

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

AGENDA November 3, 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

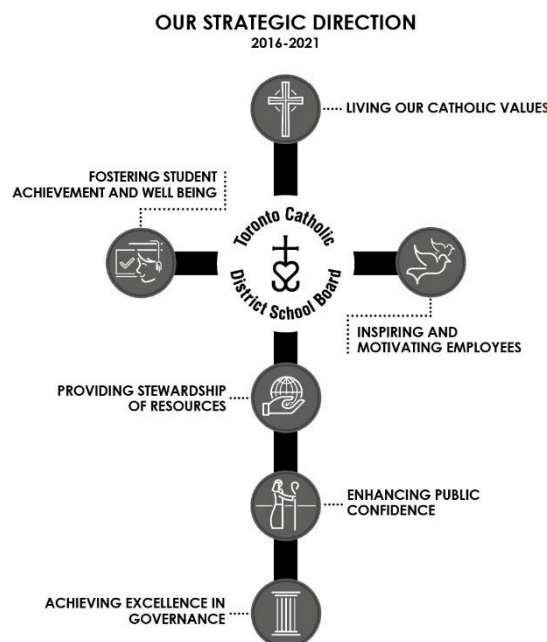
Ida Li Preti
Trustee Ward 3

Markus de Domenico
Trustee Ward 2

Joseph Martino
Trustee Ward 1

Maria Rizzo
Trustee Ward 5

Stephanie De Castro
Student Trustee



MISSION

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

VISION

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

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

Dr. Brendan Browne
Director of Education

Joseph Martino
Chair of the Board

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

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

Terms of reference:

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

Land Acknowledgement

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

La Reconnaissance du Territoire

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

OUR MISSION

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through witness, faith, innovation and action.*



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

PUBLIC SESSION

Garry Tanuan, Chair

Teresa Lubinski, Vice-Chair

Wednesday, November 3, 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 October 7, 2021 for Public Session
10. Delegations
11. Presentations

1 - 25

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**
17. **Staff Reports**

From the October 7, 2021 Student Achievement and Well-Being Committee Meeting

- | | | |
|-------|--|---------|
| 17.a. | Annual Report on the International Languages Elementary (ILE) Program for 2020-2021 (Information) (Held by Trustee Di Giorgio) | 26 - 31 |
| 17.b. | Education Quality and Accountability (EQAO) Assessments - Update (Information) (Held by Trustee Li Preti) | 32 - 37 |
| 17.c. | Elementary Catholic School Leadership Impact Team Report 2021 (Information) | 38 - 42 |
| 17.d. | Toronto Catholic Parent Involvement Committee Annual Report - 2020-21 (Information) | 43 - 60 |
| 17.e. | Policy S.24 - Combined Grade Classes and September Re-Organization for Elementary Schools (Information) | 61 - 65 |
| 17.f. | Update on Elementary French Teacher Placements During September Re-Organization (Information) | 66 - 68 |
-
18. **Listing of Communications**
 19. **Inquiries and Miscellaneous**
 20. **Updating of Pending List**

20.a.	Annual Calendar of Reports and Policy Metrics	69 - 70
20.b.	Monthly Pending List	71

21. **Resolve into FULL BOARD to Rise and Report**
22. **Closing Prayer**
23. **Adjournment**

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

PUBLIC SESSION

HELD THURSDAY, OCTOBER 7, 2021

PRESENT:

Trustees:

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

Student Trustees:

K. Baybayon
S. De Castro

Staff:

B. Browne
D. Boyce
A. Della Mora
S. Camacho
P. Aguiar
A. Bria
M. Caccamo
S. Caldwell (in P. Matthews' absence)
S. Campbell
F. Cifelli
L. DiMarco

K. Dixon
C. Fernandes
L. Latham
M. Loberto
M. Meehan
R. Peterson
R. Putnam
S. Vlahos
J. Wujek

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

External Guest: A. Robertson, Parliamentarian

Student Trustee Baybayon left the horseshoe at 7:15 pm.

6. Approval of the Agenda

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

The Motion was declared

CARRIED

7. Report from Private Session

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

In PRIVATE Session:

- a. Approved Minutes of the Meeting held on September 2, 2021 ;
- b. Received an update regarding negotiations; and
- c. Discussed and received urgent inquiries

Trustee Del Grande declared an interest in the Item regarding negotiations update. Trustee Kennedy wished for it to be recorded in the PUBLIC Minutes that she also had a conflict of interest in that Item (refer Item 8 below).

Trustees Di Giorgio and Kennedy left the horseshoe at 7:17 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Student Trustee De Castro wished to be recorded as voted in favour.

Trustee Kennedy returned to the horseshoe at 7:18 pm.

8. Declarations of Interest

In PRIVATE Session, Trustee Del Grande declared an interest in the Item regarding negotiations update. Trustee Kennedy wished for it to be recorded in PUBLIC Session that she also had an interest in the same Item. Both Trustees Del Grande and Kennedy have family members who are employees of the Board and did not participate in discussions regarding that Item nor vote.

Trustees Del Grande, Kennedy and Rizzo declared an interest in the following Items as they have family members who are employees of the Board:

- 10b) Kristina Beintner regarding Advocating to Stop the Reorganization of Classes and Students this Year – Trustees Del Grande, Kennedy and Rizzo;
- 10d) Delegation from: Alba Taylor regarding Student Health and Safety and Classroom Reorganizations – Referral to Staff Motion – Trustees Del Grande and Rizzo;
- 10e) Natalie Bartello, St. Pius X Catholic School Parent Group Representative - Trustees Del Grande, Kennedy and Rizzo;
- 10f) Maryrose Babaran regarding Student Achievement - Trustees Del Grande, Kennedy and Rizzo; and
- 17a) Return to School Update – Trustees Del Grande, Kennedy and Rizzo

Trustees Del Grande, Kennedy and Rizzo indicated that they would not vote nor participate in discussions regarding those Items.

9. Approval and Signing of the Minutes

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

The Motion was declared

CARRIED

Trustee Di Giorgio and Student Trustee Baybayon returned to the horseshoe at 7:24 pm and 7:27 pm respectively.

NB: The following Delegations were not heard in the sequence as per the Order Page as some delegates were absent at the respective times.

10. Delegations

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

10d) **Alba Taylor regarding Student Health and Safety and Classroom Reorganizations** received and referred to Staff.

Trustee Rizzo requested that the Question be split.

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

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Di Giorgio
Di Pasquale

Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Del Grande's vote was withdrawn as per his request.

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

Trustees Del Grande and Rizzo declared an Interest in the Referral to Staff Motion, as earlier indicated and recused themselves from voting.

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

In Favour

Opposed

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

The Motion of Referral to Staff was declared

CARRIED

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

Trustees Del Grande, Kennedy and Rizzo declared an interest in all remaining Delegation Items regarding reorganization namely Items 10b) Kristina Beintner regarding Advocating to Stop the Reorganization of Classes and Students this Year; 10e) Natalie Bartello, St. Pius X Catholic School Parent Group Representative regarding Class Reorganizations; and 10f) Maryrose Babaran regarding Student Achievement.

Trustee Del Grande, Kennedy and Rizzo left the virtual room and horseshoe respectively at 7:45 pm due to a Declaration of Interest in Item 10e), as earlier indicated.

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

- 10e) Natalie Bartello, St. Pius X Catholic School Parent Group Representative regarding Class Reorganizations** received and referred to Staff.

Trustee Di Giorgio left the horseshoe at 7:51 pm and returned at 7:51 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Di Giorgio

Di Pasquale
Li Preti
Lubinski
Martino
Tanuan

The Motion was declared

CARRIED

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

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

- 10f) Maryrose Babaran regarding Student Achievement** 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
Li Preti
Lubinski
Martino
Tanuan

The Motion was declared

CARRIED

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

Trustees Del Grande, Kennedy and Rizzo returned to the virtual room and horseshoe respectively at 8:04 pm.

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

- 10a) Vincent Constantino On Behalf of Elena Krishchuk, representative of Youth Assisting Youth (YAY) 22 - 26 regarding Youth Mentorship Program** received and referred to Staff.

Trustee Martino left the horseshoe at 8:06 pm.

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
Rizzo
Tanuan

The Motion was declared

CARRIED

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

Trustee Martino returned to the horseshoe at 8:09 pm.

Trustee Del Grande, Kennedy and Rizzo left the horseshoe and virtual room respectively at 8:10 pm due to a Declaration of Interest in Item 10b) below, as earlier indicated.

