSB	Kearny	Overnight	1978
Sheldon Centre for Outdoor Education	TDSB	Alliston	Overnight	1982
<i>Swan Lake Outdoor Education Centre</i>	YRDSB	Richmond Hill	Day	2016
<i>Milne Outdoor Education Centre</i>	YRDSB	Markham	Day	1990
Sibbald Point Outdoor Education Centre	YRDSB	Sutton	Day	2004
<i>Burlington Outdoor Education Centre</i>	YRDSB	Kleinburg	Day	1968
Vivian Outdoor Education Centre	YRDSB	Ballantrae	Day	1972
Conservation Authority Operated Centres				
<i>Kortright Centre for Conservation</i>	TRCA	Vaughan	Day	1979
<i>Tommy Thompson Park Education Programs</i>	TRCA	Toronto	Day (Seasonal)	2004
<i>Bruce's Mill Maple Syrup Programs</i>	TRCA	Whitchurch-Stouffville	Day (Seasonal)	1968
<i>Claremont Nature Centre</i>	TRCA	Claremont	Overnight	1970
<i>Albion Hills Field Centre</i>	TRCA	Caledon	Overnight	1963
<i>Lake St. George Field Centre</i>	TRCA	Richmond Hill	Day	1979



Centres Operated By

- ★ DDSB
- ★ PDSB
- ★ TDSB
- ★ YRDSB
- ★ TRCA

- TRCA Jurisdiction
- TRCA Property

Day Centres: 19

Overnight Centres: 9



Outdoor Education Task Force

Task Force Members

- Durham Catholic District School Board: Trustee Morgan Ste. Marie
- York Region District School Board: Trustee Cynthia Cordova
- York Catholic District School Board: Trustee Jennifer Wigston
- Peel District School Board: Trustee Will Davies
- Dufferin-Peel Catholic District School Board: Trustee Frank Di Cosola
- Toronto District School Board: Trustee Anu Sriskandarajah
- Toronto Catholic District School Board: Trustee Garry Tanuan
- Conseil scolaire catholique MonAvenir: Chair Melinda Chartrand
- TRCA (City of Brampton): Regional Councillor Rowena Santos
- TRCA (City of Toronto): Basu Mukherjee





Mandate

- Develop a framework for the long-term provision out-of-classroom natural science, conservation and environmental learning to the year 2040.
- Provide recommendations to strengthen and enable partnerships that maximize the value of public assets and learning infrastructure.
- Provide expertise and recommendations that strengthen student learning connections between urban and natural environments.
- Provide recommendations related to long-term sustainable financial models and mechanisms.



Vision Statement and Recommendations

Outdoor Education Task Force Vision Statement

We envision a future where...

The students of Ontario have consistent access to quality outdoor education. Educators have the confidence and self-efficacy to make environmental stewardship a pillar of their classroom pedagogy.

Trustees, in partnership with parents and guardians, and in cooperation with TRCA, advocate for system change in how funds are allocated for outdoor education. Advocacy is targeted towards an ecosystem of funders, like the Ontario Ministry of Education, School Boards, and organizations like the OPSBA, OSTA-AECO, OCSTA, AFOCSC, and industry, with the goal of consistent funding to support long-term planning and a breadth of actions that will ensure flexibility for classrooms and whole school boards in their delivery of outdoor education.

Community comes together to create a system of support ensuring impactful out-of-classroom learning related to natural science, conservation and the environment. Environmental stewardship is rooted in a global, interconnected understanding that is introspective: building an appreciation for Indigenous knowledge and communities, and understanding the role of colonialism on our understanding, behaviours and relationship with the land, and nurturing the global competencies to develop solutions to local, global, and intercultural issues related to environmental sustainability.

Generations of environmental stewards are fostered, sparked, nourished and sustained with outdoor education experiences; contributing to a citizenry with a life-long appreciation for nature and land, and the agencies required to take actions that ensure a viable future for ourselves and the environment.



Nature in Your Classroom:
KINDER

For Kindergarten Classes
Wednesday, March 24
YouTube Live at 2 p.m.



Nature in Your Classroom:
BIODIVERSITY

For Grade 6 Classes
Wednesday, November 4
YouTube Live at 10 a.m.



Nature in Your Classroom:
BECOME A NATURE CHAMPION

For Grades 4-8
Wednesday, March 10
YouTube Live at 2 p.m.





Where TRCA, working with our partners, is the...

Catalyst that brings stakeholders together to foster environmental stewardship that is rooted in equity and anti-oppression and makes access to out-of-classroom learning related to natural science, conservation and the environment a reality for all students living in TRCA and school board communities.

Convener of important conversations and facilitator of taking actions that will link school boards to school boards, organizations with school boards and school boards to organizations and to TRCA - based on valuable input from council members, community liaisons and educators. This work shifts the culture of the education community - with students, parents, guardians, classroom educators, administrators and central staff - to one that champions the importance of outdoor education.

Recommendations

Recommendation #1: Establish Shared Governance Model – Natural Science and Education Committee as a Subcommittee of Toronto and Region Conservation Authority's Board of Directors

Recommendation #2: Establish Consistent Access and Curricular Standards Across TRCA and School Boards

Recommendation #3: Establish a Unified Performance Measurement System

Recommendation #4: Advance Shared-Ownership and Access Models That Enhance and Sustain an Overall Out-Of-Classroom Learning System

Recommendation #5: Develop a Long-Term Equitable Access Financial Plan





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:

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

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

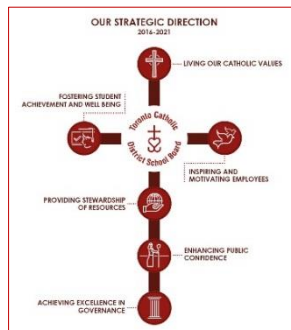
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Brendan Browne, PhD
Director of Education

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

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

**RESPONSE TO MOTION REGARDING IEP
COMPLETION**

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

Created, Draft

May 17, 2021

First Tabling

May 27, 2021

Review

[Click here to enter a date.](#)

Maria Meehan, Superintendent, Special Services

Dr. Marina Vanayan, Senior Coordinator, Educational Research

INFORMATION REPORT

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Brendan Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report provides information regarding the number of 2020 – 2021 Individual Education Plans (IEP) noted as complete as of May 3, 2021.

The cumulative staff time required to prepare this report was 32 hours.

