

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

## AGENDA February 3, 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

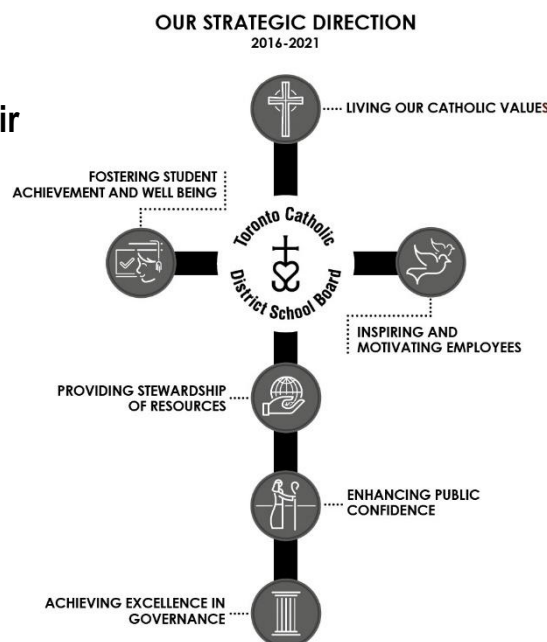
**Teresa Lubinski**  
Trustee Ward 4

**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 21<sup>st</sup> 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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## OUR VISION

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through witness, faith, innovation and action.*



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

## PUBLIC SESSION

Nancy Crawford, Chair

Michael Del Grande, Vice-Chair

Thursday, February 3, 2022

7:00 P.M.

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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 January 13, 2022  
for Public Session 1 - 20
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**
- 13.a. From Trustee Lubinski regarding to Proclaim Katyń Massacre and Smolensk Air Disaster Commemoration Day in all Toronto Catholic District School Board (TCDSB) Schools on April 10, 2022 and Every Year Thereafter 21 - 22
14. **Consent and Review**
15. **Unfinished Business**
16. **Matters referred or deferred**
17. **Staff Reports**
- 17.a. Report on External Research Conducted in the Toronto Catholic District School Board (TCDSB) - 2022 (Information) 23 - 37
18. **Listing of Communications**
19. **Inquiries and Miscellaneous**
20. **Updating of Pending List**
- 20.a. Annual Calendar of Reports and Policy Metrics 38 - 39
- 20.b. Monthly Pending List 40
21. **Resolve into FULL BOARD to Rise and Report**
22. **Closing Prayer**
23. **Adjournment**

## **OUR MISSION**

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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, JANUARY 13, 2022**

### **PRESENT:**

#### **Trustees:**

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

#### **Student Trustees:**

K. Baybayon – Virtual  
S. De Castro - Virtual

#### **Staff:**

B. Browne  
D. Boyce  
A. Della Mora  
R. Putnam  
S. Camacho  
S. Campbell  
L. Coulter  
C. Fernandes  
P. Aguiar  
A. Bria  
M. Caccamo

D. Chen  
F. Cifelli  
G. Danfulani  
L. DiMarco  
K. Dixon  
M. Farrell  
P. Matthews  
M. Meehan  
R. Peterson  
S. Vlahos  
J. Wujek  
M. Zlomislic

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

**External Guest:** A. Robertson, Parliamentarian

## **6. Approval of the Agenda**

MOVED by Trustee Rizzo, seconded by Trustee Li Preti, that the Agenda, as amended to include Item 16b) Return to In-Person Learning, be approved.

Results of the Vote taken, as follows:

### **In Favour**

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

### **Opposed**

Crawford  
Del Grande

The Motion was declared

CARRIED

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

As per advice from the Parliamentarian, the Chair accepted the addition of Item 12a) Notice of Motion from Trustee Lubinski regarding the Proclamation of Katyn Massacre and Smolensk Air Disaster Commemoration Day in all Toronto Catholic District School Board (TCDSB) Schools on April 10, 2022 and every year thereafter.