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

10b) Kristina Beintner regarding Advocating to Stop the Reorganization of Classes and Students this Year received and referred to Staff.

Student Trustees Baybayon and De Castro left the horseshoe at 8:14 pm and returned at 8:17 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

Trustee Del Grande, Kennedy and Rizzo returned to the horseshoe and virtual room respectively at 8:18 pm.

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

- 10c) Lina Camargo regarding the French Immersion Program** received and referred to Staff to come back with a report at the November 3, 2021 Student Achievement and Well-Being, Catholic Education and Human Resources Committee Meeting.

Results of the Vote taken, as follows:

In Favour

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

Opposed

Martino

The Motion was declared

CARRIED

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

Trustee Di Giorgio left the horseshoe at 8:50 pm.

The Chair declared a recess.

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

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

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

Trustee Di Giorgio left the horseshoe at 9:24 pm and returned at 9:27 pm.

13a) From Trustee de Domenico regarding Request to the Ministry of Education to Amend the Education Act to give Student Trustees the Right to Move and Second Motions:

WHEREAS: Notice of Motion to request the Ministry of Education to amend the Education Act to give Student Trustees the right to move and second motions;

WHEREAS: Per Section 55(5) of the Ontario Education Act Student Trustees have the right to partake in certain in-camera sessions closed to the public, demonstrating the high standing and trustworthiness of Student Trustees;

WHEREAS: The student voice is most effectively communicated by granting Student Trustees equal opportunities to participate in Board functions as other Board Trustees;

WHEREAS: Per section 55(7) of the Ontario Education Act Student Trustees receive equal opportunities to Board Trustees, including access to professional development, resources and training;

WHEREAS: Student Trustees are elected representatives, and are to be held accountable to the student body;

WHEREAS: The student voice must be articulated fairly and expressively for the benefit of the school Board;

WHEREAS: The student voice must be represented fairly and articulated expressively for the benefit of the school Board and to accurately reflect the students' in decision-making;

WHEREAS: Student Trustees shall have the right to abstain from voting and be counted as equals within the quorum of the entire Board; and

WHEREAS: Student Trustees further desire the right to move and second motions, to incite discussion;

BE IT RESOLVED THAT: The Chair of the Board send a letter to the Ministry of Education on behalf of the Toronto Catholic District School Board with copies of local MPPs and other school Boards, requesting the Ministry of Education to push for the recommendation in allowing Student Trustees the right to independently move and second motions during Board meetings. Doing so furthers the dynamic and effectiveness of student representation across Ontario, as students can begin the discussions surrounding items that they feel are most pertaining to their constituency without the need to request for support.

Results of the Vote taken, as follows:

In Favour

Trustees D'Amico
de Domenico
Di Pasquale
Rizzo

Opposed

Crawford
Del Grande
Di Giorgio
Kennedy
Li Preti
Lubinski
Martino
Tanuan

The Motion was declared

FAILED

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

14. Consent and Review

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

- 17a) Return to School Update - Trustee de Domenico;
- 17b) Board Learning Improvement Plan 2020-2021 Report Back - Trustee Del Grande;
- 17c) Annual Report on the International Languages Elementary (ILE) Program for 2020-2021 - Trustee Di Giorgio; and
- 17d) Education Quality and Accountability (EQAO) Assessments - Update) - Trustee Li Preti

MOVED by Trustee Martino, seconded by Trustee Lubinski, that the Items not held be received.

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.

ITEMS NOT HELD AS CAPTURED IN THE ABOVE MOTION

- 20a) Annual Calendar of Reports and Policy Metrics; and
- 20b) Monthly Pending List

Student Trustee Baybayon left the horseshoe at 9:53 pm and returned at 9:56 pm.

Student Trustee De Castro left the horseshoe at 9:55 pm and returned at 9:57 pm.

Trustees Del Grande, Kennedy and Rizzo left the virtual room and horseshoe respectively at 10:00 pm due to a Declaration of Interest, as earlier indicated in Item 17a) below.

17. Staff Reports

MOVED by Trustee de Domenico, seconded by Trustee Lubinski, that Item 17a) be adopted as follows:

17a) Return to School Update received.

MOVED in AMENDMENT by Trustee de Domenico, seconded by Trustee Lubinski, that:

WHEREAS: The Delta variant of the COVID-19 Pandemic is still present in Ontario schools;

WHEREAS: The Ministry of Education mandates that Boards reorganize classrooms to align class sizes with enrolment and meet Ministry criteria for class sizes while maintaining mandated class caps;

WHEREAS: Our Students' emotional, mental and physical health is greatly disadvantaged by a class reorganization, particularly at this time during the COVID Pandemic;

WHEREAS: Parents in many schools throughout our Board are very upset with class changes caused by a system-wide reorganization;

WHEREAS: A provincial petition on Change.org demanding smaller class sizes has garnered close to 300,000 signatures, these are parent voices that need to be heard and acknowledged;

WHEREAS: Testing is an important tool in preventing infection;

WHEREAS: The Government of Ontario has recently announced Rapid tests will be provided to unvaccinated, asymptomatic children who are not considered high-risk contacts of a positive COVID-19 case. Toronto Public Health (TPH) will have discretion in requesting the tests based on the level of virus transmission and vaccination rate in the community where a school is based, and the particular history of COVID-19 in a specific school or childcare facility. The Plan limits access only to those communities determined by TPH to be high risk.

WHEREAS: The recent COVID modelling is showing an uptick in unvaccinated children despite numbers that are generally trending low as evidenced by Science Table;

WHEREAS: The Ontario Government has significant trust in the antigen testing process as a preventative measure, and they have provided 16 million test kits free of charge to small businesses and are not worried about false positives;

WHEREAS: Unvaccinated Toronto teachers are required to take antigen tests twice weekly;

WHEREAS: Dr. De Villa has stated that COVID cases will increase after Thanksgiving and families need to be prepared; and

WHEREAS: Rapid screening tests for COVID-19 will be available in primary and preschool schools in all regions of Quebec starting next week.

1. BE IT RESOLVED THAT: The Chair write to the Minister of Education requesting additional funding for teachers and education workers in order to mitigate the impact of the system-wide reorganization in the Toronto Catholic District School Board (TCDSB);
2. BE IT RESOLVED THAT: The Chair also request that the Ministry of Education provide additional emergency funding to support the TCDSB's ability to mitigate the impact of reorganization in COVID-19 hot spot schools, special education classes, Student Support Response Team (SSRT) and early learning classes; and

3. BE IT RESOLVED THAT: Staff work with TPH and the Ontario Ministry of Health in determining the effectiveness of the current approach to limiting transmission of COVID in schools and if the data suggests a positive impact on limiting spread, expand this approach to asymptomatic testing to all schools across the province and implementing a Rapid Antigen Test program that would make Rapid Antigen test kits available in all schools for all students and all Staff to use.

Trustee Rizzo requested that the Question be split at Part 3.

Trustee Rizzo declared an interest in the reorganization components, i.e. Parts 1 and 2, of the AMENDMENT.

MOVED in AMENDMENT by Trustee Lubinski that the reorganization is paused until a satisfactory public health plan is presented that specifically deals with mitigating COVID risk involved in the dissolving of cohorts and mixing of students as per the Chief Medical Officer of Health's recommendation this week.

There was no seconder.

Results of the Vote taken on Parts 1 and 2 of the AMENDMENT, as follows:

In Favour

Opposed

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

Parts 1 and 2 of the AMENDMENT were declared

CARRIED

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

Trustees Kennedy and Rizzo returned to the horseshoe and virtual room respectively at 10:25 pm.

Based on the Parliamentarian's advice, the Chair ruled that Part 3 of the AMENDMENT be separately moved as a Motion, as follows

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

BE IT RESOLVED THAT: Staff work with TPH and the Ontario Ministry of Health in determining the effectiveness of the current approach to limiting transmission of COVID in schools and if the data suggests a positive impact on limiting spread, expand this approach to asymptomatic testing to all schools across the province and implementing a Rapid Antigen Test program that would make Rapid Antigen test kits available in all schools for all students and all Staff to use.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Rizzo
Tanuan

The Motion was declared

CARRIED

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

Time for business expired.

MOVED by Trustee Kennedy, seconded by Trustee Lubinski, that time be extended by 15 minutes, as per Article 12.6 of the TCDSB's By-laws, to complete the debate on the Item.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Di Giorgio
Martino

The Motion was declared

CARRIED

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

Student Trustees Baybayon and De Castro left the meeting at 10:40 pm.

