

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

AGENDA January 13, 2022

Nancy Crawford, Chair
Trustee Ward 12

Michael Del Grande, Vice Chair
Trustee Ward 7

Frank D'Amico
Trustee Ward 6

Markus de Domenico
Trustee Ward 2

Daniel Di Giorgio
Trustee Ward 10

Norman Di Pasquale
Trustee Ward 9

Keith Baybayon
Student Trustee

Angela Kennedy
Trustee Ward 11

Ida Li Preti
Trustee Ward 3

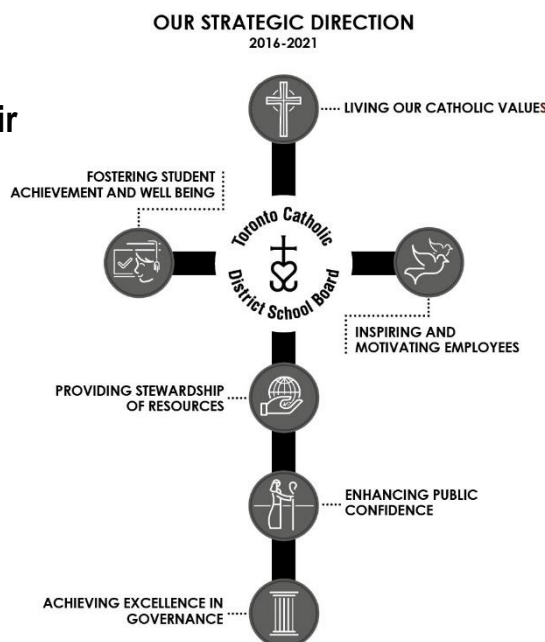
Teresa Lubinski
Trustee Ward 4

Joseph Martino
Trustee Ward 1

Maria Rizzo
Trustee Ward 5

Garry Tanuan
Trustee Ward 8

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

Angela Kennedy
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

Nancy Crawford, Chair

Michael Del Grande, Vice-Chair

Thursday, January 13, 2022

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 December 2, 2021
for Public Session 1 - 13
10. Delegations
11. Presentations

- 11.a. From the Associate Director of Academic Affairs and Chief Operating Officer - Academic Update (Verbal)

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

From the December 9, 2021 Regular Board Meeting

- 16.a. Inquiry From Trustee Rizzo regarding the Board releasing the number of Unvaccinated Employees to the media on behalf of Toronto Catholic District School Board Constituents

17. Staff Reports

- | | | |
|-------|--|-----------|
| 17.a. | Mental Health and Well-Being Report 2020-2021 (Information) | 14 - 26 |
| 17.b. | Annual Report on the Accessibility Standards Policy (A.35) (Information) | 27 - 84 |
| 17.c. | Board Improvement and Equity Plan 2021-2022 (Information) | 85 - 106 |
| 17.d. | 2022-2023 School Year Calendar Survey (Information) | 107 - 112 |

18. Listing of Communications

- | | | |
|-------|--|-----------|
| 18.a. | From Wilfred Laurier University regarding Closing the Achievement Gap through Remote Learning for Children and Youth in Racialized and Under-Resourced Communities | 113 - 114 |
|-------|--|-----------|

19. Inquiries and Miscellaneous

20. Updating of Pending List

- | | | |
|-------|---|-----------|
| 20.a. | Annual Calendar of Reports and Policy Metrics | 115 - 117 |
|-------|---|-----------|

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, DECEMBER 2, 2021

PRESENT:

Trustees:

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

Staff:

B. Browne
D. Boyce
A. Della Mora
R. Putnam
S. Camacho
S. Campbell
C. Fernandes
A. Bria
M. Caccamo
D. Chen
F. Cifelli
L. Coulter
G. Danfulani

L. DiMarco
K. Dixon
L. Latham
P. Matthews
M. Meehan
R. Peterson
S. Vlahos
J. Wujek

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

External Guest: A. Robertson, Parliamentarian

6. Approval of the Agenda

MOVED by Trustee Kennedy, seconded by Trustee Del Grande, that the Agenda, as amended to include the Addendum, be approved.

The Motion was declared

CARRIED

7. Report from Private Session

There was no PRIVATE Session.

8. Declarations of Interest

There were none.

9. Approval and Signing of the Minutes

MOVED by Trustee Martino, seconded by Trustee Tanuan, that the Minutes of the Meeting held November 3, 2021 be approved.

The Motion was declared

CARRIED

14. Consent and Review

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

- 16a) Multi-Year Strategic Plan Annual Update for 2020-2021 – Trustee Tanuan;
- 17a) Toronto Catholic District School Board K-12 Professional Learning Plans to Support Student Achievement and Well-Being 2021-2022 – Trustee Rizzo;
- 17b) Accountability Framework Special Services Report Back 2020-2021 – Update - Trustee Kennedy;
- 17c) Metrics Report on the Catholic School Parent Council, Policy S.10, 2020-2021– Trustee Kennedy; and
- 17d) Parent/Volunteer Access to Enter School Buildings – Trustee Del Grande

Student Trustee De Castro left the horseshoe at 7:12 pm and returned at 7:14 pm.

MOVED by Trustee Lubinski, seconded by Trustee Tanuan, that the Items not held be received and Staff recommendations be approved.

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 De Castro wished to be recorded as voted in favour.

ITEMS NOT HELD AS CAPTURED IN THE ABOVE MOTION

17e) 2022 Calendar of Board and Committee Meetings (Revised) that the Board approve the 2022 Calendar of Board and Committee Meetings as per Appendix A of the report in order to best meet the needs of the Board;

20a) Annual Calendar of Reports and Policy Metrics; and

20b) Monthly Pending List

16. Matters Referred or Deferred

MOVED by Trustee Tanuan, seconded by Trustee Martino, that Item 16a) be adopted as follows:

16a) Multi-Year Strategic Plan Annual Update for 2020-2021 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 De Castro wished to be recorded as voted in favour.

17. Staff Reports

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

- 17a) Toronto Catholic District School Board K-12 Professional Learning Plans to Support Student Achievement and Well-Being 2021-2022** 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 De Castro wished to be recorded as voted in favour.

Trustee de Domenico left the horseshoe at 8:09 pm.

MOVED by Trustee Kennedy, seconded by Trustee Martino, that Item 17b) be adopted as follows:

17b) Accountability Framework Special Services Report Back 2020-2021 - Update received.

Student Trustee De Castro left the horseshoe at 8:10 pm and returned at 8:17 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Rizzo did not vote/respond.

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

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that Item 17c) be adopted as follows:

17c) Metrics Report on the Catholic School Parent Council, Policy S.10, 2020-2021 received.

Time for business expired and was extended by 15 minutes, as per Article 12.6 of the By-law, to complete the debate on the Item as per the will of the Assembly, as follows:

Trustee de Domenico returned to the horseshoe at 8:50 pm.

Results of the Vote taken, as follows:

In Favour

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

Opposed

Del Grande
Kennedy
Martino

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

Trustee de Domenico left the horseshoe at 8:51 pm and returned at 8:56 pm.

Results of the Vote taken on the Motion of Receipt, 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 De Castro wished to be recorded as voted in favour.

MOVED by Trustee Del Grande, seconded by Trustee de Domenico, that Item 17d) be adopted as follows:

- 17d) School Volunteers During the Pandemic (Parent/Volunteer Access to Enter School Buildings on the Agenda) received.**

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Tanuan, that we allow volunteers who get certification of thrice weekly testing to enter our schools.

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

In Favour

Trustees Del Grande
Tanuan

Opposed

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

The AMENDMENT was declared

FAILED

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

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

In Favour

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

Opposed

Del Grande

Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

Trustee Martino left the meeting at 9:16 pm.

21. RESOLVE into FULL BOARD to Rise and Report

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, 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
Rizzo
Tanuan

The Motion was declared

CARRIED

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

23. Adjournment

MOVED by Trustee Lubinski, seconded by Trustee Kennedy, 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
Rizzo
Tanan

The Motion was declared

CARRIED

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

SECRETARY

CHAIR



REPORT TO

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

**MENTAL HEALTH AND WELL-BEING ANNUAL
REPORT 2020-2021**

Be strong and bold; have no fear or dread of them, because it is the Lord your God who goes with you; he will not fail you or forsake you. Deuteronomy 31:6

Created, Draft	First Tabling	Review
January 3, 2022	January 13, 2022	Click here to enter a date.

Maria Meehan, Superintendent, Special Services
Dr. Marie-Josée Gendron, Chief of Mental Health and Staff Well-Being
Melissa Hanlon, Mental Health Lead

INFORMATION REPORT

Vision:

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Mission:

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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

A significant focus within the Toronto Catholic District School Board (TCDSB) Multi-Year Strategic Plan is fostering student achievement and well-being. This is accomplished in part, by creating equitable learning environments. Equitable learning environments strive to ensure that the physical, emotional, social, intellectual, and spiritual needs of all students are met. This is best achieved through the valued and deliberate collaboration between TCDSB and its community partners. By involving students, parents, and parishes in this integral work, we will better address community Mental Health and Well-Being and nurture trusting relationships to guide our ongoing efforts.

Efforts to create mentally healthy school environments for students are evidenced in many ways. Progress with the Student Mental Health and Well-Being Strategy 2019-2022 has been made across each of the TCDSB Mental Health and Well-Being Pillars. The focus on creating a mentally healthy school environment has taken on a heightened relevance and has been extended to include the virtual school environment during the COVID-19 Pandemic. This focus extends to building an understanding of mental health and well-being among all employee groups as well. To build both awareness and capacity, presentations, workshops, and mental health and well-being initiatives have been offered to students, staff, and the parent community.

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

B. PURPOSE

This Mental Health and Well-Being 2020-2021 Annual Report will include data related to student mental health and well-being procedures, programs, and professional development related to the creation of mentally healthy learning environments. This report serves the requirement of the Board for an annual review and will address the TCDSB Mental Health and Well-Being Strategy 2020-2021 Feedback on the three stipulated pillars.

C. BACKGROUND

The TCDSB Mental Health and Well-Being policy (S.03) was adopted in June 2013. The TCDSB Mental Health and Well-Being Strategy 2019-2022 was presented to the Special Education Advisory Committee on June 12, 2019, and approved by Board on September 19, 2019.

The Mental Health and Well-Being Policy includes the following metrics on the annual reporting of the Mental Health and Well-Being Strategy: Special Services personnel will annually review the Mental Health Response Guidelines, the Suicide Intervention Guidelines, and the Mental Health Crisis Response Guidelines and assess their effectiveness.

D. EVIDENCE/RESEARCH/ANALYSIS

The following Mental Health and Well-Being Pillars form the basis of the TCDSB Student Mental Health and Well-Being Strategy 2019-2022:

- **Within Us** - “I am able to do all things through Him who strengthens me” (Philippians 4:13). The TCDSB will continue to support and develop the fundamentals for everyday mental health and well-being for each and every student.
- **Between Us** - “This is my commandment, that you love one another as I have loved you” (John 15:12). As healthy relationships are one of the most critical protective factors that support positive mental health, the TCDSB will continue to support and strengthen these relationships.
- **Around Us** - “A friend loves at all times, and people are born to share adversity” (Proverbs 17:17). Healthy environments support each community member, and, thus, the TCDSB continues to be committed to creating mentally healthy environments.

The following related legislation and policy govern the TCDSB Mental Health and Well-Being strategy:

- Open Minds, Healthy Minds Ontario’s Comprehensive Mental Health and Addiction Strategy June 2011

- Ontario's Well-Being Strategy for Education: A Discussion Document 2016
- TCDSB Mental Health and Well-Being (S.03)

E. METRICS AND ACCOUNTABILITY

TCDSB Mental Health and Well-Being Strategy 2020-2021 Feedback on the Three Pillars

During the 2020-2021 school year, multiple board-wide closures and provincial shutdowns presented unique challenges for Special Services to adopt flexible strategies to support the well-being of students, staff and the TCDSB families as students shifted between virtual and in-person learning. Throughout the school year, all three Pillars of the Mental Health Plan were adapted to address the continued need to serve TCDSB students, families, and staff through virtual platforms.

A continued focus on meeting the mental health and well-being needs of all students, whether they were learning virtually or in-person, remained a priority. The pandemic continues to demand creativity, collaboration, and compassion, while engaging in teaching, learning, and clinical service delivery. Highlighted below are some key strategic responses that have supported our students, staff, and families, beginning in September 2020 and continuing through to August 2021.

Pillar One: Within Us

Promote the use of culturally-responsive social emotional learning within classrooms to foster resiliency and adaptive coping mechanisms for students

- Promoted the use of Faith & Wellness throughout the system. It is an evidence-based daily mental health classroom resource from School Mental Health Ontario.
- Created three Wellness Calendar Resources for educators and school staff to embed wellness activities into the instructional day.

These were distributed for the *12 Days of Wellness to Christmas*, the week of *Bell Let's Talk* in January and *Mental Health Awareness Week* in May.

- The Student Mental Health Action Kit from School Mental Health Ontario was presented to school principals and other stakeholders (e.g., Assessment and Programming Teachers, the Autism team, the Psychology and Social Work teams) to promote the integration of social emotional learning activities during the school day with students.
- In collaboration with the Safe Schools staff, the mental health team delivered a workshop on *Alternatives to Suspensions for K-3 Students* to all elementary principals and introduced several tools/resources such as Faith & Wellness, Kids Have Stress Too, and Zones of Regulation to help bolster students' capacity for emotional regulation.
- Facilitated training on Stress Lessons for targeted psychology and social work team members to equip them to support educators in the delivery of the program. Stress Lessons is an evidence-based classroom program to help students develop stress management and adaptive coping skills.
- Informed all school administrators of new Virtual Field Trips, a series of lessons plans to support the development of stress management and healthy coping skills from School Mental Health Ontario to encourage use of these social emotional learning tools in the classroom.