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

**In Favour**

**Opposed**

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

Crawford  
Del Grande

The Motion was declared

CARRIED

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



**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 Di Giorgio, that the Minutes of the Meeting held December 2, 2021 be approved.

The Motion was declared

CARRIED

**11. Presentations**

MOVED by Trustee Di Pasquale, seconded by Trustee Kennedy, that Item 11a) be adopted as follows:

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

Results of the Vote taken on Extension, as follows:

**In Favour**

**Opposed**

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

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

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

**In Favour**

**Opposed**

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

The Motion of Receipt was declared

CARRIED

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

## **12. Notices of Motion**

MOVED by Trustee Lubinski, seconded by Trustee Kennedy, that Item 12a) be adopted as follows:

- 12a) From Trustee Lubinski regarding to Proclaim Katyń Massacre and Smolensk Air Disaster Commemoration Day in all Toronto Catholic District School Board (TCDSB) Schools on April 10, 2022 and every year thereafter** that this be considered at the February 3, 2022 Student Achievement and Well-Being, Catholic Education and Human Resources Committee Meeting:

WHEREAS: The TCDSB recognizes the contributions of Poles globally and to the fabric of our communities;

WHEREAS: There is a high number of students with Polish background in the TCDSB that have made significant contributions to our schools (through sharing their rich heritage, history, culture and language) and who form a part of the firm foundation of this Board;

WHEREAS: There are over 1.1 million Canadians who claim full or partial Polish ancestry, of whom over 145,000 reside in the City of Toronto, with many attending our Catholic schools;

WHEREAS: Approximately 22,000 Polish people, mainly reserve officers, engineers, doctors, teachers, university professors, members of the intelligentsia, and others, were shot individually at the back of the head during April and May of 1940 by the Soviet Union Government;

WHEREAS: On April 10, 2010, Polish President Lech Kaczyński, First Lady Maria Kaczyński, Senior Polish Government Officials, family members of the Katyn Massacre lost their lives in a fatal plane crash (96 people), known as Smolensk Air Disaster while travelling to Katyn to commemorate the 70th Anniversary of Katyn Massacre;

WHEREAS: To date, the Katyn Massacre continues to be a historical wound for the Polish community in Etobicoke-Lakeshore and Parkdale-High Park, Canada and across the world;

WHEREAS: The TCDSB is committed to educating students about social injustice; and

WHEREAS: The TCDSB envisions graduates who are responsible citizens who give witness to Catholic teaching by promoting peace, justice and the sacredness of human life.

BE IT RESOLVED THAT: All schools at the TCDSB have a moment of silence and reflection for the victims of Katyn Massacre and Smolensk Air Disaster on April 10, 2022 and every year thereafter; and

BE IT RESOLVED THAT: The TCDSB do hereby proclaim April 10, 2022 as Katyn Massacre and Smolensk Air Disaster Commemoration Day in all of the TCDSB schools this year and every year thereafter.

#### **14. Consent and Review**

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

- 16b) Return to In-Person Learning – Trustee Di Pasquale;
- 17c) Board Improvement and Equity Plan 2021-2022 – Trustee Di Giorgio;
- 17d) 2022-2023 School Year Calendar Survey – Trustee Li Preti; and
- 18a) Communication from Wilfred Laurier University regarding Closing the Achievement Gap through Remote Learning for Children and Youth in Racialized and Under-Resourced Communities – Trustee Li Preti

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

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
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**

- 16a) Inquiry From Trustee Rizzo regarding the Board releasing the number of Unvaccinated Employees to the media on behalf of TCDSB Constituents;
- 17a) Mental Health and Well-Being Report 2020-2021;
- 17b) Annual Report on the Accessibility Standards Policy (A.35);

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

20b) Monthly Pending List

**16. Matters Referred or Deferred**

MOVED by Trustee Di Pasquale, seconded by Trustee Li Preti, that Item 16b) be adopted as follows:

**16b) Return to In-Person Learning** received.

MOVED in AMENDMENT by Trustee Di Pasquale, seconded by Trustee Li Preti, that:

WHEREAS: The Memo to Board of Education from the Ministry of Education, dated December 30, 2021, listed changes to many COVID-19 protocols in schools, including no longer requiring Provincial reporting of COVID-19 cases, changes to masking requirements, and allowing cohort changes;

WHEREAS: Public Health Ontario along with Health Canada and Public Health Agenda of Canada (PHAC) has acknowledged that Omicron is a rapidly spreading, airborne virus and that medical masks and respirators provide better protection than cloth masks;

WHEREAS: A variety of education stakeholders have issued calls for a return to in-person learning that prioritizes student and Staff safety, including the Ontario Principals' Council, Elementary Teachers' Federation of Ontario and other; and

WHEREAS: Throughout the pandemic, child development experts have stressed the primary importance of in-person learning for the sake of student mental health, well-being and cognitive development.

THEREFORE BE IT RESOLVED:

- a) That the Chair write a letter to the Chief Medical Officer of Health of Ontario, Dr. Kieran Moore, the Minister of Education, Stephen Lecce,

the Premier of Ontario, Doug Ford, and Medical Officer of Health for the City of Toronto, Dr. Eileen DeVilla, emphasizing the importance of implementing a variety of important actions in order to ensure school can resume safely in-person;

- b) That the letter in part (a) above emphasizes the importance of getting students back to in-person learning safely by providing:
  - i. Priority access to vaccinations for students and school Staff.
  - ii. Continued access to PCR testing and reporting of cases.
- c) That the letter in part (a) above, note the importance of a quick and safe return to in-person learning by also ensuring:
  - i. That principals continue to report cases of communicable diseases and refuse admittance to students showing symptoms of disease, as per the Education Act, and that families and Staff continue to be informed of COVID-19 cases in individual classrooms;
  - ii. That the Province:
    - Continues its commitment to student and Staff access to PCR testing in cases of high risk of exposure and suspected COVID-19;
    - Supports and implements a “Test to Return” strategy following COVID-19 illness and exposure;
  - iii. Provides funding and supplies of medical masks and respirators (such as N95 and K95 masks) for students in the same way that they are now providing them for education Staff;
  - iv. Reimburse all school-board pandemic related costs and provides enhanced funding for ventilation upgrades, beyond portable HEPA units, to ensure a long-term commitment to student and Staff health.

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

**In Favour**

**Opposed**

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

The AMENDMENT was declared

CARRIED

Trustee D'Amico did not vote/respond.

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

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Del Grande, that:

Transparency and Reporting of Local School COVID-19 Positive Case Counts:

WHEREAS: The Province of Ontario has changed their practice by discontinuing the COVID-19 case and contact management system including public reporting of cases;



WHEREAS: The change regarding the dismissal of classes and cohorts will be replaced by a reliance on absences as an indicator of COVID cases among students and Staff;

WHEREAS: Many parents and students are frustrated, angry and anxious about a return to in person learning as a result of this change by the Government of Ontario;

WHEREAS: Parents/guardians, residents and stakeholders want and deserve as much data as possible during the pandemic;

WHEREAS: Ratepayers, parents and stakeholders are disappointed in the change of course in reporting COVID-19 cases by the province of Ontario;

WHEREAS: A developing a plan to establish local school case count of positive COVID-19 cases would be welcomed;

WHEREAS: Parents/guardians and employees can assist in helping to keep schools as safe as possible;

WHEREAS: Parents, students and employees count on information to inform their decisions;

WHEREAS: This change lacks transparency and does not encourage public confidence in any educational or government sector;

WHEREAS: Access to PCR and Rapid Antigen Test Kits is inequitable and disadvantages a substantial portion of school communities that cannot afford these products; and

WHEREAS: N95 non-fit test masks for employees have been provided but students do not have access to medical grade or child sized K95/N95 masks.