Trustees Kennedy and Rizzo left the horseshoe and virtual room respectively at 10:49 pm, due to a Declaration of Interest in the following, as earlier indicated.

Results of the Vote taken on the Motion, as amended (i.e. Motion of Receipt and Parts 1 and 2 of the AMENDMENT), as follows:

In Favour

Opposed

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

The Motion, as amended, was declared

CARRIED

Trustee D'Amico did not vote/respond.

Trustees Del Grande, Kennedy and Rizzo returned to the horseshoe and virtual room respectively at 10:51 pm.

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

17b) Board Learning Improvement Plan 2020-2021 Report Back received.

Trustee Martino left the horseshoe at 10:55 pm and returned at 11:02 pm.

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

21. RESOLVE into FULL BOARD to Rise and Report

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

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

23. Adjournment

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

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

ITEMS NOT DISCUSSED

- 17c) Annual Report on the International Languages Elementary (ILE) Program for 2020-2021 (Held by Trustee Di Giorgio); and
- 17d) Education Quality and Accountability (EQAO) Assessments - Update (Held by Trustee Li Preti)

Staff advised that the Items will be added to the November 3, 2021 Student Achievement and Well Being, Catholic Education and Human Resources Committee Agenda.

SECRETARY

CHAIR



REPORT TO

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

ANNUAL INFORMATION REPORT ON THE INTERNATIONAL LANGUAGES ELEMENTARY (ILE) PROGRAM FOR 2020-2021

“All of them were filled with the Holy Spirit and began to speak in other languages, as the Spirit gave them ability.”

Created, Draft	First Tabling	Review
September 27, 2021	October 7, 2021	Click here to enter a date.

C. Fernandes, Executive Superintendent, Achievement, Innovation and Well-Being
 L. Di Marco, Superintendent of Curriculum Leadership & Innovation; Academic ICT
 M. Sequeira, Coordinator of International Languages and Parent Engagement
 G. Sequeira, Coordinator of Budget Services

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

A. Della Mora
 Associate Director of
 Academic Affairs and
 Chief Operating Officer

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

R. Putnam
 Chief Financial Officer and
 Treasurer

A. EXECUTIVE SUMMARY

As a Catholic and inclusive learning organization, the Toronto Catholic District School Board is committed to fostering and supporting student achievement by providing students with opportunities to enrich their learning. In 2020-2021, the Board continued to offer elementary students the opportunity to learn an international language through the integrated day program and/or the after-hours program. These programs have been a budget priority for the Board for many years.

This report provides an overview of the International Languages Elementary (ILE) program delivery models for the 2020-2021 academic year.

The cumulative staff time required to prepare this report was 4 hours.

B. PURPOSE

1. This report is submitted in compliance with mandatory reporting requirements of an action after request, made on October 6, 2016, that an annual information report on the International Languages Elementary (ILE) program be added to the rolling calendar.

C. BACKGROUND

1. For the 2020-2021 academic year, the integrated day program continued to be delivered for 30 minutes, 4 times per week, within the 5-hour (300-minute) instructional day in 44 designated international language schools.
2. For the 2020-2021 academic year, the after-hours program continued to be delivered for 30 sessions of 2.5 hours each. The majority of the programs were offered on Saturdays.
3. In 2020-2021, as a result of the COVID-19 pandemic, the after-hours program was offered in a distance learning model. The integrated day program transitioned from in person to a distance learning model during school closures. Of note, the integrated day program was not offered to students attending St. Anne Catholic Academy during 2020-2021.

D. METRICS AND ACCOUNTABILITY

1. In 2020-2021, the integrated ILE day program was offered in 6 languages in 44 schools to 12,559 students (2019-2020 - 18,568 students).

Language	School(s)	Number of Students
Italian	Blessed Margherita D'Arcy McGee Immaculate Conception Msgr. John Corrigan Regina Mundi St. Alphonsus St. Andre St. Angela St. Bernard St. Brigid St. Charles St. Clare St. Conrad St. Fidelis St. Francis Xavier St. Jane Frances St. Jerome St. John Vianney St. Jude St. Martha St. Matthew St. Maurice St. Norbert St. Paschal Baylon St. Raphael St. Robert St. Roch St. Simon St. Wilfrid Stella Maris Sts. Cosmas and Damian Venerable John Merlini	7,919
Portuguese	D'Arcy McGee	1,998

	Pope Francis St. Anthony St. Francis of Assisi St. Helen St. John Bosco St. Mary of the Angels St. Matthew St. Sebastian Stella Maris	
Mandarin	St. Ignatius of Loyola	34
Filipino	St. Ignatius of Loyola	34
Spanish	Immaculate Conception St. Andre St. Bernard St. Francis de Sales St. Francis Xavier St. Jane Frances St. Jude	1,671
Ukrainian	Josyf Cardinal Slipyj St. Demetrius St. Josaphat	903

In 2020-2021, the ILE after-hours program was offered in a distance learning model with 1,973 students participating (2019-2020 – 4,325 students).

Virtual Centre	Language(s)	Number of Students
All Saints	Italian, Polish, Portuguese	103
Chaldean Church	Chaldean	37
Hungarian Cultural Centre	Hungarian	49
James Culnan	Vietnamese	117
Our Lady of Peace	Arabic, Italian, Lithuanian, Spanish	121
Prince of Peace	Cantonese, Mandarin	428
St. Andrew Kim's Church	Korean	132
St. Barbara	Tamil, Vietnamese	55

St. Elizabeth of Hungary	Hungarian	87
St. Gerald	Armenian	62
St. Ignatius of Loyola	Cantonese, Mandarin	254
St. Jane Frances	Vietnamese	90
St. Maria Goretti	Filipino, Malayan, Spanish, Tamil	166
St. Mary of the Angels	Tigrinya	91
St. Michael's Choir	Latin	21
St. Pius X	Albanian, Croatian, Igbo, Polish, Portuguese, Spanish	160

2. During the 2020-2021 school year the ILE program was supported with the following human and materials resources:
 - 19 online professional development sessions;
 - One-on-one resource support and training in G-Suite;
 - Development of a *TCDSB ILE Ukrainian Resource Guide* (K-8); and
 - Revision of existing *TCDSB ILE Resource Guides* (K-8) for Filipino, Italian, Mandarin, Portuguese and Spanish.
3. 2020-2021 ILE Program Costs and Funding Sources

Overall Summary

- The total operational costs to run both programs was \$4,924,393;
- The integrated day program does not receive dedicated Ministry funding;
- The operational costs for the integrated day program was \$4,377,606;
- The after-hours program receives Ministry funding based on student enrolment; and
- The operational costs for the after-hours program was \$546,787.

Contributions from Community Partnerships

- \$220,000 from Italian government through Centro Scuola;
- \$38,190 from the Portuguese government through the Instituto de Camões;
- Teacher manuals and student books (approximate in-kind value of \$12,000) as well as free online professional development courses for instructors through the Instituto de Camões; and

- Online student and staff language resources and free online professional development courses for instructors from the Spanish government through the Embassy of Spain in Canada.

After-Hours Program - Ministry Funding

- \$378,972 in per pupil Ministry funding (based on student enrolment).

Board Budget

- \$104,193 for Italian, Portuguese and Spanish consumable workbooks; and
- The balance of the program costs of \$4,183,038 were funded from the general Grants for Student Needs (GSN) revenue.

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**

**EDUCATION QUALITY AND ACCOUNTABILITY
(EQAO) ASSESSMENTS - UPDATE**

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

Created, Draft	First Tabling	Review
July 8, 2021	October 7, 2021	Click here to enter a date.

L. DiMarco, Superintendent of Curriculum, Leadership and Innovation
G. Iuliano Marrello, Superintendent of Student Success and Alternative Education
M. Vanayan, Senior Coordinator, Educational Research
M. Artuso, Research Associate, Educational Research

INFORMATION REPORT

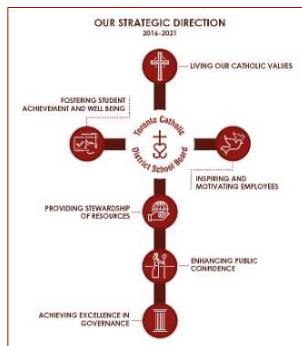
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A. EXECUTIVE SUMMARY

All K-12 EQAO assessments for the 2019-2020 school year were cancelled, as per direction from the Ministry of Education, due to the extraordinary circumstances facing the province. EQAO has focused on a multi-year modernization initiative. In 2020-21, EQAO assessments for Grades 3 and 6 were paused while EQAO aligned assessments with the new elementary math curriculum and transitioned to a new online adaptive platform. In 2021-2022, regular EQAO assessments will resume with some adaptations. This report provides an update.