B. PURPOSE

1. This Recommendation Report is on the Order Paper of the November 12, 2020 Corporate Services, Strategic Planning and Property Committee Regular Meeting, in response to the September 16, 2020 Special Education Advisory Committee (SEAC) motion. The motion requests information regarding the IEP completion rate in the first 30 school-days and the following 30 calendar days. *“That the report be prepared for counting the number of Individual Education Plans (IEP) due at the beginning of a school year or term/semester and the number and percent of completed IEPs that were sent to parents on or before the 30-school day period has passed. The report to include IEPs due no earlier than the beginning of the 2020/21 school year. The report to accumulate new reporting periods as the 30 school-day period expires. The report should not include more than the previous 5 school years of reporting.”*
2. This report is based on data gathered from the Individual Education Plan platform.

C. BACKGROUND

1. The Ministry of Education requires that school boards develop an IEP for every identified student. School boards also have the discretion to develop an IEP for students who have not been formally identified as exceptional but who are receiving special education supports and services.
2. Ontario Regulation 181/98, subsection 8, indicates that an IEP should be developed “within 30 school days after placement of the pupil in the program and a copy sent home to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.”

3. This data in this report was gathered from the TCDSB IEP platform. The data was gathered based on staff input of completion dates through the platform.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The table below shows the number of students and the percentage of IEPs completed for the 2020-2021 school year as of May 3, 2021.

IEP Completion 2020 -2021 as of May 3, 2021		
Total Number of Students with IEP	Total Number of IEP Complete	Percentage of IEP Complete
18 088	17 436	96.4%

2. Results:

- a. There are 18 088 students with IEP.
- b. As of May 3, 2021, 17 426 IEP are noted through the IEP platform as complete.
- c. The percentage of completed IEP as of May 3, 2021 is 96.4%.
- d. Students who are placed in a special education program through a recent IPRC meeting, may have IEP that are being initiated or updated.
- e. If the date of completion has not been entered into the platform, the IEP may be noted as incomplete in spite of all of the contents being complete.

E. METRICS AND ACCOUNTABILITY

1. As recommended by SEAC, this report will be prepared annually starting in 2020-2021.
2. This is the first annual report. Subsequent reports will include up to five years of data to allow tracking of change over time.
3. Professional development for administrators will review all data to be entered on the IEP platform.

4. Special Services is providing input on the new Student Information System project, including the monitoring of IEP completion data.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

2021 ANNUAL REPORT: SMOKE AND VAPOUR FREE SPACE POLICY B.B 04

“Let the wise also hear and gain in learning, and the discerning acquire skill” Proverbs 1:5 (NRSVCE)

Created, Draft	First Tabling	Review
May 17, 2021	May 27, 2021	Click here to enter a date.
L. DiMarco, Superintendent of Curriculum Leadership & Innovations; Academic ICT		

INFORMATION REPORT

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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

According to the TCDSB Policy B.B. 04 Smoke and Vapour Free Space, the TCDSB is committed to the provision of a smoke, vapour and tobacco free environment in all premises and on all properties, owned and/or operated by the Board. The data indicate a significant decline in the number of incidents recorded and suspensions issued.

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

B. PURPOSE

Consistent with Policy B.B. 04, an annual report is presented to the Board of Trustees by staff detailing the compliance and infractions of this particular policy.

C. BACKGROUND

1. TCDSB Policy B.B. 04 was revised in May 2016 to include under the evaluation and metrics section requiring an annual report detailing compliance and infractions of this particular policy.
2. The Tobacco Enforcement Department of the Toronto Public Health Department does not publicly release the total number of school infractions under the Smoke Free Ontario Act.
3. Data was collected from the Safe School Progressive Discipline Platform in order to provide an analysis of smoking-related discipline imposed over time on students.
4. Annually, TCDSB principals have been responding to a survey containing questions related to the compliance and number of infractions associated with this policy (Appendix A).
5. In May 2020, due to the COVID-19 Pandemic, a survey was not conducted.
6. In May 2021, the survey was administered once again.

D. EVIDENCE/RESEARCH/ANALYSIS

1. This year's results indicate no incidents and suspensions recorded in the progressive discipline platform for secondary students who have been disciplined for smoking and only 5 for elementary students. The chart below

indicates the number of incidents and suspensions since 2013-2014 in both elementary and secondary schools:

Year	Elementary School Totals		Secondary School Totals	
	Incidents	Suspensions	Incidents	Suspensions
2013-2014	5	1	120	88
2014-2015	2	2	113	69
2015-2016	3	2	78	66
2016-2017	4	1	65	47
2017-2018	0	0	64	44
2018-2019	29	8	74	45
2019-2020	N/D	N/D	N/D	N/D
2020-2021	5	5	0	0

2. Highlights from the 2020-2021 survey sent to school administrators are included below:

- 196 responses (176 Principals, 18 Vice Principals and 2 Other) from 196 schools (only 1 elementary school did not respond)
- 27% of respondents indicated a requirement for additional signs at the entrances and exits of their locations
- There have been no students, visitors or employees charged with an infraction for smoking under the Smoke Free Ontario Act.
- The total number of schools reporting infractions for students, visitors and staff are as follows:

Total No. of Infractions Reported	# Schools	Breakdown of infractions reported:		
		Students	Visitor	TCDSB staff
1 infraction	7	4	2	1
2 infractions	3	2	0	1
3 infractions	1	0	1	0
4 infractions	0	0	0	0
5 infractions	1	0	1	0

- There have been a total of 4 calls from 3 administrators to the Tobacco Enforcement Department to enforce the Smoke Free Ontario Act at their school.
- There have been a total of 5 student discipline issues recorded into the Progressive Discipline Incident Log in 4 schools

- Schools communicate the policy on smoking/vaping mainly through the following channels (shown as a % of 196 respondents):
 - Staff meetings (58%),
 - Student Agenda books (45%),
 - PA announcements (28%),
 - Assemblies (23%), and
 - Newsletters (31%)
- 3. The Facilities department will work with all area Service Quality Supervisors (SQS) to provide the proper signage at each entrance and location for their school building.