THEREFORE BE IT RESOLVED THAT: The TCDSB request the Minister of Education to:

- a. Make/ available PCR and Rapid Antigen Tests to all students and Staff who have COVID symptoms;

- b. Provide medical grade masks or child sized K95 or N95 masks for all students; and
- c. Reconsider reestablishing a COVID-19 case and contact management system including public reporting of cases;

FURTHER BE IT RESOLVED THAT: TCDSB Staff develop a local school plan to establish case counts of positive COVID-19 cases locally;

FURTHER BE IT RESOLVED THAT: TCDSB parents/guardians be instructed to report positive cases in their household;

FURTHER BE IT RESOLVED THAT: All TCDSB employees be directed to report positive cases; and

FURTHER BE IT RESOLVED THAT: Staff implement a case count reporting framework including communicating positive cases locally and system wide.

Trustee de Domenico joined the virtual room at 9:00 pm.

MOVED by Trustee Martino, seconded by Trustee Lubinski, that the following Resolutions be referred to the January 20, 2022 Corporate Services, Strategic Planning and Property Committee meeting:

- 1) FURTHER BE IT RESOLVED THAT: TCDSB Staff develop a local school plan to establish case counts of positive COVID-19 cases locally;
- 2) FURTHER BE IT RESOLVED THAT: TCDSB parents/guardians be instructed to report positive cases in their household;
- 3) FURTHER BE IT RESOLVED THAT: All TCDSB employees be directed to report positive cases; and
- 4) FURTHER BE IT RESOLVED THAT: Staff implement a case count reporting framework including communicating positive cases locally and system wide

Results of the Vote taken on Referral, as follows:

**In Favour**

Trustees Di Giorgio  
Li Preti  
Lubinski  
Martino  
Tanuan

**Opposed**

Crawford  
de Domenico  
Del Grande  
Di Pasquale  
Kennedy  
Rizzo

The Motion to Refer was declared

FAILED

Trustee D'Amico did not vote/respond.

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

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

**In Favour**

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

**Opposed**

Kennedy  
Martino  
Tanuan

The AMENDMENT was declared

CARRIED

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

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

**In Favour**

**Opposed**

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

Kennedy

The Motion, as amended as declared

CARRIED

Trustee de Domenico did not vote/respond due to technical difficulty.

Trustee Martino did not vote/respond.

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

Trustee de Domenico disconnected and left the meeting at 9:41 pm.

## 17. Staff Reports

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

**17c) Board Improvement and Equity Plan 2021-2022** received.

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  
Rizzo  
Tanuan

The Motion was declared

CARRIED

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

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

**17d) 2022-2023 School Year Calendar Survey received.**

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  
Rizzo  
Tanuan

The Motion was declared

CARRIED

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

**18. Listing of Communications**

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

- 18a) From Wilfred Laurier University regarding Closing the Achievement Gap through Remote Learning for Children and Youth in Racialized and Under-Resourced Communities** received and referred to Staff.

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  
Rizzo  
Tanuan

The Motion was declared

CARRIED

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

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

MOVED by Trustee Li Preti, seconded by Trustee Del Grande, 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  
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.

**23. Adjournment**

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

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
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.

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SECRETARY

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CHAIR



*Teresa Lubinski  
Trustee Ward 4*

*E-mail: Teresa.Lubinski@tcdsb.org*

*Voicemail: 416-512-3404*

**To:** Student Achievement and Well-Being, Catholic Education and Human Resources Committee Regular Meeting, February 3, 2022

**From:** Teresa Lubinski, Trustee Ward 4

**Subject: Consideration of Motion - To Proclaim Katyń Massacre and Smolensk Air Disaster Commemoration Day in all Toronto Catholic District School Board (TCDSB) Schools on April 10, 2022 and Every Year Thereafter**

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**MOVED BY: Teresa Lubinski, SECONDED BY: Trustee Kennedy**

**WHEREAS:** The Toronto Catholic District School Board recognizes the contributions of Poles globally and to the fabric of our communities;

**WHEREAS:** There is a high number of students with Polish background in the Toronto Catholic District School Board that have made significant contributions to our schools (through sharing their rich heritage, history, culture and language) and who form a part of the firm foundation of this Board;