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

B. PURPOSE

1. This report provides an update regarding the Education Quality and Accountability Office (EQAO) assessments.

C. BACKGROUND

PRIOR TO 2019-2020

2. Administration of Assessments:
The Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6) are administered to:
 - all Ontario students at the end of the primary division (Grade 3) and, at the end of the junior division (Grade 6).

The Grade 9 Assessment of Mathematics is administered to:

- all Ontario students who are working toward their Grade 9 academic or applied mathematics credit.

Grade 9 students in the first-semester mathematics courses take the test in January; students in the second-semester or full-year mathematics courses take the test in June.

The OSSLT is administered to:

- all Grade 10 Ontario students working towards an Ontario Secondary School Diploma (OSSD) at the end of March or early April.

Successful completion of the OSSLT is a requirement for the OSSD.

What is measured?

All assessments measure cumulative knowledge and skills and are based on the Ontario Curriculum.

Reporting

Primary, Junior and Grade 9 Assessments

- the province reports four levels of achievement.
- the provincial standard is Level 3, which corresponds to a 70 to 79 percent mark.

OSSLT

- “successful” or “unsuccessful”.

AFTER THE COVID-19 PANDEMIC

2019-2020

3. All K-12 EQAO assessments for the 2019-2020 school year were cancelled, as per direction from the Ministry of Education. As a result, the successful completion of the OSSLT requirement to obtain an Ontario Secondary School Diploma was waived for students eligible to graduate.

2020-2021

4. No Primary and Junior EQAO assessments took place in the 2020-2021 school year. They were paused while EQAO aligned assessments with the new elementary math curriculum and transitioned to a new online adaptive platform.
5. EQAO focused on a multi-year modernization initiative to ensure that the agency continues to meet the needs of Ontarians. EQAO began planning for the modernization and digitalization of assessments.
6. In preparation, in 2020-2021, EQAO field tested a new online and adaptive assessment for students enrolled in Grade 9 academic and applied

mathematics attending learning in-person. The TCDSB planned to administer the field test in the third quad; however, students could not participate as learning was not in-person at the time.

7. EQAO planned to administer an online OSSLT field test in the spring for students attending learning in-person. However, students could not participate as learning was not in-person at the time.
8. In 2021, EQAO did not publish any public reports (e.g., the provincial report, board report) because it was a field test and not all school boards participated. The plan is to roll out these online assessments in all schools across Ontario in 2021-2022.
9. In 2020-2021, the successful completion of the OSSLT requirement to obtain an Ontario Secondary School Diploma was waived for students eligible to graduate.

2021-2022

10. In a Memorandum from the Ministry of Education (May 4, 2021), the following information was outlined to support planning for the 2021-2022 school year.
11. In 2021-2022, regular EQAO assessments will resume, with the following adaptations:
 - a. All students in Grade 3 and 6 attending in-person learning will participate in the online primary/junior EQAO math, reading, and writing assessments.
 - b. All students enrolled in Grade 9 mathematics attending learning in-person will write the Grade 9 mathematics assessment. Results of this assessment may count towards up to 10% of the student's final mark.
12. Students graduating in the 2021-2022 school year are exempted from the literacy graduation requirement and do not need to write the OSSLT.
13. EQAO will provide a Fall 2021 administration of the OSSLT in addition to a Spring 2022 administration.
14. All Grade 10 and 11 (and non-graduating) students are encouraged to take the OSSLT to allow for maximum flexibility in acquiring the literacy

graduation requirement. Students can enrol in the Ontario Literacy Course (OLC) without requiring that they attempt and fail the OSSLT first.

15. For EQAO assessments, including the OSSLT, students who are learning remotely and wish to participate in the assessments can, at the discretion of the school board, attend in-person on the days of the assessment(s) solely for the purpose of participating in the assessment so long as all applicable health and safety measures can be met.

D. EVIDENCE/RESEARCH/ANALYSIS

The last public reporting of EQAO assessments was for the 2018-2019 school year. Results for TCDSB and Ontario are shown below. In 2021-2022, regular EQAO assessments will resume. Tentative dates for the assessment are also shown below.

2018-2019: EQAO Results for TCDSB (*Ontario results in parentheses*)

OSSLT	Successful	84%	(80%)
Grade 9 Assessment of Mathematics	Academic	83%	(84%)
	Applied	48%	(44%)
Primary	Reading	76%	(74%)
	Writing	75%	(69%)
	Mathematics	58%	(58%)
Junior	Reading	79%	(81%)
	Writing	84%	(82%)
	Mathematics	44%	(48%)

2021-2022: EQAO Tentative dates across Ontario

Note: dates may vary slightly as the EQAO agency continues to respond to Ministry of Education and public health directives.

OSSLT	Fall 2021 October 13 – December 1, 2021 <ul style="list-style-type: none"> Individual student results reported by the end of January 2022 Spring 2022 March 23 – May 18, 2022
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	<ul style="list-style-type: none"> • Individual student results reported by the end of June 2022
Grade 9 Assessment of Mathematics	Fall 2021 and Spring 2022 October 1, 2021 – June 24, 2022 <ul style="list-style-type: none"> • Individual student results reported by the early fall 2022
Primary- and Junior-Division Assessments of Reading, Writing and Mathematics	Spring 2022 May 4 – June 24, 2022. <ul style="list-style-type: none"> • Individual student results reported by the early fall 2022

E. METRICS AND ACCOUNTABILITY

1. The EQAO assessments help to identify trends in student learning at the school, board and provincial levels, which inform improvement planning, and strengthen accountability.
2. EQAO assessment results are used in conjunction with other data to coordinate plans for improving student achievement and well-being consistent with the TCDSB Multi-Year Strategic Plan and Ministry of Education initiatives, and to inform our Board Learning and Improvement Plan.

F. CONCLUDING STATEMENT

This report is for the information of the Board.



REPORT TO

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

**ELEMENTARY CATHOLIC STUDENT LEADERSHIP
IMPACT TEAM REPORT 2021**

*But you, Lord, are a compassionate and gracious God, slow to anger, abounding in love and faithfulness.
(Psalm 85:15)*

Created, Draft	First Tabling	Review
October 25, 2021	November 3, 2021	Click here to enter a date.

M. Balmaceda, CSLIT Director of Elementary Affairs
A. Supsup, CSLIT Director of Elementary Affairs
M. Consul, Catholic Student Leadership Resource Teacher
M. Caccamo, Superintendent of NCC, Safe Schools, Cont. Ed., St. Anne Catholic Academy

INFORMATION REPORT

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A. Della Mora
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D. Boyce
Associate Director of
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R. Putnam
Chief Financial Officer and
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A. EXECUTIVE SUMMARY

Throughout the month of October, the Catholic Student Leadership Impact Team (CSLIT) Directors of Elementary Affairs collected information from over two hundred (200+) students from fifty-seven (57) elementary schools across the board. To capture elementary students' voices, all students were asked to complete a survey identifying local and global issues that they believe should be a focus for the 2021-2022 school year. The Elementary Catholic Student Leadership Impact Team (ECSLIT) wishes to implement actions that address each issue.

The cumulative staff time required to prepare this report was 40 hours.

B. PURPOSE

1. This information report is on the order paper of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee through an approved motion requesting an annual report for information on the initiatives and activities of the Elementary Catholic Student Leadership Impact Team.
2. The report includes practical activities that elementary schools can perform to support initiatives that would address the recommendations made by elementary students.

C. BACKGROUND

1. Through a survey, ECSLIT students were given the opportunity to voice their opinions and rank what they believe are the most important topics on which to focus. The input from elementary student leaders will give the CSLIT Directors of Elementary Affairs a blueprint to help direct what should be the prime focus for ECSLIT in the 2021-2022 school year.
2. This report includes practical action plans that elementary schools and ECSLIT can perform in order to support initiatives that would convey the recommendations made by elementary student leaders.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Although one thousand, one hundred sixty-three (1163) *secondary* students were polled last March at the Voices That Challenge conference, the elementary student voice was not directly captured within that process. To best serve the needs of our elementary community, students were asked to complete a short survey so that the CSLIT Directors of Elementary Affairs could compile ideas directly from elementary students.
2. Based on the recommendations made by elementary students, the following action plan is being proposed by our elementary student leaders in collaboration with CSLIT's Directors of Elementary Affairs and the CSLIT Executive. ECSLIT will be focusing on the following three pillars for the 2020-2021 school year: (1) Enhancing Equity (2) Mental Health & Well-Being; (3) Indigenous Education and Immersion.