E. METRICS AND ACCOUNTABILITY

An annual report as required by Policy B.B. 04 is presented to the Board.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

REPORT ON EPAN SCHOOLS

*Righteousness and justice are the foundation of your throne; steadfast love and faithfulness go before you.
Psalm 89:14*

Created, Draft	First Tabling	Review
May 3, 2021	May 27, 2021	Click here to enter a date.
Derek Chen, Superintendent – Equity, Diversity, Indigenous Education & Community Relations		
INFORMATION REPORT		

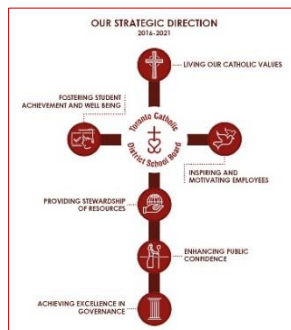
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A. EXECUTIVE SUMMARY

This report details the origin and evolution of Equity Poverty Action Network (EPAN) schools, and provide clarification as it pertains to EPAN schools and the allocation of equity funds. The report also outlines how some fund allocation anomalies were corrected, and provides a staff resolution that seeks to align the two initiatives while eliminating the possibility of any future gaps. *The cumulative staff time required to prepare this report was 12 hours*

B. PURPOSE

1. This report will provide a clarification about EPAN schools and the allocation of equity funds. It will also outline a new process aligning the two programs in order to ensure that all communities be identified as an EPAN school and receive equity funds as appropriate.

C. BACKGROUND

1. At the March 25, 2021 Regular Board Meeting, the following motion was passed: “Be it resolved 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; and any distribution of these types of funds across the system be made available in public reports moving forward.”
2. EPAN schools have been designated in a separate and distinct process than the allocation of equity funds to schools.
 - a. The objective of EPAN schools was to provide programming for schools located mostly within marginalized communities.
 - b. The allocation of equity funds commenced as a result of recognizing the need to provide extra funds to schools with demographics requiring greater support.
3. The history of EPAN schools is as follows:

- a. Originating in 2016, and initially called “Spotlight” schools, the intention of the initiative was to provide professional learning, partnership amongst schools, and parental and parish engagement to schools identified in need based on select criteria. The term Equity Poverty Action Network, or EPAN, was coined in 2018.
 - b. In 2016-17, 12 schools (9 elementary and 3 secondary) were selected based on socioeconomic status data and EQAO scores, one school per Trustee ward.
 - c. In 2017-18, the number was increased to 16 schools (13 elementary and 3 secondary) to include 4 more elementary with the highest rate of poverty.
 - d. In 2018-19, the number was increased to 46 schools (37 elementary and 9 secondary) based on N-tiles (broader criteria included socioeconomic status, EQAO, IEPs, English Language Learners, etc.). Several schools were offered the opportunity to join the initiative even if they were a 6 or 7, as principals expressed an interest in having their schools take part of the professional learning, partnership, and engagement with parents and parish. The original 12 were kept as part of the 46.
 - e. In 2019-20, the number was increased to 61 schools (50 elementary and 11 secondary) to ensure that all of the schools with the highest needs (N-tile 9s) were included. The goal stated in the MYSP was to have approximately 60 schools as part of the initiative.
4. When the allocation of equity funds began, the criteria for eligibility of these funds was based on schools with scores 6, 7, 8, or 9. This has not changed since inception in 2017.
 5. In 2020-21, in order to rectify the allocation of funds to EPAN schools that would not normally receive equity funds, four EPAN schools had their designation removed given that their scores were in the range of 1-5. However, schools with scores 6, 7, 8, or 9 received equity funds, but were not identified as an EPAN school.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The two initiatives (EPAN schools and the allocation of equity funds) have a similar focus, it should be noted that EPAN was intended mainly for

programming, while equity funds were distributed to schools with scores 6, 7, 8 and 9. The two programs were established and evolved in different ways.

2. Following the motion, staff conducted a review of the two programs.
3. The review concluded with the following change: starting with the 2021-22 school year, EPAN schools and equity-funded schools will be merged; that is, all schools with a score of 6, 7, 8, or 9 will be designated EPAN schools and will receive funding based on overall score and school enrollment. In this way, no gaps will exist in schools that require support, and schools identified not in need of support will no longer receive support.
4. Schools that move from 6, 7, 8, or 9 to a score of 5 will continue to receive a one-time amount to support the transition. However, these schools will no longer be designated EPAN schools.
5. Scores will be calculated by the Research department using Trillium data after the October 31 ONSIS submission in any given year.
6. EPAN schools will resume their participation in collaborative inquiries and other programming with regard to culturally responsive and relevant pedagogy and learning, along with an intense focus on dismantling racism and oppression through professional learning in the 2021-22 school year.

E. METRICS AND ACCOUNTABILITY

1. As per the motion, any distribution of equity funds will be made available in public reports.
2. Appendix A and B indicate the equity funds distributions for 2019-2020 and 2020-2021 respectively.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

School Name	Enrolment	2019-2020 Composite Score	Total Allocation
Father Henry Carr	875	8	\$33,312
Holy Child	324	7	\$14,929
Monsignor Percy Johnson	975	8	\$34,833
Msgr. John Corrigan	236	8	\$23,590
St. Andrew	729	9	\$31,091
St. Angela	515	9	\$27,835
St. Dorothy	336	8	\$25,112
St. John Vianney	365	8	\$25,553
St. Maurice	272	8	\$24,138
St. Stephen	417	9	\$26,344
St. Marcellus	421	9	\$26,405
Blessed Margherita	347	6	\$7,500
James Cardinal McGuigan	891	9	\$33,555
St. Andre	687	9	\$30,452
St. Augustine	603	9	\$29,174
St. Basil-The-Great	1286	8	\$39,565
St. Charles Garnier	490	9	\$27,455
St. Francis de Sales	476	9	\$27,242
St. Jane Frances	699	9	\$30,634
St. Jude	757	9	\$31,517
St. Roch	355	8	\$25,401
St. Wilfrid	636	9	\$29,676
Bishop Marrocco/Thomas Merton	693	7	\$20,543
Holy Family	228	8	\$23,469
James Culnan	570	7	\$18,672
St. James	189	8	\$22,875
St. Leo	380	2	\$5,000
Dante Alighieri Academy	864	7	\$23,145
Madonna	666	8	\$30,132
Our Lady of the Assumption	367	8	\$25,583
St. Antoine Daniel	403	6	\$7,500
St. Gabriel	301	7	\$14,579
St. Jerome	569	7	\$18,657
St. Margaret	618	7	\$19,402
St. Martha	232	7	\$13,530
St. Paschal Baylon	740	7	\$21,258
St. Raphael	516	6	\$7,500
St. Mary Catholic Academy	730	5	\$10,000
St. Paul VI	309	6	\$7,500
St. Rita	80	6	\$10,000
Epiphany of Our Lord	188	8	\$22,860
Holy Spirit	467	9	\$27,105