**WHEREAS:** There are over 1.1 million Canadians who claim full or partial Polish ancestry, of whom over 145,000 reside in the City of Toronto, with many attending our Catholic schools;

**WHEREAS:** Approximately 22,000 Polish people, mainly reserve officers, engineers, doctors, teachers, university professors, members of the intelligentsia, and others, were shot individually at the back of the head during April and May of 1940 by the Soviet Union Government;

**WHEREAS:** On April 10, 2010, Polish President Lech Kaczyński, First Lady Maria Kaczyńska, Senior Polish Government Officials, family members of the Katyń Massacre lost their lives in a fatal plane crash (96 people), known as Smolensk Air Disaster while travelling to Katyń to commemorate the 70th Anniversary of Katyń Massacre;

**WHEREAS:** To date, the Katyń Massacre continues to be a historical wound for the Polish community in Etobicoke-Lakeshore and Parkdale-High Park, Canada and across the world;

**WHEREAS:** The TCDSB is committed to educating students about social injustice; and

**WHEREAS:** The TCDSB envisions graduates who are responsible citizens who give witness to Catholic teaching by promoting peace, justice and the sacredness of human life.

**BE IT RESOLVED THAT:** All schools at the Toronto Catholic District School Board have a moment of silence and reflection for the victims of Katyń Massacre and Smolensk Air Disaster on April 10, 2022 and every year thereafter; and

**BE IT RESOLVED THAT:** the Toronto Catholic District School Board do hereby proclaim April 10, 2022 as Katyń Massacre and Smolensk Air Disaster Commemoration Day in all of the TCDSB schools this year and every year thereafter.

**Teresa Lubinski**

**Trustee, Ward 4**



REPORT TO

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

**REPORT ON EXTERNAL RESEARCH CONDUCTED  
IN THE TCDSB - 2022**

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

| Created, Draft   | First Tabling    | Review                                      |
|------------------|------------------|---|
| January 24, 2022 | February 3, 2022 | <a href="#">Click here to enter a date.</a> |

L. Di Marco, Superintendent of Curriculum Leadership & Innovation; Academic ICT  
C. Fernandes, Executive Superintendent of Student Achievement, Innovation and Well Being  
M. Endler, Research Associate, Educational Research  
M. Vanayan, Senior Coordinator, Educational Research

**INFORMATION REPORT**

**Vision:**

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**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  
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Community Development

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Chief Financial Officer and  
Treasurer

## **A. EXECUTIVE SUMMARY**

This report provides the annual list of approved external research proposals and a summary of findings for previous research projects received as of December 31, 2021. Appendix A lists applications that were approved in 2020-2021. Appendix B provides a description of findings from external research approved in 2017-2018.

*The cumulative staff time dedicated to developing this report was 40 hours.*

## **B. PURPOSE**

1. According to *TCDSB Policy S.19 External Research Conducted in the TCDSB* (revised May 2021), a list of approved external research is to be reported annually to the Board.

## **C. BACKGROUND**

1. *TCDSB Policy S.19 Research Conducted in the TCDSB* was originally approved in August 1988. The most recent amendment was approved on May 20, 2021, including renaming the policy to “*External Research Conducted in the TCDSB*” as it addresses requests by external institutions, organizations and individuals.
2. As per TCDSB Policy S.19, each year, there is an annual report to Board outlining the studies that were approved during the previous year as well as a summary of previous external research findings, where available.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

1. Any external institution, organization or individual who wants to conduct research activities in the Toronto Catholic District School Board (TCDSB) must submit an application to the Board for approval. This includes people or agencies that plan to recruit research participants from schools and conduct the research outside of TCDSB premises.
2. Applications are submitted to the Director of Education and are reviewed by the Research Review Committee; there are four deadlines each year. Proposals are evaluated based on scholarship, educational merit, research design, demands on

schools, and they are vetted within the framework of Catholic values and the Multi-Year Strategic Plan (MYSP).