ECSLIT 2021-2022 Recommended Actions
<p>1. Enhancing Equity</p> <p>To be <i>collaborative contributors</i>, student leaders need to learn the importance of equity and anti-racism. The opportunity to celebrate and be educated on the various cultures and traditions found throughout TCDSB is very important to elementary students. Everyone needs to be treated with <i>human dignity</i> because everyone is created in the likeness and image of God.</p> <p>With the help from the Equity, Diversity, Indigenous Education, and Community Relations department, ECSLIT will hold a panel discussion on anti-racism at one of its monthly meetings. Participants will get the opportunity to ask our special guests questions regarding the topic.</p> <p>When selecting guest speakers and workshop facilitators for various Catholic Student Leadership events (for example: iLITE, Camp Olympia), topics surrounding equity and anti-racism will be explored and offered.</p> <p>In addition, at every monthly meeting, our Directors of Elementary affairs will feature a leader from visible minorities. This will be in the form of a short presentation. The goal is for elementary students to see themselves and their culture in positions of importance.</p>

2. Mental Health and Well-Being

The Catholic Graduate Expectations call us to be *reflective, creative and holistic lifelong learners*. This however is hard to achieve when one struggles with their mental health.

Mental health affects every aspect of a student's life - the way that we *think*, the way we *act* towards our family, peers and teachers, and the way we *feel*. Hence why we should focus on the importance of prioritizing mental health.

In collaboration with the TCDSB Mental Health Department, the Directors of Elementary Affairs want to better publicize the existing mental health resources available to students. We can achieve this by various social media campaigns and a new section on our website devoted to mental health.

We will designate one monthly ECSLIT meeting to have a mental health focus. In collaboration with our board's mental health team, we hope to have guest speakers who can provide mental health resources as well as demonstrate activities that our students can practice themselves when they feel the need to do so.

In addition, at each ECSLIT monthly meeting, we want to feature one mental health strategy that our students can put in their mental health toolbox. We would like the assistance from our board's mental health team to help build this mental health toolbox which will be released one at a time at each monthly meeting.

3. Indigenous Rights and Education

As *caring family members*, it is important to learn about and address the needs of all members of God's family. Based on survey results, our elementary students have shown great interest in furthering their knowledge pertaining to Indigenous rights, education, and history.

Like the other pillar, we want to designate one ECSLIT monthly meeting to celebrate Ingenious culture and learn more about FNMI traditions. The plan is to have an Indigenous guest speaker and an in-depth Q&A period to foster this learning.

We would like our elementary students to learn about the Seven Grandfather Teachings. At each meeting, we will highlight one Grandfather Teaching. We will start in November and end in May.

In collaboration with Student Trustees and CSLIT, the Directors of Elementary Affairs plan to expand the week-long Indigenous leadership program to include elementary students. This will enable intermediate students the same opportunity to immerse themselves in Indigenous culture, and to provide them with hands-on learning regarding this topic.

Additional Topics of Focus

Every month we will provide attendance numbers to our Student Trustees who can build them into their monthly board reports. Our hope is for all Trustees and area superintendents to get more schools involved who are currently underrepresented or not participating.

E. METRICS AND ACCOUNTABILITY

1. Students should be motivated to affect positive change in our world around injustices. Students feel a calling to live out their faith; therefore, involvement in social justice actions allow them to make their faith visible. The current Student Trustees will be engaging the ECSLIT so that they can work with various staff to address their specific recommendations. Students feel that Board policies must address and be in line with current global and local social justice issues.
2. Moving forward, the Student Trustees and ECSLIT will report back to the Board on the impact of their initiatives in their annual report to the Board of Trustees.

F. CONCLUDING STATEMENT

This report is for the information of the Board.



REPORT TO

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

TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE ANNUAL REPORT – 2020-2021

“For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them” Ephesians 2:10

Created, Draft	First Tabling	Review
October 25, 2021	November 3, 2021	Click here to enter a date.

J. Wujek, Superintendent of Education Area 5, Parent Engagement
M. Sequeira, Coordinator, International Languages, Parent Engagement and Community Outreach

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R. Putnam
Chief Financial Officer and
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A. EXECUTIVE SUMMARY

This report outlines the Toronto Catholic Parent Involvement Committee facilitated and sponsored initiatives for the 2020 - 2021 academic year.

The cumulative staff time required to prepare this report was 8 hours

B. PURPOSE

1. This report complies with the Action After request made on January 28, 2016 that an Annual Information Report on Toronto Catholic Parent Involvement Committee (CPIC) activities be added to the rolling calendar.
2. Staff was to report on the statistics of meetings, activities and initiatives undertaken by Toronto CPIC.

C. BACKGROUND

1. In the fall of 2019, in collaboration with the Toronto CPIC chair, a decision was made for this report to be replaced with the Toronto CPIC annual report to Board, with the following provisions:
 - i. The Toronto CPIC annual report will include information under the following headings:
 - CPIC Mandate and Purpose;
 - CPIC Structure and Membership;
 - CPIC Officers and Meetings;
 - CPIC Sub-Committees;
 - Recommendations Provided and Action-After;
 - CPIC Sponsored Events;
 - CPIC Activities and Highlights; and
 - CPIC Financial Summary.
 - ii. The director's designate will add any missing gaps to the report, should there be non-compliance from CPIC in creating the report and/or if the CPIC chair is no longer in office.

- iii. The Toronto CPIC annual report will be presented at the October CPIC meeting for endorsement and referral to Student Achievement and Well Being.
- iv. The Toronto CPIC annual report will then be presented to Student Achievement and Well Being by November 30th of year academic year.
- v. The Toronto CPIC chair will provide the Toronto CPIC annual report to all Catholic School Parents Councils (CSPCs) via email.
- vi. The director will post the Toronto CPIC annual report on the TCDSB website.

D. EVIDENCE

- 1. The Toronto CPIC Annual Report – 2020-2021 (Appendix A) was presented at Board by the CPIC Chair at Regular Board on October 15, 2021.
- 2. The Toronto CPIC Annual Report - 2020-2021 (Appendix A) provides a detailed outline of the CPIC facilitated and sponsored initiatives for the 2020-2021 academic year, including a financial summary of its activities.
- 3. The summary includes information on parent conferences and workshops, the distribution of resources to Catholic School Parent Councils and the monetary sponsorship for parent events.
- 4. Further additional key details associated with CPIC activities and decisions are offered by staff in this report.

Action - After Items to Recommendation Made to the Director of Education

- 1. On June 14, 2021 Meeting. NOTICE OF MOTION. Item 10 (a) from the CPIC Chair, Joe Fiorante, regarding School Messenger Access:

WHEREAS: TCDSB Catholic School Parent Councils (CSPC) would like to reach out to their school communities to continue to and rebuild

the sense of community that the last school year has made it difficult to do and maintain.

WHEREAS: The means of electronic communication and engagement has increased substantially in the last school year during the COVID-19 pandemic and will may continue to increase.

WHEREAS: CPIC recognizes the TCDSB is bound by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) to ensure that all personal information that is collected is protected and secured and because of this, TCDSB utilizes a communication tool, School Messenger that is being currently used to communicate with our school communities.

BE IT RESOLVED THAT: CPIC recommend to the Board of Trustees that: TCDSB CSPP's be given appropriate access to School Messenger so that they can create communications to go out to the School Community in the similar respect that CSPP's have access to School Cash Online. The process should (like School Cash Online) allow the CSPP to create the communication and then be reviewed by the administration before it is sent out.

RESPONSE:

From September 27, 2021- CPIC Meeting. Staff Report to CPIC and other considerations:

1. In speaking with TDSB colleagues, we have learned that the TDSB is providing controlled email access to parent councils via the School Messenger System. Through an internal application, the chair of the parent council, using the designated TDSB email is able to send emails to the school community after the message has been reviewed and approved by the school principal. The parent/guardian personal email addresses are not shared with the school councils directly. The use of School Messenger by TDSB parent councils is governed by their [school messenger protocol](#) and enforced by various policies.
2. The specific technical details of the internal application on how TDSB has implemented CSPP chair access to school messengers are not known.

Staff can explore providing similar access to TCDSB's School Messenger to the chair of the CSPC, without providing access or disclosure of the parents/guardians personal contact information.

3. If controlled access is technically feasible, staff would also develop a protocol, similar to the TDSB's protocol, that would inform and govern the use of School Messenger by CSPCs.