School Name	Enrolment	2019-2020 Composite Score	Total Allocation
Jean Vanier	827	8	\$32,582
Precious Blood	456	8	\$26,937
St. Aidan	298	7	\$14,534
St. Albert	401	8	\$26,101
St. Lawrence	467	7	\$17,105
St. Nicholas	408	6	\$10,000
St. Sylvester	183	6	\$7,500
Francis Libermann	863	6	\$7,500
Sacred Heart	268	6	\$7,500
St. Barnabas	297	5	\$5,000
St. Bede	142	5	\$10,000
St. Columba	266	7	\$14,047
St. Elizabeth Seton	132	6	\$7,500
St. Mother Teresa	461	7	\$17,014
St. Rene Goupil	82	6	\$7,500
Monsignor Fraser College	1073	9	\$36,324
Our Lady of Lourdes	571	9	\$28,687
St. Alphonsus	248	5	\$5,000
St. Mary	315	7	\$14,792
St. Michael	158	6	\$7,500
St. Paul	204	8	\$23,104
St. Thomas Aquinas	498	7	\$17,576
Immaculate Conception	519	8	\$27,896
Our Lady of Victory	702	9	\$30,680
Santa Maria	225	7	\$13,423
St. Bernard	696	9	\$30,589
St. Francis Xavier	546	7	\$18,307
St. John the Evangelist	489	8	\$27,440
St. Matthew	528	6	\$7,500
St. Oscar Romero	642	6	\$7,500
Blessed Trinity	208	8	\$23,164
Canadian Martyrs	360	6	\$7,500
Holy Cross	343	6	\$7,500
Our Lady of Guadalupe	151	7	\$12,297
St. Gerald	285	6	\$7,500
St. Isaac Jogues	340	7	\$15,173
St. John XXIII	455	9	\$26,922
St. Joseph Morrow Park	457	6	\$10,000
St. Kateri Tekakwitha	243	6	\$7,500
St. Matthias	306	6	\$7,500
St. Patrick	787	9	\$31,973
St. Timothy	602	8	\$29,159
Neil McNeil	851	2	\$5,000
Our Lady of Fatima	808	7	\$22,293

School Name	Enrolment	2019-2020 Composite Score	Total Allocation
St. Barbara	311	8	\$24,731
St. Boniface	325	8	\$24,944
St. Dunstan	303	9	\$24,610
St. Edmund Campion	270	6	\$7,500
St. Joachim	294	7	\$14,473
St. Maria Goretti	972	8	\$34,788
St. Martin de Porres	453	9	\$26,892
St. Rose of Lima	444	7	\$16,755
St. Thomas More	333	7	\$15,066

Trustee Name	Superintendent Name	School Name	Enrolment	2020-2021 Composite Score	E-Pan	2019-2020 Composite Score for Comparison	2020-2021 Fixed Allocation	2020-2021 Enrolment Allocation	2020-2021 Total Allocation	10% of 2020-2021 Total Allocation
Angela Kennedy	Kimberly Dixon	St. John XXIII	450	9	E-Pan	9	20000	6028	26028	2603
Angela Kennedy	Cristina Fernandes	Blessed Trinity	199	8	E-Pan	8	20000	2666	22666	2267
Angela Kennedy	Kimberly Dixon	St. Patrick	852	8	E-Pan	9	20000	11414	31414	3141
Angela Kennedy	Kimberly Dixon	Holy Cross	366	7		6	10000	4903	14903	1490
Angela Kennedy	Cristina Fernandes	St. Gerald	274	7		6	10000	3671	13671	1367
Angela Kennedy	Cristina Fernandes	St. Isaac Jogues	327	7	E-Pan	7	10000	4381	14381	1438
Angela Kennedy	Cristina Fernandes	St. Timothy	567	7	E-Pan	8	10000	7596	17596	1760
Angela Kennedy	Cristina Fernandes	Our Lady of Guadalupe	144	6	E-Pan	7	10000		10000	1000
Angela Kennedy	Cristina Fernandes	St. Kateri Tekakwitha	209	6		6	7500		7500	750
Angela Kennedy	Cristina Fernandes	St. Matthias	302	6		6	7500		7500	750
Angela Kennedy	Kimberly Dixon	Canadian Martyrs	353	5		6	5000		5000	500
Daniel Di Giorgio	Joe Bria	Our Lady of Victory	680	9	E-Pan	9	20000	9109	29109	2911
Daniel Di Giorgio	Joe Bria	St. Bernard	680	9	E-Pan	9	20000	9109	29109	2911
Daniel Di Giorgio	Joe Bria	St. John the Evangelist	524	9	E-Pan	8	20000	7020	27020	2702
Daniel Di Giorgio	Joe Bria	Immaculate Conception	506	8	E-Pan	8	20000	6779	26779	2678
Daniel Di Giorgio	Laraine D'Souza	St. Francis Xavier	513	8		7	20000	6872	26872	2687
Daniel Di Giorgio	Joe Bria	St. Matthew	495	7		6	10000	6631	16631	1663
Daniel Di Giorgio	Joe Bria	St. Oscar Romero	704	7		6	10000	9431	19431	1943
Daniel Di Giorgio	Joe Bria	Santa Maria	200	6	E-Pan	7	10000		10000	1000
Frank D'Amico	John Wujek	St. Mary Catholic Academy	744	6	E-Pan	5	10000		10000	1000
Frank D'Amico	John Wujek	St. Paul VI	295	5		6	5000		5000	500
Frank D'Amico	John Wujek	St. Rita	85	5		6	5000		5000	500
Garry Tanuan	Ryan Peterson	St. Martin de Porres	410	9	E-Pan	9	20000	5492	25492	2549
Garry Tanuan	Peter Aguiar	Prince of Peace	269	7		5	10000	3604	13604	1360
Garry Tanuan	Peter Aguiar	St. Mother Teresa	469	7	E-Pan	7	10000	6283	16283	1628
Garry Tanuan	Peter Aguiar	Sacred Heart	219	6		6	7500		7500	750
Garry Tanuan	Ryan Peterson	St. Columba	256	6	E-Pan	7	10000		10000	1000
Garry Tanuan	Peter Aguiar	St. Rene Goupil	47	6		6	7500		7500	750
Garry Tanuan	Peter Aguiar	St. Elizabeth Seton	124	5		6	5000		5000	500
Garry Tanuan	Peter Aguiar	Francis Libermann	846	4		6	5000		5000	500
Ida LiPreti	Shawna Campbell	James Cardinal McGuigan	884	9	E-Pan	9	20000	11842	31842	3184
Ida LiPreti	Shawna Campbell	St. Andre	653	9	E-Pan	9	20000	8748	28748	2875