3. In accordance with professional standards, it is an expectation that all research is conducted in a manner that ensures confidentiality and anonymity of individuals and schools. Any participation in an approved external research initiative by school staff, parents and students is voluntary and must include informed consent.
4. The 2020-2021 school year was marked by the COVID-19 pandemic and there was much change in schools and school districts across Ontario in support of a safe learning environment. These realities impacted the proposed plans of external researchers and considerations of the TCDSB Research Review Committee. In total, during the 2020-2021 school year, four external research applications were approved. Each of these studies involved minimal demands on schools, or were part of school programming. Additionally, the application process changed to an online submission process in 2020-21. Appendix A provides a summary of approved applications.
5. It is an expectation that upon study completion, all external researchers provide a copy of any report they write on their findings. Reports are shared with staff within the Teaching and Learning Collaborative (Curriculum, Leadership and Innovation; Student Success; Safe Schools; Special Services; Equity, Diversity and Indigenous Education) and other relevant departments. The timeframe for external research and subsequent reporting frequently extends beyond the school year. Often the research takes place in multiple locations, some studies may be examining long-term outcomes, and there are times when researchers are unable to complete the work as anticipated, due to funding limitations or other disruptions. Appendix B provides a summary of the findings from completed external research that was approved during the 2017-2018 school year.

## **E. METRICS AND ACCOUNTABILITY**

An annual summary report on external research will be presented to the Board.

## **F. CONCLUDING STATEMENT**

This report is for the information of the Board.

## APPENDIX A

### TCDSB External Research Applications: Approved in 2020-2021

#### ***TARGetKids! Healthy Children Together***

- **Purpose:** This national longitudinal study is a collaboration between child health researchers and children's primary care doctors. There is one component that is generally collected through schools or childcare settings. There is emerging evidence of an association between Body Mass Index (BMI) trajectories and school achievement. The goal is to determine if child health and developmental trajectories in early childhood, measured from birth to age 3 years, are associated with kindergarten outcomes, as measured by the Early Development Instrument (EDI) in JK and SK.
- **Method:** The EDI is completed by teachers for students attending schools in Junior Kindergarten or Senior Kindergarten (TCDSB is one of the participating school boards); BMI is collected through the health system.

#### ***Evaluation of a School Sun Safety Program***

- **Purpose:** The *SunSense Certification* program is offered in partnership with the Canadian Cancer Society. This study is an evaluation of the program which is designed to promote skin health and reduce skin cancer risk in the areas of sun safety knowledge, attitudes, and behaviours and school policies, practices and procedures.
- **Method:** The data collection includes interviews with SunSense team leads (two schools).

#### ***Students' Reflections on their Extended French Experience and their own Plurilingualism***

- **Purpose:** The study is a collaborative inquiry to inform teacher practice. This research proposes to examine action-based multilingual education to learn more about how intermediate students in a French Extended program use language(s) in their everyday lives.
- **Method:** Individual and group participation for students in Grade 7 and 8 in one school which offers the Extended French program. Participation entails creating bilingual/multilingual portraits, interview questions, and a post-survey.

#### ***Feeling Explorers: Building Emotional Resilience and Social Competence in Canadian Classrooms***

- **Purpose:** *Feeling Explorers* is a classroom intervention that teaches social emotional skills (SEL) among Grade 2 students. This study is designed to examine the impact of participation in the program.

- **Method:** The program (three elementary schools) involved about 80 Grade 2 students. Participation includes individual student interviews (by a Feeling Explorers Group Leader) and classroom teacher interviews (or online surveys).