FURTHERMORE:

Staff remains committed to work with parents and representative parent governance structures to improve communication through this proposal and through existing mediums

CPIC Activities and Highlights

1. Consultation and Action After - PRO Grant Funds

- January 18, 2021 Committee Meeting – Acknowledgement of PRO Grant Sub committee's work in contributing to the application process.
- CPIC voted on the allocation of \$500.00 to every school who wish to apply for additional PRO grants funds to augment existing available PIC funds
- February 22, 2021 Committee Meeting – Application Deadline for PRO GRANT extended to March 9, 2021
- June 14, 2021 Committee Meeting – Motion to Committee to use remaining funds to purchase additional parent resource books to add to existing CSPC parent leading libraries. The following books were purchased as detailed in Appendix B:
 - i. Hold on to Your kids: Why Parents Need to Matter More than Peers. Neufeld and Mate
 - ii. The Whole Brain Child. Siegel and Bryson
 - iii. Mindset: The New Psychology of Success. Dweck

E. METRICS AND ACCOUNTABILITY

1. This annual summary of Toronto CPIC activities serves as an assessment of the committee's work to support parental engagement at TCDSB.
2. Advice provided to the Board of Trustees and the director of education and any action arising out of this advice will be monitored and assessed.

F. CONCLUDING STATEMENT

This report is for the information of the Board.



CATHOLIC
PARENT
INVOLVEMENT
COMMITTEE



Toronto Catholic Parent Involvement Committee 2020/2021 Annual Report

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youtu.be/sFp9qYCRPOM

Catholic Education Centre
80 Sheppard Avenue East
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TO OUR STAKEHOLDERS

A parent involvement committee of a board shall achieve its purpose by,

- (a) providing information and advice on parent engagement to the board;
- (b) communicating with and supporting school councils of schools of the board; and
- (c) undertaking activities to help parents of pupils of the board support their children's learning at home and at school. O. Reg. 612/00, s. 27 (2).

Strategic Highlights

Toronto Catholic Parent Involvement Committee (CPIC) continued to build awareness around CPIC's role. We continued to work on improving communications with Catholic School Parent Councils (CSPCs), Trustees and Staff, to create an information conduit, so that information can flow in both directions. In improving communication, we can continue supporting our CSPCs and parents by advocating through making recommendations. We also engaged in Policy consultations and TCDSB Staff presentations, listening and allowing members to give their perspective from a parent's point of view on all board matters.

Financial Highlights

With the move to virtual meetings via zoom for the 2020/2021 school year operational expenses were minimal. Our largest expenditure was for promotional items purchased as part of a planned parent conference from the previous year. Instead as Covid-19 continued to restrict face to face events CPIC had to cancel speakers and take back deposits.

Operating Highlights

With changes to our election process, our first CPIC Election was held where CSPC Chairs voted for their CPIC Representative. This was a great opportunity to enhance the relationship between CSPCs and CPIC. We will continue to use the CPIC Elections as an opportunity to increase engagement with the CSPCs as they have a role in the selection of their CPIC Representative for their ward.

The 2020/2021 school year saw all CPIC meetings move to a virtual format via zoom. We livestreamed all CPIC meetings on YouTube for the public to view. The hope was by watching parents at the CPIC table, we would create confidence in our stakeholders by showing that parents have a voice to advocate for the needs of parent engagement and student achievement and hopefully inspired additional parents to join CSPCs and CPIC.

This year also included the support of the Board Recording Secretary. Having CPIC agendas and minutes compiled and distributed through E-Scribe continues to bring CPIC closer to the same standards followed as all meetings of the Board.

Going Forward

CPIC will continue to grow its parent resources. We will continue to work with OAPCE Toronto in joint ventures. We will look forward to hosting a face-to-face parent conference with speakers and workshops if the opportunity presents itself. We will continue to support CSPCs and parents to find their voice in parent engagement.

In the end our goal is to increase parent engagement and make every parent contribution count. Reflecting on the parable The Feeding of the Five thousand, *“Here is a boy with five small barley loaves and two small fish, but how far will they go among so many?”* John 6:9, many of us focus on the great miracle that Jesus preformed however if not for the small contribution of this person how would Jesus have fed the masses. We need to make our parents aware that small contributions are welcomed and needed, if we do, we may have many larger impacts in our school communities.

Thank you,

Joe Fiorante

Toronto CPIC Chair

CPIC STRUCTURE & MEMBERSHIP

Voting Members:

- 15 Elementary Parent Members: elected by Ward CSPC Chairs (two-year term)
- 3 Secondary Parent Members: elected by Ward Cluster CSPC Chairs (one-year term)
- 3 Community Representatives: appointed by the Committee (one-year term)

Non-Voting Members:

- Trustee representative(s)
- Director of Education or designate
- Liaison Officer to the TCDSB

ELEMENTARY SCHOOL PARENT MEMBERS		
Ward	Name/School	Attendance
1	Jennifer Di Francesco (St. Eugene)	7/8
2	Vacant	
3	Joe Fiorante (St. Jane Frances)	8/8
4	A.J. Hepburn (St. Mark)	4/8
5 East	Santhosh Peter Valavi (St. Gabriel)	3/8
5 West	Daniel Oliveira (St. Conrad)	5/8
6	Gus Gikas (St. Mary of the Angels)	8/8
7	Dan Kajioka (St. Victor)	5/8
8 East	Rose-Maria Fraser (St. Bredan)	5/8
8 West	Charmaine von Vulte (St. Bartholomew) ³	6/8
9	Jennifer Traer (St. Mary) ¹	0/2
10	Ivana Calabria-Pantaleo (St. Fidelis)	7/8
11 North	Ben Xavier (St. Gerald) ²	0/3
11 South	Isabel Starck (St. Bonaventure)	5/8
12	Anthony Antonucci (St. Ursula)	7/8
(1) Resigned January 2021 (2) Resigned February 2021 (3) Resigned September 2021		
SECONDARY SCHOOL PARENT MEMBERS		
Ward Clusters	Name/School	Attendance
West (1,2,3,4)	Milva Romano (Monsignor Percy Johnson)	7/8
Central (5,6,9,10)	Annalisa Crudo-Perri (Chaminade)	7/8
East (7,8,11,12)	Vacant	
COMMUNITY MEMBERS		
Position	Name/School	Attendance
OAPCE	Katie Piccininni (St. Clement)	7/8
The Angel Foundation for Learning	John Yan/Emmy Szekeres-Milne	6/8
Let's Get Together	Alison Canning	7/8
TRUSTEE REPRESENTATIVES AND TCDSB STAFF		
Position	Name	Attendance
Trustee Rep	Garry Tanuan, Trustee, Ward 8	7/8
Trustee Rep Alternative	Norm Di Pasquale, Trustee, Ward 9	7/8
Director of Education Designate	John Wujek, Superintendent	4/4
Parent Engagement Office	Manuela Sequeira, Coordinator	8/8
Communication Officer	Jessica Dalinda, Supervisor	8/8
Recording Secretary	Sarah Pellegrini	8/8

OFFICERS & MEETINGS

CPIC OFFICERS

Postion	Name/Ward	Term Ending
Chair	Joe Fiorante (Ward 3)	October 2022
Vice-Chair	Jennifer Di Francesco (Ward 1)	October 2021
Secretary	Daniel Oliveira (Ward 5 West)	October 2021
Treasurer	Gus Gikas (Ward 6)	October 2021
Events Coordinator	Isabel Starck (Ward 11 South)	October 2021
Digital Coordinator	Dan Kajioka (Ward 7)	October 2021

MEETINGS

A parent involvement committee shall meet at least four times in each school year. O. Reg. 612/00, s. 40 (1).

Toronto CPIC holds 8 meeting per school year, scheduled usually on the 3rd Monday of every month. Meetings are not scheduled in the months of March, July, and August. All meetings are open to the public and any parent or guardian, at the Chair's discretion, may comment on the subject under discussion, but only members can vote. For the 2020/2021 school year all CPIC meetings were held virtually via Zoom and broadcast live on YouTube for public viewing.

2020/2021 Meeting Schedule	
Meeting Number	Date
1/Inaugural	Monday, November 9 th , 2020
2	Monday, December 14 th , 2020
3	Monday January 18 th , 2021
4	Monday, February 22 nd , 2021
5	Monday, April 19 th , 2021
6	Monday, May 17 th , 2021
7	Monday, June 14 th , 2021
8	Monday, September 27 th , 2021

SUBCOMMITTEES

A parent involvement committee may establish subcommittees to make recommendations to the parent involvement committee. O. Reg. 612/00, s. 41 (1)

In-between scheduled meetings more focused work occurs with the use of subcommittees. Every CPIC Member is expected to serve on at least one subcommittee. The following subcommittees were formed and met during the year:

Executive Officers Standing Subcommittee

To co-ordinate and manage the activities of CPIC between Meetings and of the Committee.