Support Student Well-Being

The Mental Health, Psychology and Social Work teams work together to support student well-being at the TCDSB. A team of over 60 full-time Social Workers, 48 Psychology service providers and six Mental Health Professional Workers actively engaged in providing counselling services, conducting psychological assessments, facilitating mental health workshops to various stakeholders (i.e., educators, students, and parents) and providing suicide and crisis interventions. Below is a summary of the data gathered over the 2020-2021 school year:

- Mental Health Professional Workers facilitated mental health literacy workshops in 22 secondary schools reaching over 4,000 students. Psychology staff delivered 73 mental health workshops and 35 learning-based presentations to schools.
- Social Work, Psychology, and Mental Health team members provided clinical support and team consults as summarized below, engaging virtually with students throughout the multiple closures and over the summer months.
- Individual counselling referrals: social workers supported 5,120 students, psychology service providers supported 169 students and mental health professional workers supported 92 students, totalling 5,381 students overall.
- Continued implementation of the *Stop the Stigma* student mental health awareness program in 73 elementary schools and 32 secondary schools, expanded the initiative to 19 classes from St. Anne's Academy.
- Facilitated the *Stop the Stigma Symposium, "We Become Compassionate"*, reaching 60 elementary classrooms (i.e., approximately 1400 students), plus 20 secondary school classrooms.
- In collaboration with Safe Schools staff, the Mental Health team presented the topic of mental health benefits of "*generosity*" at their symposium, reaching about 3500 students.
- Over the summer months, Special Services continued to support and

mentor camp leaders to facilitate social emotional learning activities everyday with their campers, while providing clinical support for summer referrals and continuity of service for students requiring continued support during the summer.

Pillar Two: Between Us

Continue to build capacity among staff to help them better support students' mental health and well-being.

- Professional development for a mentally healthy return to school was delivered to all staff in September highlighting social emotional learning resources such as First 10 Days Back and Beyond.
- Professional development was facilitated for 90 St. Anne educators to *Support the Mental Health of Remote Learners*.
- Professional development on *Creating a Mentally Healthy Classroom* was delivered to 150 Teaching and Learning Collaborative staff as well as elementary support staff.
- Mental health professionals delivered professional development sessions for staff in 12 secondary schools, reaching over 600 staff members on various mental health topics.
- A total of four mental health workshops were delivered to 168 new TCDSB teachers through the New Teacher Induction Program (NTIP).
- In collaboration with Health and Physical Education curriculum staff, the Mental Health Team facilitated training for a classroom stress management program, Stress Lessons, for all elementary and secondary Health and Physical Education teachers.
- In collaboration with Safe Schools, 112 Social Workers and Psychology staff members received a workshop on *Cannabis and Youth* by Dr. Abby Goldstein from Ontario Institute for Studies in

Education (OISE).

- Collaborated with Curriculum Team staff to create resources and lessons to promote well-being for the Continuing Education summer school programs.
- Supported the Equity, Diversity, Indigenous Education Department, and Catholic Student Leadership system-wide student workshops promoting the infusion of well-being strategies into pre-workshop planning and lessons, and providing mental health supports for students requiring outreach during student virtual presentations.

Continue to build students' safety nets by providing suicide awareness and intervention training to staff.

- Offered START suicide prevention program (asynchronous webinar) in conjunction with a live session to contextualize the training and review our TCDSB guidelines. The groups trained included 50 Chaplains, 96 support staff from both panels and 48 school administrators.
- Delivered one two-day *Applied Suicide Intervention Skills Training* (ASIST) to eight staff (guidance and mental health professionals).
- Suicide Intervention Risk reviews are completed using the *Applied Suicide Intervention Skills Training* (ASIST) model. The following chart summarizes key data indicators over the last three years.

Key indicator data	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year
Suicide Intervention Risk Reviews conducted by the Social WorkTeam	755	581	475

Suicide Intervention Risk Reviews conducted by the Psychology Team	155	97	68
Suicide Intervention Risk Reviews conducted by Mental Health Professional Workers	6	24	21
Number of total students receiving suicide intervention support	916	702	564

System communication to promote and foster mentally-healthy interactions in schools.

- Several tip sheets were distributed periodically throughout the system such as the Mentally-Healthy Return to School and Having Mentally-Healthy Conversations about Anti-Black Racism.
- Developed the Circle of Support for Students During Remote Learning to support St. Anne educators in navigating the pathways to care for remote students.
- Shared a Pride Month Infographic for Mentally Healthy Conversations that Supporting 2SLGBTQ+ Students and Families for staff.

Pillar Three – Around Us

Parent Engagement

- Distributed tip sheets to the TCDSB parent community such as Noticing Mental Health Concerns and a Mentally-Healthy Return to School document.
- Distributed seasonal Mental Health Newsletters (i.e., September, January, summer) as well as an info-sheet on the impact of COVID in March.

- Several presentations on Mental Health and COVID were facilitated to 162 parents.

Memorandums of Understanding with children and youth mental health agencies

- The social work and psychology departments continued the partnership with community mental health agencies for Priority Access to mental health services in the community. This partnership allows families to access service more quickly than typical wait list times. The Social Work team referred 2,458 students and the Mental Health Professional Workers referred 71 students to outside agencies.
- In collaboration with Safe Schools, STRIDES, the city of Toronto's Lead Agency for Infant, Children and Youth Mental Health, facilitated training on human trafficking for the Social Work and Psychology staff.
- TCDSB maintained the existing Mental Health Memorandums of Understanding (MOU) with 13 mental health agencies, who provided virtual services to students.
- Social Work and Psychology staff continued to work collaboratively with Mental Health and Addiction Nurses through Toronto Central Community and Care Access Centre (TC-CCAC).

Support staff well-being for all employee groups through various professional development opportunities.

- Every month, messaging was distributed throughout the system focused on key mental health themes such as self-compassion, gratitude, social connections, etc., with videos provided to share during team meetings.
- Pre-recorded webinar on Fostering Our Own Resiliency During COVID-19 made available for Professional Development days for self-directed learning.
- Professional development on Fostering Our Own Resiliency

delivered to 110 St. Anne educators, 150 Teaching and Learning Collaborative educators, 30 business leaders.

- In collaboration with Nurturing our Catholic Community, a webinar on staff well-being was delivered to 4,000 secondary educators during Leaders of Your Own Learning (LOYOL).
- Staff well-being sessions delivered to local school teams [e.g., Bishop Marrocco/Thomas Merton (16), Speech and Language Pathologists (30), St. Joseph College (30), Secondary School Vice-Principals Association (39) and new school administrators (16)].

Widening Our Lens – Equitable and Culturally Responsive Approaches

The TCDSB recognizes the importance of centering the work that we do in supporting students' mental health and well-being through equitable and culturally responsive approaches. The Social Work, Psychology and Mental Health teams have an inherent professional obligation as advocates to our community of students and families to learn and serve to eliminate system barriers and all forms of racism and discrimination. As such, concerted efforts were made to support the mental health and well-being of racialized students within our community of schools. The following section highlights some of these implemented and ongoing initiatives:

- In collaboration with the Equity Department staff, distributed a system-wide message supporting Black Mental Health Week. As well, key tip sheets such as Having Mentally Healthy Conversations about Anti-Black Racism from School Mental Health Ontario (SMHO) were distributed throughout the system.
- Through the *Focus on Youth* (FOY) program, which provides employment and leadership opportunities for students from marginalized communities, staff from the Psychology, Social Work and Mental Health teams mentored 80 student leaders, enhancing their mental health literacy, so they in turn could lead younger students in the FOY after school programs and summer camps.
- TCDSB Social Work team engaged identity specific supports when needed or requested. This also involved clinician to clinician

consultation involving referrals of marginalized groups where an identity-specific lens was critical and offered additional peer supervision for clinicians impacted by racism themselves.

- The Social Work team has created an equity specific social work group that looks at all practice considerations to ensure we interrupt potential experiences of anti-Black racism or further marginalization of our families.
- The Social Work team consults around referrals to children's aid societies in an equity informed and sensitive manner with a focus on addressing disproportionate referrals involving marginalized families.
- A number of professional development sessions were held for our social workers, psychology, and mental health staff on addressing bias and dismantling anti-Black racism including work with organizations such as *Liberation Practice International*, *Heyworth Centre for Women*, and the *FCJ Refugee Centre*, and the TCDSB Equity team.
- The Psychology team has been focusing on professional development on testing bias in racialized groups using appropriate measures and standards when doing formal assessments. These sessions included Psychological Assessment of Culturally and Linguistically Diverse Populations with Dr. Esther Geva & Dr. Judith Weiner, as well as Ontario Psychological Association's Dorothy Hill Symposium: Social Justice and Anti-Oppressive Work in School Focused Psychological Services with Dr. Jordon Wright.
- In consultation with the Equity department, the Mental Health team developed an Adapted Decision Support Tool: Considerations for Planning of Presentations on Sensitive Topics. The purpose of the tool is to assist administrators and school teams in their decision process of one-time presentations to ensure a comprehensive plan to enhance student learning while supporting student well-being.

- The Social Work, Psychology and Mental Health teams collectively helped support students' well-being during several board-wide equity initiatives involving students such as the Asian Heritage Month events, the Anti-Racism Conference, Safe Schools Conference, Stop the Stigma Campaign, etc.
- The mental health staff collaborated with several community partner organizations such as *Tropicana*, *Stolen from Africa*, and *Delta* to better support the unique needs of our student population. For example, in collaboration with *TAIBU*, the Social Work team facilitated a leadership group at a secondary school, empowering racialized students.

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**

**ANNUAL REPORT ON THE ACCESSIBILITY
STANDARDS POLICY (A.35)**

*Do to others, as you would have them do to you.
Luke 6:31*

Created, Draft	First Tabling	Review
January 3, 2021	January 13, 2020	
F. Cifelli, Area 1 Superintendent of Education		
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

This report meets the requirements for the annual Accessibility Report as outlined in the policy Accessibility Standards A.35 (Appendix A).

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

B. PURPOSE

1. This is an annual report to the Board of Trustees that serves as an assessment and overview of the Board's achievements and status in working to provide barrier-free facilities, services, employment and instruction to the TCDSB staff, students, parents, volunteers and Catholic community.

C. BACKGROUND

1. The Accessibility Standards Policy (A.35) was last amended January 25, 2018.
2. The Multi-Year Accessibility Plan for December 2017-December 2022 was approved on January 25, 2018 (Appendix B).

D. EVIDENCE/RESEARCH/ANALYSIS

1. *Accessibility for Ontarians with Disabilities Act* (AODA) is a law that sets out a process for developing and enforcing accessibility standards.
2. Accessibility standards are laws that the government, businesses, non-profits and public sector organizations must follow to become more accessible.
3. The Integrated Accessibility Standards regulation (IASR) (O. Reg 191/11) under the AODA sets out requirements of public sector organizations, specifically in regards to the establishment of accessibility policies and accessibility plans.

4. The Accessibility Standards for Customer Service regulation (O. Reg. 429/07) under the AODA was revoked on July 1, 2016 and the requirements under the regulation were consolidated into the current IASR.
5. The legislative requirements under the IASR are as follows:

Establishment of accessibility policies

(1) Every obligated organization shall develop, implement and maintain policies governing how the organization achieves or will achieve accessibility through meeting its requirements referred to in this Regulation.

(2) Obligated organizations, other than small organizations, shall include a statement of organizational commitment to meet the accessibility needs of persons with disabilities in a timely manner in their policies.

(3) Every obligated organization, other than a small organization, shall,

- (a) prepare one or more documents describing the policies it developed under subsection (1); and
- (b) make the documents publicly available and, on request, provide them in an accessible format.

[...] *Accessibility Plans*

4. (1) *The Government of Ontario, Legislative Assembly, designated public sector organizations and large organizations shall,*

(a) establish, implement, maintain and document a multi-year accessibility plan, which outlines the organization's strategy to prevent and remove barriers and meet its requirements under this Regulation;

(b) post the accessibility plan on their website, if any, and provide the plan in

an accessible format upon request; and

(c) review and update the accessibility plan at least once every five years.

(2) The Government of Ontario, Legislative Assembly and designated public sector organizations shall establish, review and update their accessibility plans in consultation with persons with disabilities and if they have established an accessibility advisory committee, they shall consult with the committee. [...]

6. In accordance with legislation, the Board must review its Multi-Year Accessibility Plan at least once every five (5) years (IASR, section 4(1)(c)).
7. The current Multi-Year Accessibility Plan covers the 2017-2022 years and was approved in January 2018.

E. METRICS AND ACCOUNTABILITY

1. Senior staff with the support of Employee Relations have monitored recommendations in this report.
2. The Director of Education will annually update and attest compliance to the statutory obligations under the AODA in the form of the **Annual Status Report** (Appendix C) to the Board of Trustees including any major initiatives to meet compliance or address efficiencies.
3. The Accessibility Working Group members consist of a core group of advisors, some of whom are persons with disabilities, depending on the area of the plan addressed. The members represent the following groups:
 - Executive Superintendent of Human Resources, Leadership & Equity
 - Executive Superintendent of Achievement, Innovation & Well Being
 - Executive Superintendent, Technology, Data & Strategic Transformation
 - Superintendent of Special Services
 - Superintendent of Capital Development Asset Management and Renewal
 - Staff Representative

- Community Relations
 - Transportation Services
 - Parent Representative (SEAC)
4. The Accessibility Working Group will meet to review progress and respond to the requirements of the AODA Plan.
 5. Evaluation of the effectiveness in implementing the barrier removal and prevention strategies will be on-going.
 6. The Working Group will assist staff regarding roles in the implementation of the Annual Accessibility Plan.

F. ACTION PLAN

1. The updated plan has been approved and is posted on the TCDSB policy register. The committee will work to update the plan as part of their 2018-2019 mandate.
2. The Accessibility Working Group to create sub-groups to ensure that each area of the organization is in compliance with the AODA by 2025 who will report regularly to the Accessibility Working Group.
 - a. Physical and Architectural Barriers
 - b. Informational and Communication Barriers
 - c. Attitudinal Barriers
 - d. Systematic Barriers
 - e. Transportation Barriers
3. The Accessibility Working Group will ensure that the Barriers to be addressed under the Multi-Year Accessibility Plan 9.0 will be addressed and the plan included in an update report to board.
 - a. Identification of Existing Barriers and Barrier

- b. Strategy for Prevention and Removal of Barriers
 - c. Barriers to be addressed under the Multi-Year Accessibility Plan
 - d. Review and Monitoring
- 4. The Accessibility Working Group will track those individuals who have sought assistance as per Regulation 14 and the outcome of any investigation to be included in the annual report to Trustees.
 - 5. The Multi-Year Accessibility Plan as approved will be reviewed with the Accessibility Working Group and persons with disabilities who wish to participate in the review.
 - 6. The Accessibility Working Group will ensure that the communication of the Multi-Year Accessibility Plan is clear, updated and user friendly on the TCDSB website and it follows a board approved format.