Trustee Name	Superintendent Name	School Name	Enrolment	2020-2021 Composite Score	E-Pan	2019-2020 Composite Score for Comparison	2020-2021 Fixed Allocation	2020-2021 Enrolment Allocation	2020-2021 Total Allocation	10% of 2020-2021 Total Allocation
Ida LiPreti	Shawna Campbell	St. Augustine	580	9	E-Pan	9	20000	7770	27770	2777
Ida LiPreti	Flora Cifelli	St. Basil-The-Great	1259	9	E-Pan	8	20000	16866	36866	3687
Ida LiPreti	Shawna Campbell	St. Francis de Sales	450	9	E-Pan	9	20000	6028	26028	2603
Ida LiPreti	Shawna Campbell	St. Jane Frances	660	9	E-Pan	9	20000	8842	28842	2884
Ida LiPreti	Flora Cifelli	St. Jude	718	9	E-Pan	9	20000	9619	29619	2962
Ida LiPreti	Shawna Campbell	St. Wilfrid	620	9	E-Pan	9	20000	8306	28306	2831
Ida LiPreti	Shawna Campbell	St. Charles Garnier	444	8	E-Pan	9	20000	5948	25948	2595
Ida LiPreti	Flora Cifelli	St. Roch	337	8	E-Pan	8	20000	4515	24515	2451
Ida LiPreti	Shawna Campbell	Blessed Margherita	331	5		6	5000		5000	500
Joseph Martino	Flora Cifelli	St. Andrew	670	9	E-Pan	9	20000	8975	28975	2898
Joseph Martino	Flora Cifelli	St. Angela	450	9	E-Pan	9	20000	6028	26028	2603
Joseph Martino	Flora Cifelli	St. Stephen	374	9	E-Pan	9	20000	5010	25010	2501
Joseph Martino	Flora Cifelli	Father Henry Carr	835	8	E-Pan	8	20000	11186	31186	3119
Joseph Martino	Flora Cifelli	Holy Child	303	8	E-Pan	7	20000	4059	24059	2406
Joseph Martino	Flora Cifelli	St. Dorothy	316	8	E-Pan	8	20000	4233	24233	2423
Joseph Martino	Flora Cifelli	St. John Vianney	357	8	E-Pan	8	20000	4782	24782	2478
Joseph Martino	Flora Cifelli	St. Maurice	276	8	E-Pan	8	20000	3697	23697	2370
Joseph Martino	Flora Cifelli	Monsignor Percy Johnson	989	7	E-Pan	8	10000	13249	23249	2325
Joseph Martino	Flora Cifelli	Msgr. John Corrigan	231	7	E-Pan	8	10000	3095	13095	1309
Joseph Martino	Flora Cifelli	St. Benedict	616	6		4	7500		7500	750
Maria Rizzo	Shawna Campbell	Madonna	678	8	E-Pan	8	20000	9083	29083	2908
Maria Rizzo	Cristina Fernandes	St. Paschal Baylon	703	8	E-Pan	7	20000	9418	29418	2942
Maria Rizzo	Shawna Campbell	Our Lady of the Assumptio	347	7	E-Pan	8	10000	4649	14649	1465
Maria Rizzo	Shawna Campbell	St. Margaret	604	7	E-Pan	7	10000	8091	18091	1809
Maria Rizzo	Shawna Campbell	Dante Alighieri Academy	714	6		7	7500		7500	750
Maria Rizzo	Cristina Fernandes	St. Gabriel	268	6		7	7500		7500	750
Maria Rizzo	Shawna Campbell	St. Jerome	564	6		7	7500		7500	750
Maria Rizzo	Shawna Campbell	St. Martha	223	6		7	7500		7500	750
Maria Rizzo	Cristina Fernandes	St. Antoine Daniel	416	5		6	5000		5000	500
Maria Rizzo	Shawna Campbell	St. Raphael	532	5		6	5000		5000	500
Maria Rizzo	Cristina Fernandes	St. Joseph Morrow Park	456	4		6	5000		5000	500
Markus DeDomenico	Flora Cifelli	St. Marcellus	402	8	E-Pan	9	20000	5385	25385	2539

Trustee Name	Superintendent Name	School Name	Enrolment	2020-2021 Composite Score	E-Pan	2019-2020 Composite Score for Comparison	2020-2021 Fixed Allocation	2020-2021 Enrolment Allocation	2020-2021 Total Allocation	10% of 2020-2021 Total Allocation
Mike Del Grande	Cristina Fernandes	Precious Blood	469	9	E-Pan	8	20000	6283	26283	2628
Mike Del Grande	Cristina Fernandes	Epiphany of Our Lord	164	8	E-Pan	8	20000	2197	22197	2220
Mike Del Grande	Peter Aguiar	Holy Spirit	472	8	E-Pan	9	20000	6323	26323	2632
Mike Del Grande	Peter Aguiar	St. Aidan	281	7	E-Pan	7	10000	3764	13764	1376
Mike Del Grande	Peter Aguiar	St. Joan of Arc	804	7	E-Pan	8	10000	10771	20771	2077
Mike Del Grande	Peter Aguiar	St. Lawrence	435	7		7	10000	5827	15827	1583
Mike Del Grande	Peter Aguiar	St. Nicholas	406	7	E-Pan	6	10000	5439	15439	1544
Mike Del Grande	Peter Aguiar	St. Sylvester	168	7		6	10000	2251	12251	1225
Mike Del Grande	Peter Aguiar	St. Albert	368	6	E-Pan	8	10000		10000	1000
Mike Del Grande	Cristina Fernandes	St. Henry	251	6		4	7500		7500	750
Mike Del Grande	Cristina Fernandes	St. Kevin	248	6		5	7500		7500	750
Nancy Crawford	Ryan Peterson	St. Barbara	318	9	E-Pan	8	20000	4260	24260	2426
Nancy Crawford	Ryan Peterson	St. Dunstan	281	9	E-Pan	9	20000	3764	23764	2376
Nancy Crawford	Ryan Peterson	St. Boniface	313	8	E-Pan	8	20000	4193	24193	2419
Nancy Crawford	Ryan Peterson	St. Maria Goretti	937	8	E-Pan	8	20000	12552	32552	3255
Nancy Crawford	Ryan Peterson	Our Lady of Fatima	795	7		7	10000	10650	20650	2065
Nancy Crawford	Ryan Peterson	St. Joachim	299	7	E-Pan	7	10000	4005	14005	1401
Nancy Crawford	Ryan Peterson	St. Rose of Lima	457	7		7	10000	6122	16122	1612
Nancy Crawford	Ryan Peterson	St. Edmund Campion	276	6		6	7500		7500	750
Nancy Crawford	Ryan Peterson	St. Thomas More	342	6		7	7500		7500	750
Norm DiPasquale	Gina Iuliano Marrello	Monsignor Fraser College	792	9	E-Pan	9	20000	10610	30610	3061
Norm DiPasquale	Kimberly Dixon	Our Lady of Lourdes	555	9	E-Pan	9	20000	7435	27435	2743
Norm DiPasquale	Kimberly Dixon	St. Paul	212	8	E-Pan	8	20000	2840	22840	2284
Norm DiPasquale	Kimberly Dixon	St. Michael	160	7		6	10000	2143	12143	1214
Norm DiPasquale	John Wujek	St. Thomas Aquinas	481	7		7	10000	6444	16444	1644
Norm DiPasquale	Kimberly Dixon	St. Joseph's College	684	6		4	7500		7500	750
Norm DiPasquale	Kimberly Dixon	St. Mary	279	6		7	7500		7500	750
Teresa Lubinski	John Wujek	Bishop Marrocco/Thomas	686	8		7	20000	9190	29190	2919
Teresa Lubinski	John Wujek	James Culnan	554	8		7	20000	7422	27422	2742
Teresa Lubinski	Martha Cioppa	St. James	174	8	E-Pan	8	20000	2331	22331	2233
Teresa Lubinski	John Wujek	Holy Family	207	7	E-Pan	8	10000	2773	12773	1277
Teresa Lubinski	Joe Bria	St. Mark	212	6		5	7500		7500	750