Budget & Priority Setting Standing Subcommittee

Devise and propose budget and disbursement targets for CPIC based on approved budget from the previous year as well as in-year monitoring.

Conference & Events Standing Subcommittee

Responsible for the planning and execution of any Committee-planned events such as; workshops, forums and/or conferences.

Communications & Parent Resource Standing Subcommittee

Responsible for curating and cycling content on CPIC digital channels and updating CPIC's resources and material roster.

CSPC Workshops Subcommittee

To review dates and topics of Parent In-Service Plan from the Parent Engagement Office and offer counsel.

Parent Reaching Out (PRO) Grants Subcommittee

To determine an equitable process of distributing the 2020/2021 Parent Reaching Out (PRO) Grants funding.

International Languages Elementary Subcommittee

To participate in Stakeholder Consultation of Policy S.P.05 International Elementary Languages (ILE) Draft Policy.

Age-Appropriate Placement Subcommittee

To participate in Stakeholder Consultation of Policy S.P.03 Age-Appropriate Place: Curriculum and Program Supports.

EPAN, Equity & Accessibility Subcommittee

The goal is to increase parent engagement in E-PAN schools as well as marginalized communities across TCDSB through eliminating racial and social disparities and addressing accessibility barriers by integrating equity work to ensure equitable program and policy outcomes.

Elections Subcommittee

To review the election process, to determine if the election process will remain virtual and to offer any other suggestions.

RECOMMENDATIONS

A board may solicit and take into consideration the advice of its parent involvement committee with regard to matters that relate to improving student achievement and well-being. O. Reg. 612/00, s. 47 (1)

At CPIC meetings issues of concern from parents as it relates to CSPCs and parent engagement at our schools and from the Board overall are discussed. Periodically, in support of our mandate, official recommendations in the form of motions are made to the appropriate level.

RECOMMENDATIONS MADE TO THE DIRECTOR OF EDUCATION

The use of electronic communication has increased substantially during the Covid-19 pandemic school year, and we want all CSPC to have to have the equal opportunity to communicate to their communities.

- ✓ CPIC recommend to Staff and then the Board of Trustees that: TCDSB CSPC's be given appropriate access to School Messenger so that they can create communications to go out to the School Community in the similar respect that CSPC's have access to School Cash Online. The process should (like School Cash Online) allow the CPSC to create the communication and then be reviewed by the administration before it is sent out.
- ✓ Received staff report and moving forward with process

ACTIVITIES & HIGHLIGHTS

TCDSB Board Policy Consultations and Presentations

- CPIC participated in several consultations and presentations throughout the 2020/2021 school year
- Policy S.P.05 International Elementary Languages (ILE) Draft Policy.
- Policy S.P.03 Age-Appropriate Place: Curriculum and Program Supports.
- Overview of Toronto Catholic District School Board (TCDSB) Human Rights and Equity Advisor (HREA) Office and Equity Initiatives
- 2021-2022 Budget Consultation
- Acceptable Use Policy
- De-streamed Grade 9 Mathematics for September 2021
- Student Census Presentation
- Multi-Year Strategic Plan
- Overview of The Angel Foundation of Learning

Parent Reaching Out (PRO) Grant

- Ontario PICs were involved in making decisions on Parent Reaching Out (PRO) Grant allocations to Boards. CPIC reviewed the process and found an equitable method to distribute funding received by the TCDSB.

Partners

- Engaged in joint advocacy with OAPCE Toronto.
- Sent joint letter to the Director of Education and Chair of the Board from CPIC and OAPCE with regards to In-Class and Virtual Transfers.

Ministry of Education

- Toronto CPIC participated in virtual meetings held by staff from the Ministry of Education throughout the year and with PICs across Ontario to discuss items that impacted parent engagement.

Building PIC Relationships

- Toronto CPIC attended meetings held by PICs for PICs across Ontario. OPICC was formed to deliver joint recommendations to the Minister of Education.

FINANCIAL SUMMARY

The Province of Ontario through the Ministry of Education currently provides boards with \$5,000 annual base funding and 17 cents per student to fund its Parent Involvement Committee.

For the 2020/2021 CPIC was received a grant of \$19,771.00, with a carryover of \$52,001.36 from previous year, we had a total of \$71,772.36.

CPIC has a policy where we allocate our yearly budget into two categories:

- 60% for Meeting & Operations: Supports the day-to-day work of the Committee through our meetings, including member expenses and supplies.
- 40% for Parent Engagement Projects: Supports events that benefit different constituencies of parents across the school Board including speakers, materials and refreshments for attendees.

2020/2021 Budget Summary: (from September 1, 2020 to August 31, 2021)

	Meetings/Operations	Events/Projects
Childcare	\$ 0.00	\$ 0.00
Member Mileage/Transportation	\$ 0.00	\$ 0.00
Printing & Supplies	\$ 270.56	\$ 0.00
Events Promotion	\$ 0.00	\$ 10,817.21
Refreshments	\$ 0.00	\$ 0.00
Speakers	\$ 0.00	(\$ 3,500.00)
Telecommunications	\$ 1,065.75	\$ 0.00
Consulting	\$ 0.00	\$ 0.00
TOTAL	\$ 1,336.31	\$ 7,317.21

Due to COVID-19 restrictions and virtual meetings minimized operational expenses GSN and surplus budget reserves could not be utilized. Therefore, carry forward to 2021/2022 budget will be \$63,118.84

APPENDIX & THANKS

LEGISLATED PURPOSE

The purpose of a parent involvement committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being

WHY WE EXIST

The Toronto Catholic Parent Involvement Committee is the legislated parent voice at the Toronto Catholic District School Board for parents of students in TCDSB schools.

MISSION

To improve student academic achievement and the emotional, spiritual and physical well-being of students by supporting, encouraging and enhancing meaningful parent engagement. CPIC focuses on system-level matters affecting more than one school.

On behalf of CPIC and TCDSB, I would like to thank each of our Committee Members for the time, participation and input they provided throughout the 2020/2021 school year. Thanks to all the Catholic School Parent Councils, Parents, Community Organizations, Trustees and TCDSB staff that supported CPIC throughout the year.

APPENDIX B
CPIC ANNUAL REPORT 2020-21



September 2021

Re: Parent Lending Resources

Dear Principal/CSPC Chair/Co-Chair:

Enclosed are the following three books purchased with 2020-2021 Parent Reaching Out (PRO) grant funds:

- *Hold on to Your kids: Why Parents Need to Matter More than Peers*
- *The Whole Brain Child*
- *Mindset: The New Psychology of Success*

These resources should be added to the school's parent lending library, to the following books that were sent to all schools in previous years:

- *Beyond the Bake Sale*
- *A Guidebook for Parents and Schools*
- *Asking*
- *Robert's Rules of Order*
- *School, Family and Community Partnerships*

We encourage schools to facilitate parent access to these resources, as well as to continue to add resources that meet the specific needs of the school community.

Additional resources, paper or audio, can be purchased with Parent Involvement Committee (PIC) funds.

Thank you for your on-going work with parent engagement.

Sincerely,

John Wijek
Superintendent

Manuela Segueira
Coordinator

Joe Fioranti
CPIC Chair



REPORT TO

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

POLICY S.24 – COMBINED GRADE CLASSES
AND SEPTEMBER RE-ORGANIZATION FOR
ELEMENTARY SCHOOLS

*"I SAW THE SPIRIT DESCENDING FROM HEAVEN LIKE A DOVE, AND IT REMAINED ON HIM."
JOHN 1:32*

Created, Draft	First Tabling	Review
October 18, 2021	November 3, 2021	Click here to enter a date.

A. Della Mora, Associate Director of Academic Affairs
Joe Genova, Coordinator of Human Resources and ICT Staffing

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.*



Dr. B. Browne
Director of Education

A. Della Mora
Associate Director of Education,
Academic Affairs and Chief
Operating Officer

D. Boyce
Associate Director of Education,
Facilities, Business Services
& Community Development

R. Putnam
Chief Financial Officer &
Treasurer

A. EXECUTIVE SUMMARY

The TCDSB guidelines regarding scheduling combined classes are consistent with the Ministry of Education document “Combined Grades – Strategies to Reach a Range of Learners (2007)”. This annual policy metric report summarizes considerations for combined grade classes in the Ontario context and recommended scheduling practices in the TCDSB.