G. CONCLUDING STATEMENT

This report is for the information of the Board.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

Date Approved:

September 12, 2013

Date of Next Review:

January 2023

Dates of Amendments:

January 25, 2018

Cross References:*Accessibility for Ontarians with Disabilities Act, 2005 (AODA)**Integrated Accessibility Standards, Ontario Regulation 191/11**Ontario Human Rights Code**Ontarians with Disabilities Act, 2001*

TCDSB Policy Accessibility Standards for Services and Facilities (A.36)

TCDSB Policy Workplace Accommodation for Employees with Disabilities (H.M.38)

Appendix A: TCDSB Multi-Year Accessibility Plan 2017-2022 (Under Review)**Purpose:**

The Toronto Catholic District School Board (“TCDSB”) is committed to providing an environment in all of its facilities that fosters independence, dignity and respect. The TCDSB is committed to providing services that are free of barriers and biases to our students, parents/guardians, trustees, the public and our staff. The Board strives to ensure that the principle of equity of opportunity is reflected and valued in its learning and working environments.

The TCDSB is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve and is committed to meeting, in a timely manner, the accessibility needs of people with disabilities in the provision of services including those related to learning, information and communication, employment, and student transportation.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

Scope and Responsibility:

This policy applies to all operational policies and procedures in all facilities within TCDSB and applies to all members of the TCDSB community, including students, employees, trustees, volunteers and visitors. The Director of Education is responsible for this policy.

Alignment with MYSP:

Living Our Catholic Values

Strengthening Public Confidence

Providing Stewardship of Resources

Inspiring and Motivating Employees

Policy:

The Toronto Catholic District School Board is committed to maintaining an environment which actively promotes and supports human rights. As part of this commitment, the Board will make reasonable efforts to ensure that all policies, practices and procedures are consistent with the principles of independence, dignity, integration and equality of opportunity for persons with disabilities.

The TCDSB will identify barriers for people with disabilities through the process documented in the TCDSB's Multi-Year Accessibility Plan ([hyperlink](#)), primarily by the objectives of the TCDSB's Accessibility Working Group.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

Regulations:

1. The TCDSB shall make reasonable efforts as required by the *Accessibility for Ontarians with Disabilities Act* to ensure that policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration and equity of opportunity to all with particular attention for persons with disabilities.
2. The TCDSB will ensure that the policy and Multi-Year Accessibility Plan are communicated to the public in a manner that accommodates all disabilities.
3. The Multi-Year Accessibility Plan shall be utilized in the TCDSB community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools.
4. The Board of Trustees will annually appoint external individuals to the Accessibility Working Group and will approve the Multi-Year Accessibility Plan at least once every five years.
5. The TCDSB will provide training to its employees and volunteers, as required. All newly-hired employees will receive training as part of a mandatory orientation process.
6. Any communications with a person with a disability will take place in a manner respectful of the person's disability. Information about our organization and its services in accessible formats or with communication supports will be provided upon request.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

7. The TCDSB will meet internationally-recognized Web Content Accessibility Guidelines (WCAG) 2.0 Level AA website requirements in accordance with Ontario's accessibility laws.
8. The TCDSB will advise that accommodations can be made during recruitment and hiring. Please see the TCDSB [Accessibility Standards for Services and Facilities policy \(A.36\)](#) and the [Workplace Accommodation for Employees with Disabilities policy \(H.M.38\)](#) for more a detailed description of the Board's obligations to accommodate persons with disabilities.
9. The TCDSB will notify staff that supports are available for those with disabilities. The TCDSB will put in place a process to develop individual accommodation plans for employees.
10. Where needed, the TCDSB will provide customized emergency information to help individuals with a disability during an emergency.
11. The TCDSB performance management, career development and redeployment processes will take into account the accessibility needs of all employees.
12. The TCDSB will meet accessibility standards when building or making major changes to public spaces. Public spaces include:
 - Outdoor play spaces
 - Outdoor paths of travel: sidewalks, ramps, stairs, and curb ramps
 - Accessible off-street parking
13. The TCDSB has procedures to prevent service disruptions to our accessible areas of our public spaces. ([TCDSB Notice of Disruption Document](#))



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

14.If accommodations are not met, individuals are encouraged to notify their area superintendent or the Superintendent of Human Resources.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

Definitions:

Accessibility Working Group

This group is comprised of key stakeholders and comes together representing a variety of school system working groups and departments to develop recommendations and improvements in providing a barrier-free environment in key areas of the TCDSB such as Student Special Services, Facilities, Educational and Training Materials, Communications Tools, Transportation and Human Resources. In accordance with the Multi-Year Accessibility Plan, the working group is required to consult with our students, staff and community members who possess a disability.

Dignity

Human beings, created in the image and likeness of God; have by their very existence an inherent value, worth, and distinction.

Disability

- (a) Any degree of physical disability, infirmity, malformation or disfiguration that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.
- (b) A condition of mental impairment or a developmental disability.
- (c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

(d) A mental disorder, or

(e) An injury or disability for which benefits were claimed or received under an insurance plan, established under the *Workplace Safety and Insurance Act, 1997*; (“handicap”)

Equal Opportunity

Service is provided to persons with disabilities in a way that their opportunity to access goods and services is equitable.

Independence

Accommodating a person’s disability means respecting their right to do for themselves and to choose the way they wish to receive goods and services.

Integration

Persons with disabilities can access goods and services. This may require alternative formats and flexible approaches. It means inclusiveness and full participation.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

Evaluation and Metrics:

1. The TCDSB's Annual Accessibility Report will serve as an assessment and overview of the Board's achievements and status in working to provide barrier-free facilities, services, employment and instruction to our staff, students, parents, volunteers and Catholic community.
2. Recommendations from the Accessibility Working Group or any advice provided to the Director of Education will be assessed, monitored and considered for implementation.
3. The Director of Education will annually update and attest compliance to the statutory obligations under the *Accessibility for Ontarians with Disabilities Act* to the Board of Trustees including any major initiatives to meet compliance or address efficiencies.
4. Tracking those individuals who have sought assistance as per Regulation 14 and the outcome of any investigation to be included in an annual report to Trustees.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

APPENDIX NAME: MULTI-YEAR ACCESSIBILITY PLAN

Date Approved: September 12, 2013	Date of Review: December 2022	Dates of Amendment: January 25, 2018
Cross Reference: TCDSB Policy (A.35) Accessibility Standards TCDSB Policy (A.36) Accessibility Standards for Services and Facilities <i>Accessibility for Ontarians with Disabilities Act, 2005 (AODA)</i> Integrated Accessibility Standards, Ontario Regulation 191/11 <i>Ontario Human Rights Code</i> <i>Ontarians with Disabilities Act, 2001</i> Notification of Disruption of Service at TCDSB Procedures TCDSB 2017 Accessibility Annual Status Report		

MULTI-YEAR ACCESSIBILITY PLAN

FOR THE PERIOD DECEMBER 2017 TO DECEMBER 2022



MULTI-YEAR ACCESSIBILITY PLAN

TORONTO CATHOLIC DISTRICT SCHOOL BOARD December 2017–December 2022

Prepared by

**Accessibility Working Group
In accordance with
Accessibility for Ontarians with Disabilities Act
Integrated Accessibility Standards Regulation**

December 2017

- This publication is available through the Toronto Catholic District School Board's:
 - [website](http://www.tcdsb.org) (www.tcdsb.org → FOR COMMUNITY → Accessibility Policy & Multi-Year Plan)
 - Catholic Education Centre/Head Office (Communications Department- 80 Sheppard Avenue East)
- Hard copies will be made available to all departments, schools and the Catholic School Parent Councils upon request.
- Accessible formats of the plan are available from the Communications Department upon request.



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1.0 Aim

This multi-year Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Board will take over the five year period from 2017-2022 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the Toronto Catholic District School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan will be guided by the Board's Accessibility Standards-Policy Statement.

Objectives

This Plan:

- 1.1** Describes the process by which the Toronto Catholic District School Board will identify, remove and prevent barriers;
- 1.2** Reviews recent efforts of the Toronto Catholic District School Board to remove and prevent barriers;
- 1.3** Describes the measures the Toronto Catholic District School Board will take in the period 2017-2022 to identify, remove and prevent barriers;
- 1.4** Makes a commitment to provide an annual status report on the Board's implementation of the multi-year accessibility plan;
- 1.5** Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;
- 1.6** Describes how the Toronto Catholic District School Board will make this accessibility plan available to the public.



2.0 Commitment to Accessibility Planning

This plan will be established, reviewed and updated in consultation with persons with disabilities and with the Board's Special Education Advisory Committee and Accessibility Working Group. It will be presented to the Board for approval. The Toronto Catholic District School Board is committed to:

- 2.1** Maintaining an Accessibility Working Group;
- 2.2** Continuing the process of consulting with the Special Education Advisory Committee and with persons with disabilities;
- 2.3** Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Working Group will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;
- 2.4** Improving access including, but not limited to, facilities, IT services, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Working Group and will, wherever practicable, be incorporated in the multi-year plan.

The Director of Education has authorized the Accessibility Working Group to review and update the Multi-Year Accessibility Plan that will enable the Toronto Catholic District School Board to meet these commitments.



3.0 Description of the Toronto Catholic District School Board

The Toronto Catholic District School Board is a publicly funded Catholic school board for Toronto, Ontario. It is one of the two English boards of education in the City of Toronto.

With over 90,000 students, the TCDSB is one of the largest school boards in Canada. The TCDSB governs 201 schools in the Toronto area: 30 secondary schools, 168 elementary schools, and 3 schools that combine both secondary and elementary grades.

The TCDSB has 12 wards represented by 12 trustees and 2 student trustees. The Chair of the Board and the Vice-Chair are elected at the inaugural meeting of the Board, and serve for one year.

Our Mission

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

Vision of TCDSB

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

We believe...

- in the worth and dignity of every person
- in the critical role that our Catholic schools play in promoting Gospel values, social justice, environmental responsibility, human solidarity and the common good
- that high standards and expectations foster greater achievement



- that people thrive in a safe, healthy and compassionate environment grounded in respect for the diversity of every person
- that teaching is responsive to individual needs
- that teaching and learning should be rooted in research and evidence
- that each of us shares responsibility for creating collaborative communities of learning
- that equity, diversity, accessibility and inclusivity are integral to the Catholic community
- that the 21st century competencies – collaboration, real world problem solving and innovation, knowledge construction, skilled communication, self-regulation and the use of information communication technology for learning, are essential.

"Our vision of Catholic education invites each one of us—parents, students, teachers, principals, chaplains, support staff, trustees, clergy, supervisory personnel— to work together as a community of believers committed to putting the values of our faith into practice in the daily life of the school, the home, and in all of society."

([*Fulfilling the Promise*](#), Assembly of Catholic Bishops of Ontario)



4.0 Message from the Director of Education

The Toronto Catholic District School Board is an educational community that values the dignity and worth of every individual in its care. In this context, plans are developed to support the well-being of all its members. To this end, the Multi-Year Accessibility Plan has been developed to address the needs of its members who have disabilities.

Our Board currently demonstrates leadership in working with people with disabilities through its special education programs and services to students with special needs, through its accommodations for employees who are disabled and by ensuring that buildings and facilities become increasingly accessible.

It is our hope that all parents, students and employee groups become familiar with accessibility issues and work together to fulfill our mission of providing a community that is safe and welcoming and an example of a Christian community that is highly accessible.

Rory McGuckin
Director of Education



5.0 Members of Accessibility Working Group

The Accessibility Working Group members consist of a core group of advisors, some of whom are persons with disabilities, depending on the area of the plan addressed.

The members represent the following groups:

- Senior Staff
 - Superintendent of Human Resources
 - Superintendent of Special Services
 - Superintendent of Student Success
- Staff Representative(s)
- Student Representative(s)
- Information Technology
- Community Relations
- Human Resources
- Communications
- Facilities Services
- Transportation Services
- Parent Representative(s)

The Accessibility Working Group will meet to review progress and to respond to the requirements of the AODA. Evaluation of the effectiveness in implementing the barrier removal and prevention strategies will be on-going. The Working Group will assist staff regarding roles in the implementation of the Annual Accessibility Plan.

The Accessibility Working Group developed the Multi-Year Accessibility Plan for December 2017-December 2022.



6.0 Strategy for prevention and removal of barriers

Beginning in September 1, 2012, the principles of inclusionary practice, freedom from barriers and accessible environments have informed Toronto Catholic District School Board policies, programs, procedures and services. The multi-year accessibility plan places particular emphasis on the provisions of the regulations made under the AODA with regard to service, information and communications, employment and school transportation.

Initiatives at the local level and system wide address accessibility issues and hence identify, remove and prevent barriers to people with disabilities.

Accessibility initiatives are addressed through the various departments, including but not limited to: Planning and Facilities, Special Services, Health and Safety, and Human Resources.

Planning & Facilities:

The TCDSB has undertaken a number of initiatives to identify, remove and prevent barriers to people with disabilities.

The Capital Development and Planning services department continues to ensure all schools that are in the design and construction phase, or any additions made to existing schools, meet or exceed accessibility standards. Presently, there are four (4) new elementary school in construction – scheduled to open in late 2018 or the spring of 2019. The Board is proceeding with three (3) replacement secondary schools and four (4) replacement elementary schools. In addition, the Board has completed the construction of four (4) elementary school additions with three (3) other elementary school additions underway.



The Facilities Department ensures that procedures are in place for preventative and emergency maintenance of the accessible elements in public spaces, and for dealing with temporary disruptions when accessible elements are not in working order. This includes providing notice of the temporary disruptions and contact information both on-site and electronically, when possible. ([TCDSB Notice of Disruption Document](#)) Malfunctioning or broken accessibility components will be prioritized on work orders.