## APPENDIX B

### TCDSB External Research Applications Report Back

#### *CAT5 Field Test Study*

- **Purpose:** The *Canadian Achievement Test 5* (CAT5) is a web-based assessment for Language and Mathematics that is currently in development. The purpose of the field test study is to learn about the teacher and student experience when using this online assessment system, and to analyze the technical quality of the test questions.
- **Method:** Online teacher and principal questionnaires.
- **Summary:** The fifth edition of the Canadian Achievement Test (CAT5) was to be published in the fall of 2022; due to the pandemic this timeline has been delayed. CAT5 is web-based and will be aligned with current Ontario curricula for Language and Mathematics (Kindergarten to Grade 8). All subtests are administered online using tablets or computers; students respond on devices using fill-in-the-blank and/or a multiple-choice format; subtests are scored automatically by an on-line system. The study was a field test of questions to be included on the CAT5 and participating schools received feedback regarding the performance of their students. Both teachers and students rated the interfaces as friendly; students expressed a preference for web-based assessments to paper-and-pencil assessments; teachers identified the fast turnaround of reports as a strength. The need for improvements in the following areas were noted: login procedures, the quality of the technology especially in the younger grades, overall improvements to support seamless access (i.e., servers, browser, bandwidth).
- **Results and Application:** The pandemic disrupted plans for the development of the CAT5. Feedback from the field test will inform improvements in the assessment; the next phase of development will be a norming study. The report will be shared with the central superintendents of the Teaching and Learning Collaborative for their information and consideration.
- The original request for research was submitted in 2017-18.

### ***Health Behaviour in School-aged Children Study***

- **Purpose:** Using a detailed questionnaire for school-aged children, the study aims to increase understanding of youth health and well-being. It will also inform education and health policy and health promotion programs; both nationally and internationally.
- **Method:** A questionnaire for students in Grades 6 to 10.
- **Summary:** The research is a cross-national health study conducted in collaboration with public health agencies and the World Health Organization. It enables researchers to increase understanding of the social context of the health behaviours and attitudes of young people and associated social determinants of health. The study is conducted every four years, and results are used to monitor the health trends of young Canadians. Participants are students from randomly selected schools across Canada. A wide range of topics are covered including relationships (e.g., home, friendships, school, community); health (e.g., physical, mental, spiritual); bullying; screen time, etc. Results indicated that: mental health and relationships of Grade 9 and 10 girls are of concern; positive relationships in homes and families matter; the majority of participants reported positive relationships; profiles of risk taking are changing; social media use is a growing issue among young people.
- **Results and Application:** Results will inform professional learning. The report will be shared with central superintendents of the Teaching and Learning Collaborative and the Mental Health Lead for their information and consideration.
- The original request for research was submitted in 2017-18.

### ***Promoting Student Engagement: A Student-led collaborative inquiry***

- **Purpose:** A student-led collaborative inquiry was designed to identify factors that are perceived by students as enablers and challenges to participation and engagement, to encourage all students to become student leaders and change makers in their communities, and to identify methods that promote student voice.
- **Method:** Focus groups with students in three schools across the city.
- **Summary:** The collaborative inquiry was conducted by student trustees, with guidance and support of senior staff. Findings include recommendations in the areas of capital affairs, human capital and staffing, student voice at the local school level, student success inside and outside the classroom, student wellbeing, student engagement. Plans were made to establish a student leadership work group to review the proposed recommendations and actions.

- **Results and Application:** The findings were presented in a report to the Board of Trustees in June 2019. In that report it was recommended that the findings of this student-led collaborative inquiry be reviewed by appropriate staff and be considered to inform professional development and strategic planning to further promote student engagement within the board.
- The original request for research was submitted in 2017-18.