Trustee Name	Superintendent Name	School Name	Enrolment	2020-2021 Composite Score	E-Pan	2019-2020 Composite Score for Comparison	2020-2021 Fixed Allocation	2020-2021 Enrolment Allocation	2020-2021 Total Allocation	10% of 2020-2021 Total Allocation
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REPORT TO

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

RECOMMENDATION REPORT FOR APPROVAL OF 2SLGBTQ+ ADVISORY COMMITTEE TERMS OF REFERENCE

For it was you who formed my inward parts; you knit me together in my mother's womb. I praise you, for I am fearfully and wonderfully made. Wonderful are your works; that I know very well. Psalm 139:13-14

Created, Draft	First Tabling	Review
May 3, 2021	May 27, 2021	Click here to enter a date.

Derek Chen, Superintendent – Equity, Diversity, Indigenous Education & Community Relations

RECOMMENDATION REPORT

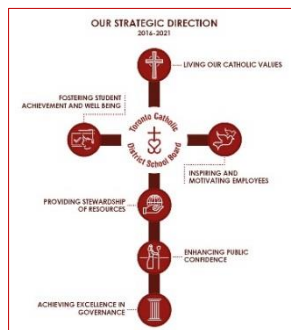
Vision:

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.



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 presents the terms of reference for the newly established 2SLGBTQ+ Advisory Committee (Appendix A). It outlines the process by which they were created and recommends the approval by the Board of Trustees.

The cumulative staff time required to prepare this report was 3 hours

B. PURPOSE

1. This report presents the terms of reference for the 2SLGBTQ+ Advisory Committee (Appendix A), and recommends approval of these terms of reference by the Board of Trustees.

C. BACKGROUND

1. On January 14, 2021, a motion was put forward and passed that “the TCDSB form a LGBTQ2S Advisory Committee made up of Trustees, community organizations, parents and students with support from our Equity and Human Rights Advisor and our Equity, Diversity, Indigenous Department.”
2. Subsequently, the 2SLGBTQ+ Advisory Committee was created in accordance with the Board motion and with the Selection Process for Parent /Community Membership on TCDSB Staff, Steering, Advisory or Ad Hoc Committees.
3. A working sub-committee was established to create the terms of reference for the 2SLGBTQ+ Advisory Committee.
4. Using models of terms of reference of existing advisory committees, including the Filipino-Canadian Advisory Committee and the African Canadian Advisory Committee, the sub-committee drafted terms of reference that closely mirror other advisory committees, and presented these to the full committee.
5. The draft terms of reference were reviewed by the full committee. Input was incorporated as appropriate, and a new draft was reviewed by TCDSB Legal Department.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The terms of reference for the 2SLGBTQ+ Advisory Committee were developed by using existing models to create terms of reference that fulfil the unique mission and meet the unique needs of the 2SLGBTQ+ community.

E. METRICS AND ACCOUNTABILITY

1. The 2SLGBTQ+ Advisory Committee will monitor the effectiveness of the terms of reference as they relate to the fulfilment of the committees' goals and objectives.
2. The Terms of Reference will be reviewed by the committee on a yearly basis.

F. STAFF RECOMMENDATION

Staff recommends the approval of the revised Terms of Reference for the 2SLGBTQ+ Advisory Committee (Appendix A).

.

TCDSB 2SLGBTQ+ Advisory Committee Terms of Reference

The 2SLGBTQ+ Advisory Committee shall have the responsibility for advising the Board of Trustees and Director of Education of the Toronto Catholic District School Board on matters pertaining to the following:

- 1) To advocate for commitment, resources, and support to improve student success and to foster well-being for members of the 2SLGBTQ+ community
- 2) To advance best practices that foster equitable education and greater student achievement for students who identify as two-spirited, lesbian, gay, bisexual, transgender*, queer, and other members of the 2SLGBTQ+ community
- 3) To support 2SLGBTQ+ families in nurturing their faith through a meaningful relationship between home, school, and parish
- 4) To work toward making the TCDSB a safer and more welcoming space for members of the 2SLGBTQ+ community
- 5) To strengthen the effectiveness of initiatives taken to improve student success and to foster well-being of 2SLGBTQ+ students
- 6) To welcome 2SLGBTQ+ community members beyond students, including family members and staff
- 7) To make recommendations for the allocation of funds to improve accommodations for 2SLGBTQ+ students, including, but not limited, to funds for staff training and student initiatives
- 8) To work in partnership with other marginalized communities in supporting 2SLGBTQ+ students within the TCDSB.

Composition of Advisory Committee

The 2SLGBTQ+ Advisory Committee shall be comprised of the following volunteer members who shall be members of or allies to the 2SLGBTQ+ community:

- 1) Two community members
- 2) Four staff
- 3) Two students
- 4) Three parents/guardians

- 5) Two Trustees
- 6) One Human Rights and Equity Advisor
- 7) One representative of Nurturing Our Catholic Community
- 8) The Superintendent of Equity, Diversity, Indigenous Education, and Community Relations

Leadership and Guidance

The 2SLGBTQ+ advisory committee shall be jointly chaired by the Superintendent of Equity, Diversity, Indigenous Education, and Community Relations or their designate and a Co-Chair elected via a ranked, secret ballot by the committee.