The following accessibility features have also been installed in some schools several years ago from a one-time accessibility grant:

- Washroom modifications
- Ramps
- Wheelchair Stair-Lifts
- Automatic Door Openers
- Elevator Repairs
- Lifting Devices
- Structural Wall Modifications

The Board operates a large number of schools that either have one (1) story or alternatively, at schools which are greater than one (1) story, have a passenger elevator to assist individuals who may have mobility issues and who may experience a physical/architectural barrier if the individual is unable to utilize the stairwells. All accommodation options will be reviewed for individuals working in a multiple-story building without an elevator.

Through the annual budget presentation, specific projects are identified, prioritized and completed in a coordinated effort between the Planning & Facilities Department, Special Services and the local school Superintendents.



Special Services:

Student accessibility projects and initiatives are reported to the Ministry of Education through the TCDSB's Special Education Plan. This plan is posted on the TCDSB's website www.tcdsb.org.

Through the Intensive Support Amount (ISA), the Board has been able to provide assistive technology and many more accommodations at the individual school for students in need due to a disability.

The ISA process allows for individualized equipment such as a walker, standers, sensory materials, lifts, computers and assistive software to be purchased on behalf of individual students, if it is deemed essential for them to have the equipment in order to access the curriculum.

Human Resources/Employment:

The TCDSB is an equal opportunity employer. In this regard, the Board recruits qualified staff specific to requirements of the particular job. Routine processes allow staff to be placed in facilities that accommodate their disability. The TCDSB accommodates staff with disabilities by providing necessary equipment that allows staff members to perform their duties in a barrier free workplace. The TCDSB has experienced professionals in place to assist staff members with disabilities to appropriately, safely and respectfully accommodate the employee in the workplace.

The workplace accommodation process practiced by the professionals in the Human Resources department is outlined in the Board's Workplace Accommodation for Employees with Disabilities Policy. Itinerant employees are encouraged to contact the site/supervisor prior to or upon arrival at the worksite to discuss accessibility needs.

Customer Service:

The TCDSB updated its Accessibility Standards for Services and Facilities policy (A.36) on September 22, 2016. The TCDSB remains in compliance with the Customer Service Standard.



The TCDSB regularly solicits feedback about the manner in which it provides service and facilities to people with disabilities. Feedback processes vary including: in person, by telephone, in writing by mail, hard copy, diskette or fax, or by some other communication technology.



7.0 Barrier Identification Methodologies

The Accessibility Working Group will use the following identification methodologies. Staff with disabilities will be consulted throughout the process.

- (1) Presentation to Senior Staff:
 - Input and feedback will be provided as the plan evolves and consultation will be on-going.
- (2) Presentation to Employee Groups:
 - Information regarding the plan will be provided and the working group will prioritize the removal of barriers.
- (3) Presentation to Trustees:
 - Providing information regarding the plan and presented prior to posting the updated annual plan.
- (4) Data Gathering:
 - Information to be gathered from all TCDSB stakeholders to identify barriers and measures that would make the TCDSB more accessible to people with disabilities.

Data will be gathered by either facilitating interviews, focus groups and/or surveys from three (3) sources: the Board's central office, schools and individuals. In addition, data will also be gathered through the review of policies. The data-gathering instruments will address all areas of accessibility barriers (physical, architectural, communication, information, attitudinal, technological, policy and practice).

Board Central Office- Department heads and other key staff will be contacted.

Schools- A representative which may include parents or members of the school community.



Individuals- Individual students, parents and staff will be invited to respond and to contribute their suggestions in the area of accessibility. Information will be gathered from individuals using surveys and/or focus groups.

While the primary focus of the surveys, focus groups or interviews is to gather data for informed decision making, it is expected that they will also serve to raise the awareness of respondents regarding the question of accessibility and accessibility planning within the TCDSB community.

In gathering the data, deliberate efforts will be made to encourage participation from people with disabilities. This will include extensive communication of the plan and widespread invitations for input and feedback.

Pamphlets will be distributed to local schools to raise awareness on accessibility. Principals are encouraged to add accessibility awareness as a topic for discussion at staff meetings.



8.0 Recent Barrier Removal Achievements

Between 2012-2017, the TCDSB implemented projects and programs to improve accessibility for people with disabilities and to meet requirements of the *Accessibility for Ontarians with Disabilities Act*.

This document includes a summary of the accessibility initiatives the TCDSB has completed.

Information and Communications

The TCDSB ensures it can identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (e.g. access to board meetings/school events)

The TCDSB has ensured readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request.

The TCDSB has reviewed the status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline.

The TCDSB Information Technology (IT) Services has reviewed accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards.

Employment

During the 2012/2013 calendar year, the hiring and recruitment practices were reviewed with a view that employment is based upon qualifications and the ability to complete the core functions of the job description. The hiring and recruitment process for job classifications and professions at the Board was reviewed in order to minimize any possibility of individuals with disabilities being disadvantaged with accessibility barriers when seeking employment with the TCDSB.



Under the AODA, the recruitment process is to be barrier free for job applicants with disabilities and when making offers of employment the Board must notify the successful candidate of the policies in place regarding accommodating persons with disabilities in the workplace.

By January 1, 2014 the TCDSB was required under the AODA to notify all job applicants when they are selected to participate further in the selection process that accommodation is available upon request in relation to the materials or processes to be used. The Board must consult with the applicant who is selected and who requests an accommodation and is required to provide and arrange for the provision of suitable accommodation. The TCDSB must also notify all successful applicants, when making offers of employment, of policies, procedures and plans for accommodating persons with disabilities.

Architectural & Physical Barriers

All designs of new schools and additions have building features that incorporate principles of universal and barrier-free design to meet the requirements of the Ontario Building Code and in many cases to address additional exceptional program needs.

Accessibility alterations and provisions of specialized facilities within existing schools continue where identified. Accessibility is addressed with the provision of power door operators at major interior and exterior doors, unisex barrier-free accessible washrooms, ramps at level changes, enhanced ventilation requirements, appropriate signage and audio or visual emergency alarm systems.

Policies

The TCDSB's Accessibility Policy, in accordance with the AODA, reinforces the Board's commitment to providing accessible educational material, facilities, transportation and human resource practices for employees, students, volunteers and community members with disabilities.



Training

In accordance with AODA requirements the TCDSB provided interactive training on the Human Rights Code as it pertains to persons with disabilities for school board employees, volunteers and all other persons who provide goods and services or facilities on behalf of the school board. All school boards will be obligated to present this training.

Link to training modules:

Accessibility Awareness:

<https://intranet.tcdsb.org/Resources/accessibility/Pages/default.aspx>

Customer Service Standards:

<https://intranet.tcdsb.org/Resources/accessibility/Pages/Customer-Service-Standards-Training-AODA.aspx>



9.0 Barriers to be addressed under the Multi-Year Accessibility Plan

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

The Toronto Catholic District School Board intends, through this Multi-year Accessibility Plan for the period 2017-2022, to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work the Board is undertaking with regard to identification and removal of barriers in the Board's physical environment.

By January 1, 2020, the Board needs to:

(1) Provide accessible school library resources when asked. If available, provide accessible versions of print resources and materials such as large print, electronic or audio versions.

Exceptions

The Board does not need to provide accessible formats for:

- rare books
- special collections
- archived materials
- donated books and materials

Types of accessible formats:

- large print
- electronic versions



- CDs or other audio, including podcasts
- braille

Types of conversion-ready formats:

Electronic or digital formats that are easy to convert into accessible formats such as HTML and structured Microsoft Word files.

How to comply:

To determine what format to provide, speak with the students who will be using the content. They may already be aware of ways to access it or convert it. If it is not possible to provide information in an accessible or conversion-ready format, your library representative will need to:

- explain why it cannot provide the materials as requested
- provide a summary of the information that cannot be converted

(2) Make printed learning materials accessible

If the Board produces other printed learning materials, it must make them accessible or easy to convert into other formats like accessible Microsoft Word files.

If you are unable to provide the content in an accessible or conversion-ready format, you must:

- explain to individual why you cannot convert the information
- provide a summary of the information



By January 1, 2021, the Board needs to:

Make websites and web content accessible.

The TCDSB public website and its content must meet WCAG 2.0, as outlined in the Accessibility Standard for Information and Communications.

The TCDSB does not have to make its internal website (intranet) accessible. The Board does not have to modify content posted before 2012. If asked, the Board will need to work with individuals to make the content available to them in an alternate format such as large print or braille.

Policies:

The TCDSB's current Multi-Year Accessibility Plan will be reviewed and amended every five years. The TCDSB's Accessibility Policy, in accordance with the AODA, reinforces the Board's commitment to providing accessible educational material, facilities, transportation and human resource practices for employees, students, volunteers and community members with disabilities.



10.0 Review and Monitoring Process

The Accessibility Working Group meets during the year to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Working Group will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the plan is prepared.
- (b) At least once every 5 years the plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant committees.



11.0 Communication of the Plan

In addition to the public availability of the plan as referenced earlier on Page 2, the Toronto Catholic District School Board will post an annual status report on the progress of the Multi-year Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to the Superintendent of Human Resources.



APPENDICES

- Appendix 1: Definitions
- Appendix 2: Trustees



APPENDIX 1: DEFINITIONS

BARRIER:

Anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including:

Physical barrier- Objects added to the environment, doors, windows, elevators, furniture, workstations, recreational facilities, playgrounds, bathroom hardware, etc.

Architectural barrier- inadequate or incomprehensible signage, difficulties reading brochures, forms, manuals, web sites, fax transmissions, equipment labels, computer screens, etc.

Communication barrier- Difficulties receiving information in person or by telephone; difficulties interacting with staff, difficulties receiving training and articulating in the recruitment and interview process.

Attitudinal barrier- Staff who do not know how to communicate with people with disabilities; staff who refuse to provide service; discriminatory behaviours.

Technological barrier- Computers, photocopiers, fax machines, telephones and switches; inadequate or inappropriate assistive technologies.

Policy or a Practice- Rules, regulations and protocols that prevent one from performing their job satisfactorily; or from serving the public; or that restrict public participation.

DISABILITY:

- (a) Any degree of physical disability, infirmity, malformation or disfiguration that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation,



lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.

- (b) A condition of mental impairment or a developmental disability.
- (c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language.
- (d) A mental disorder, or
- (e) An injury or disability for which benefits were claimed or received under an insurance plan established under the *Workplace Safety and Insurance Act, 1997*; ("handicap")



APPENDIX 2: TRUSTEES 2017-2018

TORONTO CATHOLIC DISTRICT SCHOOL BOARD TRUSTEES 2017-2018

Wards

- | | |
|----------------------------------|--------------|
| 1. Joseph Martino | 416-512-3401 |
| 2. Ann Andrachuk | 416-512-3402 |
| 3. Sal Piccininni | 416-512-3403 |
| 4. Patrizia Bottoni | 416-512-3404 |
| 5. Maria Rizzo, Vice-Chair | 416-512-3405 |
| 6. Frank D'Amico | 416-512-3406 |
| 7. Michael Del Grande | 416-512-3407 |
| 8. Garry Tanuan | 416-512-3408 |
| 9. Jo-Ann Davis | 416-512-3409 |
| 10. Barbara Poplawski,
Chair | 416-512-3410 |
| 11. Angela Kennedy | 416-512-3411 |
| 12. Nancy Crawford | 416-512-3412 |
| Rhea Carlisle | |
| Student Trustees | 416-512-3413 |
| Joel Ndongmi,
Student Trustee | 416-512-3417 |



2020/21 ACCESSIBILITY ANNUAL STATUS REPORT

Achievements for the 2020/2021 Academic Year

During the past school year, the TCDSB continued its efforts to support the elimination of barriers for individuals with disabilities.

Environmental Support Services and Capital Development, Asset Management and Renewal Departments

The Capital Development, Asset Management and Renewal department works within the Ministry of Education budget allocations to renovate schools, build new or replacement elementary and secondary schools and modify existing structures while ensuring that all requirements under the *Ontario Building Code* are met. *Ontario Building Code* requirements are in compliance with the *Accessibility for Ontarians with Disabilities Act* (AODA) statutory obligations to ensure that physical barriers are eliminated for individuals with disabilities. The Environmental Support department ensures procedures are followed for preventative and emergency maintenance of the accessible elements in public spaces and when dealing with temporary disruptions when accessible elements are not in working order. This includes providing notice and contact information on-site and electronically, when possible.

2020/21 Accessibility Annual Status Report – Board Facilities

The Capital Development, Asset Management and Renewal department has been incorporating accessibility upgrades in school addition, renovation and renewal projects wherever possible, most commonly adding Universal Washrooms and ramps. All new schools include elevators for barrier-free accessibility throughout the

building, barrier-free washrooms on all floors and at least one Universal Washroom in the building.

The Capital Development, Asset Management and Renewal department also ensures that the playground upgrade projects are in compliance with the AODA requirements.