The cumulative staff time required to prepare this report was 7 hours.

B. PURPOSE

This annual policy metric report identifies procedures for schools to follow when organizing combined grade classes, which inform the re-organization of school models in September. It also provides a summary of key metrics relating to the status of combined elementary classes.

C. BACKGROUND

1. In October 2013, the Board approved Policy S.24, which addressed the issue of combined grade classes for elementary schools.
2. The TCDSB continues to apply this policy to its annual scheduling/staffing processes. At the request of the Board of Trustees, Human Resources staff provide an annual policy metric update on the status of combined elementary classes.

D. EVIDENCE AND RESEARCH

1. In Ontario, the topic of combined grades is dealt with in the Education Act S. 265(1) (e) under the *Duties of principal (timetable)*. Although the duties in this section include “to assign classes and subjects to teachers,” there is no specific mention of combined grades. Additionally, there is no reference to combined grades in the Ministry Assessment and Evaluation document Growing Success. The Ministry's direction on evaluation in combined grades is that the students must be evaluated on their particular grade-level expectations.

Decisions regarding the organization of classes and assignments of students to classes at the TCDSB are locally determined based on

enrollment, student need(s), funding formulas and the school staffing model initially generated by Human Resources staff to ensure Ministry class size compliance.

2. The Ministry of Education published several documents on the topic of combined grades in 2007; these included a research monograph, a strategy document and a brochure. A key message from these documents consists of the following:

“In all classrooms, no matter how they are organized, teachers need to provide for the individual needs of students. To achieve this, they use a variety of methods on a daily basis to assess the needs of each student and then adjust the focus of instruction for skill development accordingly. In all classrooms, there is a range of students, and a teacher’s goal to meet the needs of all learners remains the same regardless of the classroom organization”. (p. 3, Combined grades: Strategies to reach a range of learners in kindergarten to grade 6, 2007, Ministry of Education).

A curriculum pamphlet relating to combined grade classes is available on the TCDSB portal for Principals to distribute.

3. There are several considerations in addition to student achievement and well-being, which impact how elementary classroom models are created. These include Ministry-mandated cap sizes for classrooms, Collective Agreement(s) parameters, and differing overall expectations related to cross-grade curricula.

Ministry regulations to govern practices in schools around classroom allocation include:

- i) Primary Class Size (PCS) parameters (as of September 30) which mandate the following class sizes:
 - 10% of JK-Grade 3 classes have a maximum of 23 students
 - 90% of JK-Grade 3 classes to have a maximum of 20 students

- ii) Ontario Regulation 132/12 (2012) stipulates that the “average size in each school year of a board’s mandatory kindergarten classes shall be 26”.
- iii) For the 2021-2022 school year, the average size for Grade 4-8 classes shall not exceed 24.50 students. The overall average of 24.50 students also meets the contractual obligations with our teacher federation. If a combined grade class includes one or more students enrolled in the primary division, the class shall have a maximum of 23 students.
- iv) Failure to meet Ministry compliance targets results in a penalty to the Board equal to 1% of the Board’s total budget.
- v) The requirements related to Ministry class sizes and contractual class sizes and the preference for single-grade classrooms restrict the ability to have equal class loadings in a combined grade classroom.
- vi) Table 1 below displays the distribution, by area (1 through 8), of schools that have combined grade classes for the 2021-2022 school year.

TABLE 1	
Area	Number of Combined Classes by Area
Area 01	98
Area 02	95
Area 03	81
Area 04	99
Area 05	111
Area 06	105
Area 07	101
Area 08	99
Area 12	5
Total	794

Combined grade classes are not new to TCDSB or any other Board in the province. For the 2021-2022 school year, TCDSB has 794 combined grade classes representing 31.44% (794/2525) of all elementary classes.

Regardless of school size, 166 elementary schools have at least some combined grade classes. A review of the data indicates that combined grade classes exist for all grade combinations. Table 2 below represents a five-year summary of system combined grade classes.

TABLE 2	
5-YEAR SUMMARY OF SYSTEM COMBINED GRADE CLASSES	
SCHOOL YEAR	TOTAL SYSTEM NUMBER OF COMBINED GRADE CLASSES
2017 - 2018	764.50
2018 - 2019	734.50
2019-2020	720.50
2020-2021	734.50
2021-2022	794.00

E. METRICS AND ACCOUNTABILITY

The Human Resources Department will monitor the implementation of Policy S.24 to ensure that the optimum number of combined grade classes are created as the Board honors its prescriptive Ministry of Education staffing requirements.

F. CONCLUDING STATEMENT

This report is for the information of the Board of Trustees.



REPORT TO

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

UPDATE ON ELEMENTARY FRENCH TEACHER PLACEMENTS DURING SEPTEMBER RE-ORGANIZATION

Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ

1 Corinthians 12:12

Created, Draft	First Tabling	Review
October 11, 2021	November 3, 2021	Click here to enter a date.

Adrian Della Mora – Associate Director of Education, Academic Services & COO

Joe Genova – Coordinator, Human Resources & ICT Support

INFORMATION REPORT

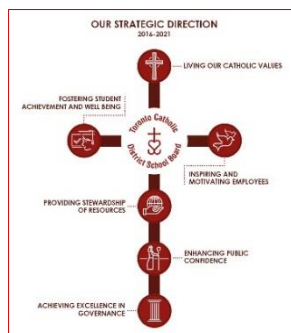
Vision:

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A. EXECUTIVE SUMMARY

This report responds to a Board motion, which requested an update on the elementary French teacher placement challenges during the annual September re-organization process. In addition to addressing local pressures, it reiterates the ongoing provincial challenges associated with French teacher recruitment given the sustained demand for French Immersion, Extended French and Core French programs.

The cumulative staff time required to prepare this report was 6 hours

B. PURPOSE

1. At the October 7, 2021, Student Achievement & Well Being Committee Meeting, Trustees approved the following motion:

That staff bring a report back to the November 3, 2021 Student Achievement & Well Being Meeting that presents an update on the challenges associated with elementary French teacher placement during the annual September re-organization process.

C. BACKGROUND

1. The TCDSB has always supported core French instruction in our schools and has deliberately advocated for the enhanced value associated with the role that specialized French programs (Immersion and Extended French) play in our Board.
2. Over the course of the last five years, Senior staff has written reports outlining serious concerns related to the availability of qualified French teachers required to staff the numerous TCDSB French programs. This ongoing challenge remains true today and is a province-wide dilemma.
3. The September elementary teacher staff re-organization process occurs annually and is a mandatory HR procedure to align financial resources to actual student enrolment figures. It is also a mandatory Ministry and Collective Agreement compliant process.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The September re-organization process provides system accountability by aligning financial resources with actual enrolment. Although staff try to minimize classroom disruptions, parents, students, and staff inevitably need to manage changes to classroom assignments.
2. These classroom assignment changes are governed by staffing procedures explicitly outlined in our Collective Agreement (CA) with our Elementary teachers' union (TECT).
3. If a French teacher is declared surplus to a school as a result of declining enrolment at the school, HR staff always endeavours to deploy that teacher to another open French assignment (subject to CA parameters).
4. During September, French teachers (and other teachers) may leave their assignments for different reasons, including, but not limited to, sick leave or maternity leave. This will create a difficult vacancy to fill given the previously noted French teacher shortage concerns and the fact that all teachers have been placed in schools.
5. Given the confidential nature of these cases, details relating to the individual cases are not disclosed, and parents become frustrated with the loss of a qualified French teacher early in the year in a specialty program without an immediate qualified French teacher replacement.
6. HR staff become immediately aware of these staffing challenges, and their primary goal is to place a qualified French teacher in the assignment. When a qualified French teacher is not immediately available, HR staff exhaust other options (placement of a TCDSB retired French teacher, placement of a vetted uncertified French-speaking candidate, use of an English daily Occasional Teacher to maintain curriculum instruction while a French teacher option is secured) to mitigate while a qualified French teacher can be placed in the assignment.

E. METRICS AND ACCOUNTABILITY

1. The Executive Superintendent, Human Resources & Employee Relations maintains constant contact with the Sr. Coordinator, Academic Services and the Coordinator, Human Resources and ICT to monitor French teacher recruitment data and local challenges that require special staffing consideration.

F. CONCLUDING STATEMENT

This report is for the information 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 NOVEMBER 3, 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 & Community Development