The election of the Co-chair shall be supervised by two committee members who are not participating in the election as candidates.

Elections shall take place annually at the first meeting of the school year or any meeting in which the position of Co-chair is vacant, whichever is earlier. Co-chairs may serve a maximum of two years consecutively in that role.

Terms of Service

The Co-Chair and Advisory Committee shall have a maximum appointment of two terms for two years each consecutively. In the appointment of members, the committee shall consider the ability of individuals to carry out the role effectively and to have the time available for the role. In the event that a Member is absent without the prior approval of the committee for three consecutive meetings, the Committee shall determine a replacement for said Member.

Frequency of Meetings

The Committee shall meet four times per year or more frequently at the discretion of the Chair. Quorum for committee meetings will be 50% plus one of the committee members. The advisory committee community members and the Superintendent of Equity, Diversity, Indigenous Education, and Community Relations shall have ad hoc meetings to follow up on action items and coordinate future efforts.

Reporting Responsibilities

The 2SLGBTQ+ Advisory Committee shall be accountable to the TCDSB for the effective performance of their roles and responsibilities. The activities of the committee shall be reported to the Board of Trustees in the annual report on advisory committees.

Appointment Process

The Committee seeks to reflect the diversity within the 2SLGBTQ+ community. All positions are

voluntary and candidates should be members of or allies to the 2SLGBTQ+ community who support the mission and vision of the TCDSB. The appointment process shall follow the guidelines laid out in "Selection Process for Parent Membership on TCDSB Staff, Steering, Advisory or Ad Hoc Committees." Committee members may continue in office for a second term by advising the Chair of the committee of their intention.



REPORT TO

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

**TCDSB PASTORAL PLAN, 2021-2024 – WALKING
WITH CHRIST: WITH EYES OF FAITH & HOPE,
WITH HEARTS OF KINDNESS & LOVE, WITH MINDS
OF JUSTICE & PEACE**

“Act justly, love tenderly, walk humbly with our God.” ~Micah 6:8

Created, Draft	First Tabling	Review
May 17, 2021	May 27, 2021	Click here to enter a date.

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

INFORMATION REPORT

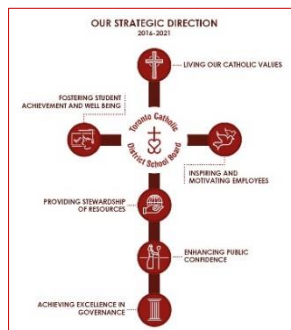
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Brendan Browne, PhD
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

The three-year Pastoral Plan is a living plan designed to nurture the faith and respond to the pastoral needs of everyone in our TCDSB community. The Pastoral Plan can also support the Mission and Vision of the TCDSB and serves as a foundational plan that supports the development of other plans, initiatives, and goals of the TCDSB that celebrate our Catholic faith.

The most recent plan, *Rooted in Christ: we Belong, we Believe, we Become*, will end in June 2021 as we bring to a close our Year of *we Become*.

This report outlines the theme that is being developed for the Pastoral Plan for the next 3 years – 2021-2024 – as well as a celebration to launch the new plan in June 2021 during a liturgy livestream.

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

B. PURPOSE

1. For the past three years, the Pastoral Plan *Rooted in Christ: we Belong, we Believe, we Become* has guided us in nurturing our Catholic community, creating safer places of belonging where we can nurture our faith and beliefs, and become all God intends us to be. These collective experiences help foster our larger Catholic community and create a positive public profile of Catholic education within Toronto.
2. The theme for the new Pastoral Plan was proposed and further developed at the nurturing our catholic community steering committee throughout its meetings since 2019-2020. This committee is made up of representatives from various stakeholder groups of the board. This report summarizes the themes for the new Pastoral Plan for 2021-2024.

C. BACKGROUND

1. Catholic schools are built on the relationships between our families, our parishes, our staff and our students and all of us who share a strong commitment to Catholic education. Since 2009, the TCDSB has adopted a three-year Pastoral Plan to help nurture and animate the faith of all our stakeholders.

2. The Pastoral Plan for 2018-2021 focused on the theme of ***Rooted in Christ: we Belong, we Believe, we Become***. Inspired by St. Paul's Letter to the Colossians, the Pastoral Plan strengthened our sense of belonging to God and to one another, expressed our belief in God through our vision and mission, and moved us to become a community working to achieve our common goals.
3. During the past three years, we also continued to nurture the close ties between family, parish, and school.
4. On June 1st, 2021, the weekly NCC liturgy livestream will focus on the culminating celebration for our Year of ***we Become***, showcasing some of the projects that were developed by students and staff across the TCDSB to spotlight the Ontario Catholic School Graduate Expectations and the many ways we become all that God intends us to be – a reflection of Christ in our world.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The theme for the 2021-2024 Pastoral Plan is ***“Walking with Christ: with Eyes of Faith and Hope, with Hearts of Kindness and Love, with Minds of Justice and Peace.”*** The passage from the prophet Micah helps us transition from our previous three-year Pastoral Plan, ***Rooted in Christ***, to our new Pastoral Plan, ***Walking with Christ***.
2. This Pastoral Plan, which is divided into three years, begins with a focus of our own personal understanding of God who is revealed through Jesus Christ, our teacher and guide. We are moved with compassion to love as Jesus did through our efforts to build bridges and reach out to the marginalized: ***with eyes of faith and hope, with hearts of kindness and love, with minds of justice and peace.***
3. During **Year 1: *Walking with Christ with Eyes of Faith and Hope***, we focus on living the gospel believing what we read, preaching what we believe, and practicing what we preach. Understanding that faith formation is a life-long journey, the theme will centre on nurturing our spirits by strengthening our faith and hope. We will be reflecting on the gifts that God has given us, and with the help of the Holy Spirit, discern how God is calling us to use those gifts to heal the world.