AODA SUMMARY - RECENTLY COMPLETED CAPITAL AND RENEWAL PROJECTS		
School	Type of Project	Scope of Work
St. Monica	Mechanical Lift	Chair lift replacement (SQS)
Our Lady of Grace	Staff Accommodation	Installation of door operators for Principal access (SQS)
Neil McNeil	Student Accommodation	AODA ramp installation (SQS)
Mary Ward	Student Accommodation	Stairwell painting (SQS)
St. Marcellus CS	Exterior Maintenance	Widen gate for accessibility (SQS)
St. Gregory CS	Interior Renovation	Student Accommodation (Maintenance)
St. Wilfrid CS	Accessibility Study	Accessibility Study
Madonna Catholic Secondary School	Accessibility Study	Accessibility Study
St. Roch CS	Child Care Addition	Universal Washroom
St. Barnabas	Child Care Addition	Universal Washroom
St. Thomas Moore School	Accessibility Study	Feasibility of adding interim handrail for accommodation

AODA SUMMARY - PROJECTS PLANNED/UNDERWAY FOR CAPITAL AND RENEWAL		
School	Type of Project	Scope of Work
St. John Henry Newman CHS	Replacement School	Universal Washroom and elevator
Dante Alighieri Academy	Replacement School	Universal Washroom and elevator
Father Serra CS	Child Care Addition	Universal Washroom and elevator
Holy Angels CS	Replacement School & Childcare	Universal Washroom and elevator
Holy Family CS	Child Care Retrofit	Universal Washroom
Nativity of our Lord CS	Child Care Addition	Universal Washroom
New Baycrest Avenue School (Unnamed)	New School with Childcare Centre	Universal Washroom and elevator
Pope Francis CS	Child Care Retrofit	Universal Washroom
Santa Maria CS	Child Care Addition	Universal Washroom
St. Albert CS	Child Care Addition	Universal washroom
St. Andre CS	Child Care Addition	Universal Washroom
St. Antoine Daniel CS	Replacement School & Childcare	Universal Washroom and elevator
St. Barbara CS	Child Care Addition	Universal Washroom
St. Bartholomew CS	Child Care Addition	Universal Washroom
St. Bernard CS	Child Care Addition	Universal Washroom
St. Brendan	Interior Renovation	Universal Washroom
St. Bruno-St. Raymond CS	Replacement School & Childcare	Universal Washroom and elevator
St. Edmund Campion CS	Child Care Addition	Universal Washroom

St. Fidelis CS	Replacement School & Childcare	Universal Washroom and elevator
St. Gerald CS	Child Care Addition	Universal Washroom
St. Jean de Brebeuf CS	Child Care Addition	Universal Washroom
St. John Vianney CS	Child Care Retrofit	Universal Washroom
St. Leo / St Louis CS	Replacement School & Childcare	Universal Washroom and elevator
St. Margaret CS	School Addition/ Child Care Retrofit	Universal Washroom and elevator
St. Marguerite Bourgeoys	Interior Renovation	Accessible Washroom
St. Mary of the Angels CS	Interior Renovation	Accessible Washroom
St. Matthias CS	Replacement School and Childcare	Universal Washroom and Elevator
St. Michael Choir School	Replacement School	Universal Washroom and Elevator
St. Nicholas of Bari CS	Child Care Addition	Universal Washroom
St. Paul VI CS	Child Care Retrofit	Universal Washroom
St. Thomas Aquinas CS	Child Care Addition	Universal Washroom
Buttonwood CS	Replacement School and Childcare	Universal Washroom and Elevator
Loretto Abbey CS	Retrofit and New Addition	Universal Washroom and Elevator
Bishop Allen Academy	Replacement School	Universal Washroom and Elevator

A protocol has been established for notification on the Board website when elevators and other accessibility devices are out-of-service and that protocol is being followed, with Environmental Support Services staff collaborating to ensure repairs are carried out as quickly as possible and notifications are placed on the website.

Work is underway to create a playground design standard which will incorporate accessibility to playground elements that currently are not accessible. The new standard will be used for new schools and for playground upgrades wherever possible.

Accessible Schools for Individuals with Physical Disabilities

The Board is proud to provide a great number of schools that either have one (1) story or alternatively, at schools which are greater than one (1) story, have a passenger elevator to assist individuals who may have mobility issues and who may experience a physical/architectural barrier if the individual is unable to utilize the stairwells.

Single Story Schools:

St. Kateri Tekakwitha CS	Our Lady of the Assumption CS	St. Henry CS
Holy Angels CS	Sacred Heart CS	St. John Vianney CS
Josyf Cardinal Slipyj CS	St. Elizabeth Seton CS	St. Maximilian Kobe CS
Monsignor John Corrigan CS	St. Florence CS	St. Sylvester CS
Our Lady of Grace CS	St. Gabriel Lalemant CS	The Divine Infant CS

Schools with a Passenger Elevator or Lift (as of December 2021):

All Saints CS	Nativity of Our Lord CS	St. Francis Xavier CS
Bishop Allen Academy	Our Lady of Fatima CS	St. Gregory CS
Bishop Morocco/Thomas Merton CSS	Our Lady of Lourdes CS	St. Helen CS
St. John Henry Newman CHS	Our Lady of Sorrows CS	St. Jane Francis CS
St. Mother Teresa CSS	Our Lady of Victory CS	St. Joachim CS

Blessed Trinity CS	St. John Paul II CSS	St. John the Evangelist CS
Brebeuf College School	Prince of Peace CS (lift)	St. Joseph's College School
Canadian Martyrs CS	Monsignor Fraser (Norfinch)	St. Kevin CS
Cardinal Carter Academy for the Arts	Senator O'Connor College School	St. Luke CS
Cardinal Leger CS(lift)	St. Agatha CS	St. Malachy CS
Father Henry Carr CSS	St. Albert CS	St. Maria Goretti CS
Father John Redmond CSS	St. Ambrose CS	St. Mark CS
Francis Libermann CHS	St. Andre	St. Mary Catholic Academy (lift)
Holy Cross CS	Blessed Margherita of Citta di Castello CS (lift)	St. Angela
Immaculate Conception CS	St. Anthony CS	St. Monica CS (lift)
James Cardinal McGuigan CHS	St. Basil the Great CS	St. Nicholas CS
James Culnan CS	St. Bede CS	St. Norbert CS
Jean Vanier CSS	St. Bernard CS	St. Oscar Romero CSS
Loretto Abbey CSS	St. Bonaventure CS	St. Patrick CSS
Loretto College School	St. Brendan CS	St. Pius X CS
Marshall McLuhan CSS	St. Charles Garnier CS	St. Raphael CS (lift)
Mary Ward CSS	St. Clement CS	St. Robert CS
Michael Power/St. Joseph HS	St. Conrad CS	St. Simon CS
Monsignor Percy Johnson	St. Cosmas & Damian CS	St. Stephen CHS

Catholic Education Centre	St. Domenic Savio CS	St. Thomas More CS
St. Michael Catholic Academy (lift)	St. Edward CS	St. Timothy CS
St. Michael Choir School	St. Francis of Assisi CS	St. Ursula CS
		The Holy Trinity CS

School Site Facility Accommodation Requests from Parents/Students- Board Operational Procedure “Accessibility Best Practices”

The Board is pleased to announce that the “Accessibility Best Practices” document was created and approved by the Board of Trustees as an appendix to the TCDSB Accessibility Standards for Services and Facilities policy (A.36). This applies to accommodation requests for all students or prospective students of the School Board. It applies to all School Board locations.

This Operational Procedure does ***not*** apply to accommodations provided as part of special education programs and services for exceptional students under **Identification and Placement of Exceptional Pupils**, O.Reg. 181/98, made under the *Education Act*, RSO 1990, c E.2.

The Board encourages students and/or parents to suggest how the student’s disability could be accommodated. In addition, the Board encourages the parents of the student to provide reports, letters, and/or other documents from treating physicians or other health care professionals relating to the disability and the impairments or restrictions which give rise to the need for accommodation.

Following receipt of a request for an accommodation, the school principal will send a letter or email confirming that the request has been received. The request will be considered in as expeditious a manner as possible. The request will be addressed and the appropriate accommodation may be provided in a way that respects the dignity of the student. Amongst the things considered in assessing the request are:

- The student’s disability and the arising impairment or restrictions;
- The medical evidence provided, and/or, depending on the circumstances, additional

medical evidence obtained with the permission of the student and/or parents or guardians;

- The accommodations requested;
- Other possible accommodations that may address the student's impairment or restrictions.

Special Education and Services

The Special Services Department is committed to reducing and eliminating barriers for students with special needs for their physical and learning environments. The Toronto Catholic District School Board strives to provide each student with special needs with the attitudinal, academic and physical skills to reach their full potential for learning and practical skills development. During the 2020-2021 school year, 18,036 students with Special Education Needs accessed Special Education programs and/or services. Of that number, 8,654 accessed Special Education programs/services with an Individual Education Plan (IEP) and were formally identified as Exceptional; and 9,384 accessed Special Education programs/services with an Individual Education Plan (IEP) only.

Students who have been identified with a Special Education Exceptionality, as possessing a special education exceptionality, as defined by the Ministry of Education (MOE) and outlined in the Toronto Catholic District School Board's Special Education Plan, have an Individual Education Plan (IEP), an MOE requirement. An IEP is written for students receiving Special Education supports and services in order to meet their individual, academic, emotional, social, behavioural and physical needs. Through consultation with parents, classroom teachers and a Special Education Teacher, the IEP is written within 30 school days of a student's placement in a Special Education program. Accommodations set out in the IEP are implemented to reduce or remove barriers that hinder the learning of a student with special needs. Access to assistive technology, extra time on tests, varying assessment methods and providing instruction notes are some examples of accommodations made as a result of the instructional assessment, and environmental accommodations set out in the IEP.

The IEP includes the following elements:

- strengths and needs related to the student's learning;
- relevant assessment data;

- list of instructional, environmental and assessment accommodations the student requires;
- current level of achievement for each modified subject/course/alternative program area;
- annual program goals, learning expectations and strategies;
- assessment methods;
- documentation of parent consultation;
- transition plan for students 14 years of age and older; and
- a safety plan (if applicable)

During the 2020/2021 academic year, to assist in elimination of barriers in the students' learning environments, the Ministry of Education approved 2,276 SEA claims. The equipment includes devices such as positioning devices and amplification systems. SEA claims may also may include computers and software that facilitate access to curriculum such as word prediction programs, speech-to-text programs, text-to-speech programs and movement-to-text programs through computer-generated prompting methods.

On a continual basis, Administrators (Principals/Vice-Principals) work to identify physical barriers in schools that hinder the learning of students with special needs. Providing ramps, electronic door openers, lifts and handrails in bathrooms are examples of some physical changes to buildings that the Planning Department have implemented on an individual needs basis. The removal of physical barriers is facilitated through local-level discussions with the Environmental Support Services and/or Capital Development Asset Management and Renewal Department, the school Principal and the Area Superintendent of Education.

Health & Safety

Student & Employee Emergency Evacuation Response Plan(s)

In accordance with the AODA Integrated Accessibility Standards Regulation, the Toronto Catholic District School Board developed Individual Emergency Evacuation Response Plans for all students and staff members with disabilities or limitations which may hinder their ability to exit the building in the case of an evacuation.

The individual Emergency Evacuation Response Plan is customized by the school administrator, for students, or by the employee's manager, to incorporate the mobility or capacity limitations into a site based plan to ensure that the individual's safety, in case of an emergency evacuation, is of the highest consideration. The individual Emergency Evacuation Response Plan also provides information and instructions to those individuals assigned to assist the disabled student and/or employee, if necessary, on the protocol and methods to meet the individual's special needs for evacuation. The Emergency Evacuation Response Plan template document can be found on the Board's intranet website portal under the Health & Safety Department's drop-down menu.

Human Resource Services

Workplace Accommodations for Disabled Employees

As part of the Human Resources Division, the Benefits Department continues to develop customized individual workplace accommodations for employees with both temporary and permanent physical and cognitive limitations, restrictions and impairments. The workplace accommodation process is described in the Toronto Catholic District School Board's Workplace Accommodation for Employees with Disabilities Policy- H.M.38.

Through the Functional Abilities Form (FAF) and additional medical documentation provided by the employee, from their treating Physician or licensed Medical Practitioner, the Disability Management Team may arrange for workplace site assessments, ergonomic assessments, and accessibility assistive devices to determine the accommodation required for the employee and what equipment or job duty changes may be appropriate for their particular physical and/or cognitive disability. Through the intensive workplace assessments conducted by the Disability Management Team, it may be ultimately determined that modified work is appropriate or that the employee be permanently accommodated in the workplace to address their individual physical or cognitive impairments.

In compliance with the January 1, 2014 deadline under the Integrated Accessibility Standards Regulation of the AODA, the Benefits Department has developed standardized workplace accommodation documents that detail the employee's physical and/or cognitive limitations and impairments in relation to the required duties of the employee's

job classification, while ensuring confidentiality of the employee's medical condition. A detailed description and outline of the employee's accommodation within the job classification and/or alternative job classification, if found to be completely disabled from the employee's original job class, is documented by the Disability Management Team on the Workplace Accommodation document. In accordance with the Board's Workplace Accommodation for Employees with Disabilities Policy, the workplace accommodation plan is discussed in collaboration with the disabled employee, Board Management and our Union partners for those employees who are a member of a bargaining unit.

Accessible Recruitment Practices

The Recruitment Services Department of the Board's Human Resources Division aims to promote and provide all candidates, both internal and external, with an opportunity to request an accommodation during the recruitment process.

As of January 1, 2014, Recruitment Services is proud to offer individualized accommodations for current employees or external candidates during the interview and/or skills testing processes for vacant positions. The candidate is required to request an accommodation before being interviewed and/or tested for the position to which they have applied. The candidate may also be asked to provide details regarding how to appropriately accommodate their disability during an interview process and in a skills testing environment. In some circumstances, which may be dependent on the nature of the disability identified, the applicant may be required to produce medical documentation to support their request during the recruitment process. The medical documentation provided by the applicant will provide direction and clarity to the Recruitment Department in order to appropriately accommodate the applicant's physical and/or cognitive disabilities. Accommodations implemented during the recruitment process are completed centrally, at the Toronto Catholic District School Board's Catholic Education Centre (Board Office), as well as at schools sites and the Regional Facilities Offices.

For the 2012-2013 Academic Year, a review of the data regarding requests for accommodations during the recruitment and selection process indicates that there was only one (1) request made in 2020 by an applicant in a selection process for teacher. The accommodation solution involved taking steps during the assessment process to ensure that the candidate was fairly assessed.

Accessibility Awareness Training for Educators

In accordance with the statutory obligations of the Integrated Accessibility Standards Regulation of the AODA, since the 2012/2013 academic year the Toronto Catholic District School Board has delivered accessibility awareness training to its educators (as defined under the AODA) including: Superintendents of Education, Principals, Vice-Principals, Teachers, Educational Assistants, Child and Youth Workers, Early Childhood Educators, Social Workers, Speech and Language Pathologists, Psycho-educational Consultants, Psychologists, Attendance Counselors, Secondary School Student Supervisors, International Language Instructors, Adult English as a Second Language (ESL) Instructors and Adult ESL Nursery Instructors.

The accessibility awareness training reviews the obligations under the AODA which impact the Board's program and classroom staff. The training specifically focuses and provides reference and resource materials that are designed to assist student based educational staff in developing strategies for educating all students regarding accessibility awareness. In addition, the training provides the educator staff with academic tools to design lesson plans that integrate accessibility awareness into the grade level curriculum.

Human Rights and Accessibility Training for Support Staff

In accordance with the statutory obligations of the Integrated Accessibility Standards Regulation of the AODA, since January 1, 2014, the Toronto Catholic District School Board has delivered accessibility awareness and human rights training to its support staff, volunteers and co-op students (staff members not defined as "educators").

The accessibility awareness and human rights training was developed by the Ontario Human Rights Commission and reviews the obligations under the AODA and the *Ontario Human Rights Code* which impact the Board's staff, volunteers, co-op students. The training specifically focuses on the rights of employees to workplace accommodations and the barriers in the workplace relating to accessibility and all disabilities which have been recognized by the Ontario Human Rights Tribunal.

The TCDSB has also ensured through its community partnership programs, joint ventures, and external contractors that the partner and/or contracted organization is responsible for the deliverance of accessibility awareness and human rights training through amendments to the TCDSB's community partnership agreements and vendor contracts.

Accessible Formats

Educational & Training Materials

The Board is dedicated to providing staff, students and members of the public with accessible and conversion ready print-based materials, upon request. Members of the community are encouraged to contact the TCDSB site Manager, Principal or Superintendent to make the necessary arrangements to receive accessible format print materials. In accordance with the Board's Workplace Accommodation for Employee with Disabilities Policy, staff who require accessible format work materials and/or educational and training materials are advised to request a workplace accommodation in accordance with the Board's policy. Students who require training and/or educational material in an accessible format are recommended to go through the Special Education Services department and through the IEP process, materials will be provided by the Board's school-based educator staff to meeting the student's unique accommodation requirements.

Communication Materials

Upon request, any communication material produced by the Board, with the exception of video or audio streaming content delivered through the Board's internet or intranet website, will be converted into an accessible format based upon the accessibility need of the community member, volunteer, staff member or student. The Board may require documentation to support the request in order to tailor the accessibility requirement to the individual's needs. Individuals requiring communication materials to be converted into an accessible format are recommended to contact the site Manager, Principal, Superintendent or the Board's Communications Department to arrange for the communication material(s) to be converted.

Teachers in central positions, from Curriculum Learning & Innovation, Student Success, Special Services, and the Equity, Diversity, Indigenous Education and Community Relations departments, have received initial training on accessibility considerations when creating and delivering presentations. Further workshops will also be planned for these groups to ensure awareness about accessibility needs and how to ensure workshops are accessible.

All online registration forms for professional learning, within the above mentioned departments, will now include an accessibility question that allows participants to indicate if accommodations are necessary.

The statement is: “The TCDSB is committed to creating an inclusive, barrier-free environment. Please indicate any accommodation requirements that would help facilitate your attendance at this event. Please note that we may require specific information relating to your noted accommodation to best inform our intervention.”

Covid 19 – Clear Mask Distribution

TCDSB has been provided with an allocation of Clearmask based on the number of students with certain exceptionalities (i.e. Deaf/Hard of Hearing, or having a Speech or Language Impairment), either as reported by the board, or predicted based on provincial prevalence rates for these groups of students.

Clearmasks – 57,024 masks were provided by the Ministry this year. Clear masks are not medical grade but were the only PPE available.

Humask – 40,600 were provided to OLO Mount Carmel, with a rolling order of 30,600 each month and 10,000 to the warehouse in reserve. Humask which is medical grade PPE has since been made available through the Ministry.

These masks are distributed through the DHH itinerant teaching staff as required and a limited number are used by the psychologists and speech and language pathologists for assessment purposes.

Research to gather information on Attitudinal Behaviours

A survey was conducted across different schools from mid November 2020 to early November 2021. The following preamble and question was asked:

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.

Do you consider yourself to be a person with a disability(ies)? The results are summarized below.

Parameter	Safe Schools	Student Voice – Elementary	Student Voice – Secondary	TCDSB Grade 9 Census (pilot)	Student Transition
Grade(s)	9 to 12	6 and 8	10, 11, 12	9	9
Time frame	mid-November 2020	May 2021	May/beginning of June 2021	May/June 2021	end of October/beginning of November 2021
n	4,341	6,247	6,087	3,432	3,854
Response Options					
Yes	4.8%	4.9%	5.8%	3.8%	3.9%
No	79.3%	73.9%	80.4%	86.1%	79%
Not sure	8.7%	14.0%	10.2%	6.0%	10.4%
I don't understand this question	2.3%	2.5%	1.3%	0.5%	2.5%
I prefer not to answer	3.5%	4.2%	1.9%	2.0%	3.9%
No Response	1.2%	0.5%	0.5%	1.6%	0.3%

Based on the results of the survey(s) and summarized in the report, which included 23,961 responses from a cross functional group:

- There is a range of 3.8 - 5.8% who consider themselves to be a person with a disability
- There is a range of 73.9% - 80.4% who do not consider themselves to be a person with a disability
- There are some who are not sure (6 - 14%) or do not understand the question (0.5 - 2.5%) and those who did not want to answer (1.9 - 4.2%)

This data serves as a basis for analyzing attitudinal behaviours towards students with disabilities. This information will help to plan our next AODA plan with respect to disability needs.

To date, Toronto Catholic District School Board is successfully meeting our obligations and is in compliance with the Accessibility for Ontarians with Disabilities Act, 2005 (AODA).

Additionally, we have made changes in the current plan to respond to urgent evolving requirements as a result of the Covid 19 pandemic.



REPORT TO

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

**BOARD IMPROVEMENT AND EQUITY PLAN 2021-
2022**

*The plans of the diligent lead surely to abundance, but everyone who is hasty comes only to want.
Proverbs 21:5*

Created, Draft	First Tabling	Review
January 3, 2022	January 13, 2022	Click here to enter a date.

Cristina Fernandes, Executive Superintendent, Student Achievement, Innovation and Well Being
Lori DiMarco, Superintendent, Curriculum Leadership & Innovation; Academic ICT

INFORMATION REPORT

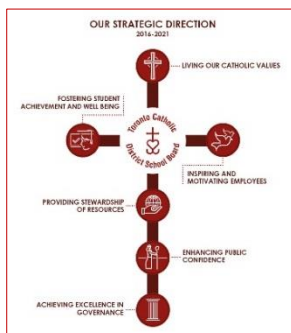
Vision:

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

The Toronto Catholic District School Board (TCDSB) Learning Improvement and Equity Plan outlines a continued commitment to ensure student success through: improved student learning; equity of student outcomes especially for underserved students; and, the creation of school environments that are safe and conducive to student well-being. The TCDSB plan will continue to promote Catholic faith formation and pastoral care to support our students. This report provides a framework to facilitate the analysis of the system's academic plans and establish a roadmap designed to enhance student achievement and well-being outcomes over the next three years, 2021 to 2024.

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

B. PURPOSE

1. The TCDSB is committed to provide students with learning opportunities that honour who they are as children of God and help them to reach their ultimate God-given potential in an environment that supports not only their academic learning, but their overall well-being.
2. This report serves to communicate the new requirements of the Ministry of Education as they relate to student achievement and well-being.
3. In the Fall of 2021, the Ministry identified a new process for reporting on student achievement and well-being. A new reporting guide was provided for the purpose of identifying multiple student data points to examine demographic data with the intention of identifying gaps in learning for underserved and/or marginalized students.
4. District school boards were asked to focus on broader data collection related to Ministry of Education identified priorities to better support students.
5. This report outlines the processes being used by the TCDSB to collect information with the intent to identify gaps and areas for growth.

C. BACKGROUND

1. The Ministry of Education has a practice of requiring that every school board create a Board Learning and Improvement Plan (BLIP). This plan was developed in alignment with the Multi-Year Strategic Plan (MYSP), was

informed by the Pastoral Plan and the Equity Action Plan, and was based on large scale data collected through provincial and board assessments, and through board surveys.

2. On September 20, 2021, the ministry presented a draft overview of a new school board planning tool to assist with the creation of the local Board Improvement and Equity Plan (BIEP). (Appendix A)
3. The new planning tool requires that district school boards engage in the collection of demographic data by September 2022 to better understand the makeup of the student population within the board to identify areas for improvement. This work acknowledges that student demographic data can play a powerful role in advancing equity through the identification of gaps in achievement.
4. As in previous years, our Catholic faith priorities are a key element of promoting student growth, typically supported through the work in the classroom and at the school and board levels. This is evident in the catechetical program, the seasonal prayers, liturgies and the TCDSB virtues of the month.
5. As part of TCDSB’s ongoing commitment to faith formation, the BIEP is supported by the three-year Pastoral Plan which provides ongoing nurturing of our Catholic Community. The new pastoral plan **“Walking with Christ with Eyes of faith and hope, with Hearts of kindness and love and with Minds of justice and peace”** will support the implementation and refinement of the Board Improvement and Equity Plan over the next three years.
6. In addition to Catholic faith formation, the Board Improvement and Equity Plan (BIEP) tool in Appendix A sets out four provincial education priority areas and one emergent priority:

Priority	Description
A. Achievement	All students, including those communities of students who – historically and currently – are underserved, will be given the tools to succeed academically in life.
B. Human Rights and Equity	All students will have an equal opportunity to succeed, thrive and reach their full potential. This requires boards to address systemic discrimination and eliminate disparities in educational experiences for students who

	are underserved by the education system, revealed by the collection and analysis of demographic data.
C. Mental Health, Well-Being and Engagement	All students will be supported to improve mental health, well-being and engagement, which requires our board to foster a sense of belonging and a positive school environment and provide students with the appropriate timely and quality school-based mental health supports using a tiered approach to intervention.
D. Transitions And Pathways	All students will have the skills, knowledge and confidence they need to succeed in the future, as they transition from elementary to secondary school and to their postsecondary pathway: apprenticeship, college, community living, university or the workplace.
E. Emergent Priority	This theme was created by the Ministry to respond to emerging priorities in the context of COVID-19, which includes mental health and well-being, early reading and math and re-engaging students.

7. The ministry designed this standardized BIEP tool to assist district school boards identify local actions that will lead to improved achievement, equity, well-being and transitions for all students.
8. The tool is designed to capture the experiences and outcomes of Indigenous students, Black and other racialized groups of students, students with disabilities and/or special education needs (non-gifted), 2SLGBTQ+ students and students from low-income households. School boards will provide baseline data and set aspirational targets for each performance indicator laid out in the BIEP, including relevant disaggregated demographic data.
9. The following student achievement metrics will continue to be used to inform the new BIEP:
 - a. EQAO reading and writing Grade 3 and 6
 - b. EQAO mathematics Grade 3 and 6
 - c. EQAO Grade 9 Mathematics
 - d. Ontario Secondary School Literacy Test (OSSLT)
 - e. Graduation rate percentages
 - f. Credit accumulation data
10. To inform the BIEP, we will continue to use the following TCDSB data collection surveys:

Stakeholder	Panel	Survey	Scope
Student Voice	Elementary	Safe and Caring Catholic School Climate	All Grade 6 and 8 Students
	Secondary	Student Transition	Sample of Grade 9 Students
	Secondary	My School My Voice	Sample of Grade 10 and 12 students
	Secondary	Safe Schools	Sample of Grade 9 to 12 students
	Secondary	Student Census	Grade 9 students
Teacher Voice	Elementary	Teacher Voice	All teachers
	Secondary	Teacher Voice	All Teachers
Administrator Voice	Elementary	Administrator Voice	All Principals and Vice Principals
	Secondary	Administrator Voice	All Principals and Vice Principals
Parent Voice	Elementary and Secondary	Parent/Guardian Voice	All Parents

11. With respect to monitoring our Catholic faith initiatives, we look at school submissions for culminating celebrations, attendance at Religious Education professional learning opportunities, attendance at events and initiatives that promote Catholic values and nurture school-parish connections.
12. The new BIEP expands the areas for data collection extensively from the previous board plan. Many indicators require data collection for all students ranging from Grades 4-12. As a result, we will be adding to our current surveys, elements which will enhance our ability to collect the required demographic data. The BIEP is designed to increase accountability and standardize commitments for advancing human rights and equity across the education system.
13. Over the next several months, we will identify gaps in data collection, opportunities to enhance student learning, and areas of programming that may require additional modifications or considerations to serve all students. This information will be used to develop both short- and long-term goals.

14. While the MYSP is the overarching plan for the TCDSB, the BIEP tool will assist in operationalizing the strategic direction provided by our governors and will also inform the School Improvement and Equity Plan (SIEP) at the local school level. Catholic School Parent Councils will have the opportunity to review and give input on the local school SIEP in early 2022.

D. EVIDENCE/RESEARCH/ANALYSIS

1. As part of the development of the TCDSB BIEP, a current state analysis of data collection began upon the receipt of the ministry requirements for the plan, in order that we may understand the data we already have access to and that which we must collect.
2. Over the last few years, the ability to collect board level data has been affected by labour action. Elementary students within the TCDSB continue to receive limited feedback on report cards due to labour disruptions.
3. The Covid-19 pandemic situation has interrupted the ability to administer provincial and board level assessments and thus affected access to current data.
4. In the Fall of 2021, with the broad vaccination program in place, most students returned to ‘brick and mortar’ schools for in-person learning. The Education Quality and Accountability Office (EQAO) opened the process for online assessment of the Ontario Secondary School Literacy Test (OSSLT). Boards anticipate that the administration of other EQAO assessments will proceed, even as the province announces a delay in returning to school in early 2022.
5. As already noted, TCDSB uses several surveys to collect information on student, parent, and staff voice. To fulfil the requirements of the BIEP, the administration of student surveys will need to be expanded to all students in grades 4-12 and additional survey questions will need to be added to better identify gaps in student learning, equity, well-being, and pathways.
6. TCDSB student demographic data has been collected on a voluntary basis during the registration process. As a result, we are developing plans to change the data collection process to align with the BIEP requirements.

7. Appendix B provides a summary of the required data collection for the BIEP, identifies areas that need to be developed or refined, and outlines a draft timeline for the collection of the related data.