4. During **Year 2: *Walking with Christ with Hearts of Kindness and Love***, we will deepen our sense of belonging and caring for one another in our parishes, our homes and our schools. With Christ as our example, the theme will focus on building relationships through an awareness of and caring for the poor, the marginalized, the invisible and the disenfranchised. We emphasize extending our circle of relationships beyond our comfort zone, to actively listen with an open heart, and develop a sincere love for the other, reflecting on our interconnectedness, and how our choices affect each other and our planet.
5. During **Year 3: *Walking with Christ with Minds of Justice and Peace***, the theme focuses on collaboration and problem-solving, as a faith community on a journey together, to build consensus and bring the "kingdom of God" to life. We engage actively in living the message of the Gospel. We reach out and minister to others with justice and compassion and act with courage and wisdom to challenge norms and ways of thinking and living that maintain a status quo of injustice.
6. The new Pastoral Plan will be launched at a special liturgy livestreamed on the Nurturing our Catholic Community YouTube channel on June 8, 2021. His Eminence Cardinal Thomas Collins will be invited to offer a reflection on the theme for the new plan during the liturgy.

Representatives from all TCDSB schools, including administrators and teachers/chaplains, senior staff, Trustees, Parishes, the Archdiocese of Toronto, parents, students and other Catholic partners will be invited to participate. With the livestream format, the liturgy will be open for all to participate.

7. Resources will be developed to further reinforce the connections between the Pastoral Plan and the virtues of the month, the Catholic Graduate Expectations and Catholic Teachings, which have been widely used by TCDSB schools for many years. These resources will be updated annually to reflect the specific focus for each year of this Pastoral Plan.
8. The TCDSB works with lay ministry and community groups of the Archdiocese of Toronto, in schools and through its Nurturing our Catholic Community (NCC) central staff team made up of Catholic Teacher Centre, System Chaplaincy, Religious/Family Life Education Resource, Catholic Student Leadership staff, and its Superintendent. These initiatives serve as a support to staff and families and continue to nurture the important relationship

between home, parish and school as the foundation for Catholic education. The NCC central staff team continues to explore further collaboration with lay ministry and community groups in the Archdiocese of Toronto for the sharing of resources and information, as well as a greater engagement in the Pastoral Plan.

9. The TCDSB's NCC central staff team meet on a regular basis to prepare activities, initiatives, celebrations, and professional development that animate the Pastoral Plan, and that support the TCDSB's Mission and Vision and its MYSP. The team provides accompaniment, resources and direction at the local and system levels for matters that pertain to Catholic Faith and teachings, and on matters that require a Catholic perspective. Catholic Faith resources are shared in a comprehensive format on the TCDSB's public and internal websites; they can be accessed through a link found on the Board's homepage.
10. The NCC central staff team provides advice to school and other central staff on matters that require perspective through a Catholic lens and that reflect our Pastoral Plan, working closely with other TCDSB departments such as Student Success, Equity, Diversity and Indigenous Education, Guidance, Social Worker Services, Mental Health and Well Being, Psychology, to name a few. The team also works with the Archdiocese of Toronto and with the Institute for Catholic Education.
11. The NCC central staff team continues to collaborate with other TCDSB departments grounded in the themes of our Pastoral Plan, promoting pastoral care and well-being for all: e.g. Safe Schools, Special Services (Psychology, Mental Health and Well Being, Social Work, Autism), Equity, Diversity and Indigenous Education, Student Success, etc. The goal is to deepen our understanding of how we might care for one another in our Catholic community, engaging in dialogue that empowers us to renew our intentions to minister to one another spiritually and emotionally and to build communities where all are welcomed and inspired.
12. The Archdiocese of Toronto Pastoral Plan (2013) continues to nurture and strengthen our faith experiences and calls us to announce the Gospel. The TCDSB Pastoral Plan ***Walking with Christ: with Eyes of Faith and Hope, with Hearts of Kindness and Love, with Minds of Justice and Peace*** speaks to, for example: living the Gospel; faith formation as a life-long journey; active engagement in promotion of Catholic Teachings and the message of the Gospel; and, reach-out and ministering to others with justice and compassion,

building relationships through an awareness of and caring for the poor, the marginalized, and the disenfranchised. These are reflected in the Archdiocese's Core Directions of engaging in *Parish Life, Evangelization of Society* and *Catholic Outreach in Justice and Love*.

E. METRICS AND ACCOUNTABILITY

1. A report will be developed after each year of the Pastoral Plan and will be presented to the Nurturing our Catholic Community Steering Committee. The report will include assessment of the impact of initiatives and events, as well as assessment of engagement of school and parish communities, as monitored through stakeholder use of social media, and the tracking of participation in events and initiatives across the TCDSB. Other artefacts to be used to measure impact would include results from *School Effectiveness Framework* surveys, student surveys (e.g., *My School, My Voice*, and *Safe and Caring Catholic School Climate Survey*), staff and parent surveys, as well as evaluations and feedback from PD sessions.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
2	January (P)	Student Achievement	<u>A.35 Accessibility Standards</u> Policy Metric	Associate Director Academic Services
3	February (P)	Student Achievement	<u>S. 19 External Research</u> Policy Metric	Associate Director Academic Services
4	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
5	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
6	June (P)	Student Achievement	<u>B.B.04 Smoke & Vapour Free</u> Policy Metric	Associate Director Academic Services
7	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start</u> Policy Metric	Associate Director Academic Services
8	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion</u> Policy Metric	Associate Director Academic Services
9	September	Student Achievement	<u>Community Advisory Committees</u> Report	Associate Director Academic Services
10	September (P)	Student Achievement	<u>T.07 Community Engagement</u> Policy Report	Director of Education
11	September	Student Achievement	<u>A.37 Communications</u> Policy Metric	Associate Director Academic Services
12	October (A)	Student Achievement	Student Trustees: Voices that Challenge- CSLIT	Associate Director Academic Services
13	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

14	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
15	October (A)	Student Achievement	<u>S.22 Religious Accommodation Policy Report and S.S.02 Opening or Closing Exercises Policy Report</u> (combined)	Associate Director Academic Services
16	October	Student Achievement	Board Learning Improvement Plan (BLIP)	Associate Director Academic Services
17	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
18	November (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
19	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report ESLIT	Associate Director Academic Services
20	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services
21	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
22	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services
23	December	Student Achievement	<u>Staff CPIC Annual Report Including Financial Reporting</u>	Associate Director Academic Services

**STUDENT ACHIEVEMENT AND WELL BEING
PENDING LIST TO MAY 27, 2021**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	June-2020 Special Board	TBD	Student Achievement	That future device programs such as formal bring-your-own-device (BYOD) and low income family device loan program be explored and presented to the Board of Trustees at the end of the COVID-19 pandemic (Computers for Students in Need)	Associate Director of Facilities, Business & Comm. Dev & CFO