E. METRICS AND ACCOUNTABILITY

1. The BIEP requires collection of data from various stakeholders as follows:
 - 20 data points specific to students in Gr. 4-12
 - 5 data points specific to educators,
 - 1 data point specific to administrators
 - 1 data point specific to governors
 - 2 data points that address all stakeholders.
2. During the 2022 school year we will develop processes for broad data collection, amalgamation and/or refinement of current surveys as required by the Ministry of Education.
3. Surveys shared with students, staff and parents will reflect the Catholic values of the TCDSB Community. The data collected from these surveys will serve to better support student well-being in these changing times and support academic achievement.
4. The BIEP will be submitted annually to the Ministry of Education commencing in May 2022 and will outline the board plan for the coming school year. The 2022 plan will address data collection requirements in order that we may set goals to better serve the needs of the TCDSB and its' local school communities.
5. The TCDSB will share a parent-friendly version of the plan with school communities.
6. In the fall of 2022, a BIEP report summarizing the collected baseline data and goals will be brought to a Student Achievement and Well-Being, Catholic Education and Human Resources committee meeting.
7. In the fall of 2023 and 2024, a BIEP report summarizing the status of each goal will be presented to Trustees at the appropriate Student Achievement and Well Being Committee meeting, using the following scale:

On Target – On track

Monitor – On track but requires additional support

Action Required – Not on track

F. CONCLUDING STATEMENT

This report is for the information of the Board.

Overview: New Board Improvement and Equity Plan (BIEP)

Appendix A

The Board Improvement and Equity Plan (BIEP) establishes provincial education priorities, goals and performance indicators to support continuous quality improvement. The BIEP will provide a standardized tool for school boards to identify local actions that will lead to improved achievement, equity, well-being and transitions for all students.

The BIEP is a demographic data-driven tool designed to capture the experiences and outcomes of Indigenous students, Black and other racialized groups of students, students with disabilities and/or special education needs (non-gifted), 2SLGBTQ+ students, and students from low-income households. School boards will provide baseline data and set aspirational targets for each performance indicator laid out in the BIEP, including relevant disaggregated demographic data.

Achievement

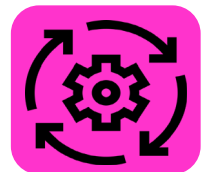


All students, including those communities of students who - historically and currently - are underserved, will be given the tools to succeed academically and in life.

Mental Health, Well-Being and Engagement



All students will be supported to improve mental health, well-being and engagement, which requires boards to foster a sense of belonging and a positive school environment and provide students with the appropriate, timely and quality school-based mental health supports, using a tiered approach to intervention.



Learning Recovery and Renewal

The ministry will identify a theme in the BIEP to respond to emerging priorities. The theme of the emergent priority is learning recovery and renewal in the context of COVID-19.

Human Rights and Equity



All students will have an equal opportunity to succeed, thrive, and reach their full potential. This requires boards to address systemic discrimination and eliminate disparities in educational experiences for students who are underserved by the education system, revealed by the collection and analysis of demographic data.

Pathways and Transitions



All students will have the skills, knowledge and confidence they need to succeed in the future, as they transition from elementary to secondary school and to their postsecondary pathway: apprenticeship, college, community living, university or the workplace.

Emergent Priority: Learning Recovery and Renewal



Mental Health and Well-Being

% of students who accessed school-based mental health services

% of board-level staff and educators receiving professional learning in student mental health literacy and board protocols regarding student mental health

Early Reading and Math

% of students who received targeted early reading and math supports

% of educators who received professional learning related to supporting students in early reading and math

Re-engaging Students

% of schools that have implemented activities that promote school connections, including extra-curricular activities

% of schools that have an intentional strategy to keep students engaged

Provincial Priority: Achievement



Improve Math Achievement

% of students who meet or exceed the provincial standard on Grade 3, 6 and 9 EQAO math

% of students who meet or exceed the provincial standard in math report card assessments in Grades 3, 6 and 9

Improve Literacy Achievement

% of students who meet or exceed the provincial standard on Grade 3, 6 EQAO reading and writing

% of students who meet or exceed the provincial standard in reading and writing report card assessments in Grades 3 and 6

% of first time eligible fully Participating students who are successful on the OSSLT

Improve Conditions for Learning

% of students in Grades 4-12 who report they see themselves reflected and affirmed in their learning

Provincial Priority: Human Rights & Equity



Build Human Rights and Equity Capacity Through Representative, Accountable and Ethical Leadership

% of Supervisory Officers', Principals' and Vice- Principals' whose performance appraisal plan include goals to eliminate disparities revealed by student and workplace demographic data collection

% of Trustees that participate in human rights and equity professional development

Support the Implementation of De-streaming

% of students achieving the provincial standard in Grade 9 de-streamed math

% of student enrollment in University (U), College (C), University/College (M), and Workplace (E) courses in Grades 11 and 12

% of students in Grades 9 and 10 participating in locally developed compulsory credit courses

Reduce Discretionary Student Discipline Practices

% of suspension and expulsions across grades 4-12

% of school staff who have undertaken professional development to support fair student discipline practices

Address Human Rights Complaints and Hate-Based Incidents

of human rights complaints raised and % resolved (informally and formally)

of reported hate-based incidents

Provincial Priority: Mental Health, Well Being & Engagement



Improve Student Mental Health and Well-Being

% of students in Grades 4-12 who feel their school is a safe and inclusive environment

% of students in Grades 4-12 who report feeling comfortable seeking supports for their mental health

Board specific indicator aligned to board Mental Health Strategy and Action Plan

Improve Student, Parent and Community Engagement

Student attendance rate

Board-specific indicator related to improving student, parent and community engagement

Provincial Priority: Pathways & Transitions

Improve Graduation Rates

% of students graduating with an Ontario Secondary School Diploma within five years of starting Grade 9

Improve Student Readiness for Future Success

% of students participating in job skills programs (including co-op, Specialist High Skills Majors, Ontario Youth Apprenticeship Program and Dual Credits)

% of students in Grades 7–12 who annually update their Individual Pathways Plan (IPP)

% of Ontario students entering a university program, college program, apprenticeship training program or other post-secondary institution after secondary school*

% of students enrolled in STEM-related courses in Grades 11 and 12

Board Improvement and Equity Plan Tool Analysis

There are **four** Provincial Priorities: (Metrics: 11 goals, 25 indicators)

1. Achievement;
2. Human Rights and Equity;
3. Mental Health, Well-Being, Engagement;
4. Pathways and Transitions

There is **one** Emergent Priority: (Metrics: 6 indicators)

1. Learning Recovery and Renewal

FOUR PROVINCIAL PRIORITIES

ACHIEVEMENT		
Goal I: Improve Math Achievement	Source/Description	Status
1. % of students who meet or exceed the provincial standard on Grade 3, 6 and 9 EQAO math*	EQAO Math - Gr. 3, 6 & 9 Student Demographics EQAO by Student Demographics	Dependent on EQAO assessments being administered and EQAO reporting format for 2022
2. % of students who meet or exceed the provincial standard in math report card assessments in Grades 3 and 6 and 9*	Report Card Math - Gr. 3, 6, & 9 Student Demographics Report Card Math by Demographics	On Track (may be impacted by labour disruption)

Goal II: Improve Literacy Achievement	Source/Description	Status
3. % of students who meet or exceed the provincial standard on Grade 3, 6 EQAO reading and writing*	EQAO Reading and Writing - Gr. 3 & 6 (EQAO) Student Demographics EQAO by Demographics	Dependent on EQAO assessments being administered and EQAO reporting format for fall 2022
4. % of students who meet or exceed the provincial standard in reading and writing report card assessments in Grades 3 and 6*	Report Card Reading and Writing - Gr. 3 & 6 Student Demographics Report Card Reading and Writing by Demographics	Dependent on EQAO assessments being administered and EQAO reporting format for fall 2022
5. % of first time eligible fully participating students who are successful on the OSSLT*	OSSLT (EQAO) Student Demographics OSSLT by Demographics including Special Ed and ELL	Dependent on EQAO assessments being administered consistently and EQAO reporting format for fall 2022
Goal III: Improve Conditions for Learning	Source/Description/Responsibility	Status
6. % of students in Grade 4-12 who report they see themselves reflected and affirmed in their learning*	Some examples of questions that may be included on the TCDSB Student Census (Grades 9 to 12): <ul style="list-style-type: none"> Adults in my school have high expectations for me. There is a strong belief in my school that all students can learn. 	Expand administration of Student Census to inform data collection

	<ul style="list-style-type: none">• Student groups that make up our school population can see themselves reflected in the culture and curriculum.• Adults at school believe all students can be successful.• Students in my school feel they belong to a Catholic learning community.	
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HUMAN RIGHTS AND EQUITY		
Goal IV: Build Human Rights and Equity Capacity through Leadership	Source/Description/Responsibility	Status
7. % of Supervisory Officers, Principals, and Vice-Principals whose performance appraisal plan include one or more goals to eliminate disparities revealed by both student and workplace demographic data collection	Supervisory Officer Performance Appraisals Principal Performance Appraisals January 2022: A consultation with Research Department regarding data collection process Goals are connected the Pastoral Plan and the Equity Action plan.	To be collected through
8. % of Trustees that participate in human rights and equity professional development	Communication to the Board of Trustees (Equity Department)	To be collected
Goal V: Support the Implementation of De-streaming	Source/Description/Responsibility	Status
9. % of students achieving the provincial standard in Grade 9 de-streamed math*	Grade 9 de-streamed math – Report Card Student Demographics Achievement by Demographics	To be collected from secondary schools once students have participated in Grade 9 EQAO
10.% of student enrollment in University (U), College (C), University/College (M), and	Grade 11 - frequency distribution for enrolment in types of courses (U, C, M, E)	To be collected prior to students leaving Informed by student census.

<i>Workplace (E) courses in Grade 11 and 12*</i>	Grade 12 – frequency distribution for enrolment in types of course (U, C, M, E) Student Demographics Distribution by Demographics	
<i>11.% of students in Grades 9-10 participating in locally developed compulsory credit courses has not increased*</i>	Grade 9 & 10 – percentage of students enrolled in Locally Developed courses Student Demographics LDC enrolment by Demographics	Informed by credit accumulation by course type
Goal VI: Reduce Discretionary Student Discipline Practices	Source/Description/Responsibility	Status
<i>12.% of suspension and expulsions across Grades 4-12*</i>	Suspensions Expulsions Student Demographics Suspensions/expulsions by Demographics	To be collected by demographics via Safe Schools Dept and Research Dept.
<i>13.% of school staff who have undertaken professional development specific to equity and human rights to support fair student discipline practices</i>	Principal survey or tracking PD attendance (Equity Dept, Safe Schools Dept. Nurturing our Catholic Community Dept. and Special Services Dept.)	Administrator Survey
Goal VII: Address Human Rights Complaints and Hate-Based Incidents	Source/Description/Responsibility	Status
<i>14.# of human rights complaints raised and %</i>	Central Executive Office Equity Department	To be collected

<i>resolved (informally and formally)</i>		
15.# of reported hate-based incidents	Human Rights and Equity Advisor (HREA)	To be Collected

MENTAL HEALTH, WELL-BEING and ENGAGEMENT		
Goal VIII: Improve Student Mental Health and Well-Being	Source/Description/Responsibility	Status
<i>16.% of students in Grades 4-12 who feel their school is a safe and inclusive environment*</i>	<p>Examples of questions that may be included on the TCDSB Student Census:</p> <ul style="list-style-type: none"> • I feel accepted for who I am at school. • My school is a place where I feel like I belong. • My school is a place where students of all identities feel included (e.g., Indigenous identity, ethnic origin, race, religion/spiritual affiliation, language, gender identity, sexual orientation, disability, socioeconomic status). • My school is a place where students feel physically safe. • My school is a place where students feel emotionally safe. • My school is a place where students experience acts of kindness, love, justice and peace. 	To be collected via Safe School Dept and Research Dept
<i>17.% of board-level staff and educators receiving</i>	Mental Health Strategy addresses mental health and well being	To be tracked further.

<i>professional learning in student mental health literacy and board protocols regarding student mental health (including but not limited to suicide prevention, intervention and post-intervention protocols and pathways to mental health care within and external to the school board)</i>	Educator Training Supports considered include religious/pastoral care as an option to address mental health and well-being	
18.Board specific indicator aligned to board Mental Health Strategy and Action Plan	Mental Health Strategy This indicator to be determined by Mental Health Department.	To be determined based on mental healthy action plan areas for growth.
Goal IX: Improve Student, Parent and Community Engagement	Source/Description/Responsibility	Status
19.Student attendance rate*	Attendance – frequency distribution (e.g., problematic attendance) Student Demographics Attendance by Demographics	To be collected.
20.Board specific indicator related to improving student, parent and community engagement	Annual Board Report: Communications & Community Engagement Review of indicator related to home, school and parish connection.	

PATHWAYS AND TRANSITIONS		
Goal X: Improve Graduation Rates	Source/Description	Status
21.% of students graduating with an Ontario Secondary School Diploma within five years of starting Grade 9*	Graduation with OSSD Student Demographics Graduation by Demographics	Will be collected once students graduate; consider Student Census in future
Goal XI: Improve Student Readiness for Future Success	Source/Description/Responsibility	Status
22.% of students participating in job skills programs (including co-op, Specialist High Skills Majors, Ontario Youth Apprenticeship Program and Dual Credits)*	Pathways Team to identify source (linkable to Demographics)	To be collected by demographics; consider Student Census in future
23.% of students in Grades 7–12 who annually update their Individual Pathways Plan (IPP)*	Pathways Team to identify source – My Blueprint (linkable to Demographics)	To be collected
24.% of Ontario students entering a university program, college program, apprenticeship training	Pathways and Research Team to identify source (linkable to Demographics)	To be collected

<i>program or other post-secondary institution after secondary school*</i>	Include religious vocations pathway for post-secondary options. (E.g. Ordinandi)	
<i>25.% of students enrolled in STEM-related courses in Grades 11 & 12*</i>	Trillium/SIS - Enrolment in Math, Science, Computer Science and Technological Education Student Demographics Enrolment by Demographics	To be collected

***In addition to data for all students, school boards are to provide data for the following demographic groups for this indicator: Indigenous students, Black students, racialized students, 2SLGBT2Q+ students, students with a disability, students with special education needs (non-gifted) and students from a low-income household.**

EMERGENT PRIORITY: LEARNING RECOVERY AND RENEWAL		
Mental Health and Well-Being	Source/Description	Status
1. % of students who accessed school-based mental health services	What is our TCDSB Mental Health and Well-Being strategy? Action: Mental Health Department Track access to Chaplaincy team to support mental health services	Currently gathered
2. % of board –level staff and educators receiving professional learning in student mental health literacy and board protocols regarding student mental health	Action: Mental Health Department Track access to Chaplaincy team to provide training to school staff (e.g.: Pastoral Day of Care)	Educator Survey
Early Reading and Math	Source/Description	Status
3. % of students who received targeted early reading and math supports	Address student requiring supports through in- school program and after school/summer programs	<ul style="list-style-type: none"> - Will be addressed as part of reengagement plan. - Statistics to be collected

4. % of educators who received professional learning related to supporting students early reading and math	Professional learning for staff through collaborative inquiry	- Pending labour action in elementary panel
Re-engaging students		
5. % of schools that have implemented activities that promote school connections, including extra-curricular activities	Schools/administrator/educator surveys	- Staff surveys
6. % of schools that have an intentional strategy to keep students engaged	Schools/administrator/educator surveys	- Staff surveys



REPORT TO

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

2022-2023 SCHOOL YEAR CALENDAR SURVEY

To the sensible person education is like a golden ornament, and like a bracelet on the right arm. Sirach 21:21

Created, Draft	First Tabling	Review
January 3, 2022	January 13, 2022	Click here to enter a date.

Lori DiMarco, Superintendent, Curriculum Leadership & Innovation; Academic ICT

INFORMATION REPORT

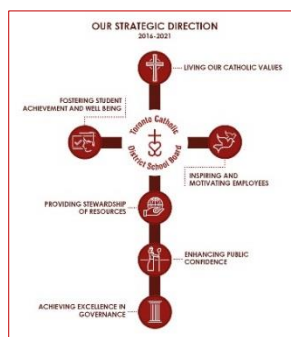
Vision:

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A. EXECUTIVE SUMMARY

This report provides information about the plan to survey the TCDSB community with regard to preference for the dates of the Christmas break in the 2022-2023 school year calendar.

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

B. PURPOSE

1. This report precedes of the annual school year calendar report to be brought to the February Regular Board meeting that will recommend the dates for school in 2022-2023. The reason for this report is that there is an opportunity to consider a change to the Ministry of Education recommended dates for the Christmas break.

C. BACKGROUND

1. An annual report regarding the dates of the school year calendar is brought to board:
 - prior to May 1st each year in which there is no change to the Ministry of Education proposed dates; or
 - prior to March 1st each year in which there is a change being requested by the board to the Ministry of Education proposed dates.
2. In the Education Act of Ontario, Christmas vacation is defined as consisting of fourteen consecutive days commencing on the Monday next following the Friday preceding the 21st day of December, but when the 21st day of December is a Thursday or a Friday, commencing on the Monday next following. (Regulation 304)
3. For the 2022-2023 school year calendar, the Ministry of Education has proposed Christmas break according to the Education Act from Monday, December 19, 2022 until Friday, December 30, 2022; with a statutory holiday on Monday, January 2, 2023. (See Appendix A)
4. Given the Ministry of Education proposal for the Christmas break, if TCDSB were to follow this proposal, there would be 193 school days between Labour Day, September 5, 2022, and June 30, 2023.

5. A school year is defined as being 194 school days occurring between September 1 and June 30, thus the Ministry of Education proposed calendar would require TCDSB to have one school day prior to Labour Day. In past years days prior to Labour Day have been allotted as Professional Activity days.
6. TCDSB and TDSB work collaboratively to align their school year calendars to minimize any additional transportation costs.
7. This report is brought forward now in order to recommend surveying the TCDSB community in order to determine if the majority of stakeholders wish to move the dates of the Christmas break, if it aligns with the plans of our coterminous board, TDSB.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The last time that the opportunity to move the Christmas break arose was in 2011-2012, and it was the desire of the Board of Trustees to survey the community, prior to requesting a calendar change from the Ministry of Education.
2. Many Greater Toronto Area (GTA) school boards are considering a potential change to the break.
3. In order to determine the preference of the TCDSB community, prior to setting the 2022-2023 school year calendar, we recommend surveying the community in advance of planning the calendar and bringing forward a report. Respondents will be asked to choose their preference for the 2022 Christmas break:

	Last day of classes	Break begins	Break ends	Return to classes
*Option One	Fri Dec 16	Mon Dec 19	Fri Dec 30	**Tues Jan 3
+Option Two	Fri Dec 23	Mon Dec 26	Fri Jan 6	Mon Jan 9

* Ministry proposed schedule as per the definition of the Christmas break in the Education Act

** Mon Jan 2 would be a statutory holiday and as a result one additional school day must be allocated prior to Labour Day in 2022.

+ This option has 194 school days between Labour Day and June 30.

E. METRICS AND ACCOUNTABILITY

1. Factors that will be considered when determining a proposed 2022-2023 school year calendar for the TCDSB:
 - survey results from the TCDSB community; and
 - alignment with coterminous board, TDSB, in order to minimize transportation costs.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Create a survey as follows:
 - anonymous
 - collect respondent group information (parent, staff, student, child care provider, etc.)
 - preference of dates of the 2022 Christmas break – options outlined above in Section D #3.
2. Communications department would inform the community of the survey in advance and then again on the first day of the survey, leaving it open for 7 days.
3. Groups to be invited to provide responses to the survey:
 - students Gr 7 to Gr 11;
 - parents of students in Kindergarten to Gr 11;
 - each Catholic School Advisory Council of TCDSB schools;
 - Child Care providers using TCDSB sites;
 - Ontario Association of Parents in Catholic Education (OAPCE);
 - Catholic Parent Involvement Committee (CPIC); and
 - TCDSB staff.
4. Results of the survey will be used in our regular consultations with the Academic/Business Advisory Committee (AC/BAC) consisting of members of Senior Staff and representatives from each union, association, and various

board departments (including Transportation, Payroll, Communications and Human Resources).

5. Results of the survey will also be used as part of our process in aligning with our coterminous board, TDSB, to minimize transportation costs.
6. A report will be brought to the regular meeting of the Board on Thursday, February 17, 2022, as part of the annual report on the school year calendar, outlining the:
 - results of the TCDSB community survey;
 - results of the AC/BAC discussions;
 - results of discussions with TDSB regarding alignment of the board calendars; and
 - recommended dates for the 2022-2023 school year calendar.

G. STAFF RECOMMENDATION

This report is provided for the information of the Board.

School Year Calendar 2022 - 2023

Legend ► **H** - Statutory Holiday

E - Scheduled Examination Day

P - Professional Activity Day

B - Board Designated Holiday

 Half Day

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2022				1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
September 2022							1	2	5 H	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
October 2022				3	4	5	6	7	10 H	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
November 2022					1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
December 2022							1	2	5	6	7	8	9	12	13	14	15	16	19 B	20 B	21 B	22 B	23 B	26 B	27 B	28 B	29 B	30 B
January 2023				2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
February 2023						1	2	3	6	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28			
March 2023						1	3	3	6	7	8	9	10	13 B	14 B	15 B	16 B	17 B	20	21	22	23	24	27	28	29	30	31
April 2023				3	4	5	6	7 H	10 H	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
May 2023				1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 H	23	24	25	26	29	30	31		
June 2023							1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
July 2022				3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
TOTAL				Note: The 2022-2023 calendar provides for 195 possible school days between September 1, 2022 and June 30, 2023. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days																								

RE: SSHRC Partnership Engage Grant: *COVID-19: Closing the Achievement Gap through Remote Learning for Children and Youth in Racialized and Under-Resourced Communities*

Longitudinal Research Partnership with the Faculty of Education at Wilfrid Laurier University, Youth Association for Academics, Athletics, and Character Education (YAAACE) and Spirit of Math.

YAAACE has partnered with Drs. Ardavan Eizadirad and Steve Sider in the Faculty of Education at Wilfrid Laurier University for a longitudinal research project titled “COVID-19: Closing the Achievement Gap through Remote Learning for Children and Youth in Racialized and Under-Resourced Communities” funded by the Social Sciences and Humanities Research Council (SSHRC). This is part of the comprehensive program feedback we are collecting to continue to enhance programs and services offered by YAAACE.

The COVID-19 pandemic has significantly impacted the delivery of education, with school boards and educational programs transitioning between brick and mortar and online learning. Critics have observed the negative impacts of school disruptions for underprivileged children and youth, particularly those from racialized communities, who have fewer resources and supports available at home (Eizadirad & Sider, 2020; Colour of Poverty, 2019; Gallagher-Mackay et al., 2021). Although schools in Ontario reopened in September of 2020, many of the extracurricular programs that provide much needed support for marginalized children and youth were inaccessible or disrupted because of the covid-19 pandemic and this will be the case the foreseeable future. Over the long-term, inequalities in access to community programs can further disadvantage students who are racialized and/or from lower-socio economic backgrounds.

Since its inception in 2007, YAAACE has created community partnerships with various stakeholders (e.g. school boards, City of Toronto, Health Centers (Blackcreek Community and Health center/Rexdale Community and Health center), Service Canada etc.) to mitigate systemic barriers impacting the achievement of students from the highly racialized and under-resourced communities including “Jane and Finch” located in northwest Toronto. The COVID-19 pandemic has made it much more difficult for YAAACE to provide the supports needed by members of the Jane and Finch community. Toronto’s northwest cluster of neighbourhoods, including Jane and Finch, have experienced higher rates of COVID-19 than other neighbourhoods in the city. The pandemic has exacerbated existing challenges and presents new hardships for marginalized communities and families associated with loss of income, lack of access to social support, increased care responsibilities, and increased likelihood of contracting COVID-19. It is thus critical for community organizations such as YAAACE to continue to deliver high-quality supports and resources for children and youth to mitigate larger systemic inequities impacting the residents throughout the pandemic. YAAACE offered remote programming in July and August 2020 via its Summer Institute Program but noted a significant drop in participation and other challenges such as how to offer appropriate remote programming to the youngest students. Through preliminary meetings with the researchers at Wilfrid Laurier University, YAAACE voiced a need for research to assess the effectiveness of its community-school supplemental education programs and to identify barriers preventing children and families from accessing its remote programming.

The overall goal of this research project is to enhance YAAACE’s capacity to provide effective programming to children and youth from the Jane and Finch community, thus mitigating some of the challenges facing poor and racialized communities in the face of the pandemic (Eizadirad, 2020). In collaboration with YAAACE staff and youth project advisors, surveys and interviews were to be administered to the educators, parents, and students in the “Community School Initiative” to achieve the following objectives:

- 1) Assess the effectiveness of YAAACE's "Community School Initiative" (Evening Academy, Weekend Academy, and the Summer Institute) as it transitions from in-person to virtual remote delivery.
- 2) Identify barriers preventing access and engagement in YAAACE's remote learning programs.
- 3) Identify effective remote instruction programming and pedagogies that can supplement the education programs currently offered by YAAACE.

The partnership provided a better understanding of how community-based programming can be mobilized in the COVID-19 era to close the opportunity gap as it impacts BIPOC and those from lower socio-economic backgrounds. This approach goes beyond an exclusive focus on outcome-based results to considering collaborative efforts between schools and community organizations offering holistic interdisciplinary programs and services to address the needs of the community members and mitigate the systemic barriers impacting the community particularly in relation to access to opportunities for upward social mobility.

The preliminary findings from the research project showed that the opportunity gap has certainly widened due to the COVID-19 pandemic. Preliminary findings, based on coding of the data from the surveys (YAAACE staff, youth advisors, and parent advisors) and the teacher focus group generated the following themes to be further explored: structured program model adaptations to meet the needs of the students and the larger community where the students come from, teacher supports and training, intentional programming that is socio-culturally relevant and responsive, and equitable access to technology and holistic support systems (e.g. coaches/mentors being involved with academic programming). Emerging findings from the intersection of these themes will help maximize success of extra-curricular programs offered by community organizations outside of schools.

Community partnerships like YAAACE and Spirit of Math provided an opportunity to close the opportunity gaps and improve access through holistic programming that takes into consideration the needs of the community and the systemic issues impacting the neighbourhood. Holistic and interdisciplinary community programming can minimize the achievement gap by providing equitable educational opportunities to students from higher and lower socioeconomic backgrounds. At present, however, there is little academic or applied knowledge of best practices for effectively transitioning face-to-face community programs to online formats.

This project contributes to filling in this gap in the literature by illustrating the components of holistic collaborative approaches to offering community school programming to mitigate systemic inequities impacting teaching and learning within racialized and under-resourced communities. For service users, the Community School Initiative had a positive impact on learning and development and was said to be "family-centred", yet it had its challenges when it came to parental engagement and access to technology to facilitate optimal learning and effective pedagogy. These early findings suggest that community organizations have a positive impact on students' needs. It is suggested that schools work more closely with community organizations to align their programming to close the opportunity gaps thus impacting the community and the families they serve. This can lead to schools more effectively supporting families with a focus on mitigating systemic issues and their compounding impact (e.g. intersection of racism and poverty).

As part of knowledge dissemination, in June 2021, while collecting data via surveys and focus groups, the research team launched a blog for the research project (communityschoolinitiative.com), serving as a key resource for information access and updates for members of the Jane-Finch community and other stakeholders. The research team compiled and summarized relevant resources for various stakeholders to be accessible in user-friendly language via the research website. As such, the research team has prioritized knowledge translation initiatives so that the findings and resources are accessible to those it is meant to support and empower consequently creating more equitable educational programs during and post-pandemic.

The Community School Initiative can serve as a model to help researchers and educators understand the experiences of racialized, low-income children and families who have been affected by education and extracurricular disruptions from the regular school year. Findings from the study can help towards closing opportunity gaps for racialized and under-resourced communities that are rooted in larger systemic inequities

Sincerely,

Dr. Ardavan Eizadirad
Assistant Professor, Faculty of Education
Wilfrid Laurier University

2022 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 Report</u>	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

2022 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

13	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
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</u> and <u>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

2022 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

23	December	Student Achievement	<u>Staff CPIC Annual Report Including Financial Reporting</u>	Associate Director Academic Services
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**STUDENT ACHIEVEMENT AND WELL BEING
PENDING LIST TO JANUARY 13, 2022**

#	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