***I'm A Great Little Kid! Evaluation of a Primary Prevention Program for School-aged Children.***

- **Purpose:** *I'm A Great Little Kid* is a primary prevention program aimed to increase children's knowledge and skills in reducing their risk for abuse and violence. The program is delivered in the classroom over the course of 6 weeks using storybooks and follow-up activities to enhance children's competency across six domain areas (i.e., self-esteem, communication, making choices, friendship, touch, and getting help). The research is an evaluation of the impact of the implementation of this program in collaboration with the TCDSB Social Work Department.
- **Method:** Mixed methods including interviews with Grade 2 and 3 students; teacher feedback questionnaire; prevention educator focus group; program fidelity check list.
- **Summary:** Findings show that the program is effective and helps children learn key preventative skills and messages. Children who completed the program were more likely to: understand and correctly define the concept of self-esteem; non-verbal communication; not excluding friends; tell a teacher about teasing and inappropriate behaviour; asking a trusted adult for help. Teachers who had implemented the program in their classroom found the program to be effective at teaching children key preventative skills and messages.
- **Results and Application:** Results inform the implementation of the program as a primary intervention in reducing children's risk for abuse and violence. The report will be shared with the Superintendent of Special Services, Chief Social Worker, Chief of Mental Health for their information and consideration.
- The original request for research was submitted in 2017-18.

***Impact Study of the Learning Partnership Coding Quest Program***

- **Purpose:** The *Coding Quest* program is designed to help students in Grades 4 to 6 develop coding skills, creativity, critical thinking, and computation thinking which are essential 21<sup>st</sup> Century competencies. The research evaluated the impact of this initiative in collaboration with the TCDSB 21<sup>st</sup> Century and Learning and ICT department.

- **Method:** Teacher and student online surveys; review of samples of student work
- **Summary:** Key findings show an increase over time in students who reported improved facility with “learning to code” and an increased use of various “approaches to learning”. Disaggregated responses show large improvements in male participants and show the program is noticeably more challenging for Grade 4 students, than Grade 5 and 6 students.
- **Results and Application:** Results indicate improvements in student’s understanding of coding. The report will be shared with the Superintendent of Curriculum Leadership and Innovation.
- The original request for research was submitted in 2017-18.

***Impact Study of the Learning Partnership's Investigate! Invent! Innovate! (I-cubed) program***

- **Purpose:** The *I-cubed* program is designed to help students in Grades 7 and 8 develop innovation competencies, critical thinking and creative thinking skills which are essential 21<sup>st</sup> Century competencies. The research evaluated the impact of this initiative in collaboration with the TCDSB 21<sup>st</sup> Century and Learning and ICT department.
- **Method:** Teacher and student online surveys; teacher interviews.
- **Summary:** Key findings show an increase over time in students who reported improved facility with *innovation competencies in inquiry-based learning*. Teacher perceptions concurred with the student reports. Additionally, students also reported improved facility with *inter and intra-personal skills*, in *communication measures*, such as *confidence presenting* and *communication using different media*. Additionally, students reported that they found Science more challenging over the course of the program.
- **Results and Application:** Results indicate improvements in student innovation competencies, critical thinking and creative thinking skills. The report will be shared with the Superintendent of Curriculum Leadership and Innovation.
- The original request for research was submitted in 2017-18.

***Impact Study of the Learning Partnership's Turning Points Program***

- **Purpose:** *Turning Points* program is designed to help build character awareness and literacy, and provide students in Grades 6 to 12 an opportunity to read, write, and think about fundamental values. The research evaluated the impact of this initiative in collaboration with the TCDSB 21<sup>st</sup> Century and Learning and ICT department.
- **Method:** Teacher and student online surveys; teacher interviews; review of samples of student work.

- **Summary:** The program facilitates a process of self-reflection and discussion with teachers and peers and supports writing a narrative essay about a significant event (a turning point) in which students organize and express their thoughts about the principles that guide them. Key findings indicate that although essay writing is challenging, this can be overcome. Over 80% of essays were about how students' outlook on life changed after a significant event, aligning with the stated program goal of *Turning Points*: e.g., illness, injury, or disease of a friend or family member, struggle with a physical or mental affliction. Most essays were submitted by females.
- **Results and Application:** Results inform improvements in students reading, writing and reflection skills. The report will be shared with the Superintendent of Curriculum Leadership and Innovation.
- The original request for research was submitted in 2017-18.

#### ***Impact Study of the Learning Partnership's Real Talk***

- **Purpose:** *Real Talk* is a web application that uses crowd-sourcing technology to connect students with industry leaders and businesses to help young people learn about the different career options post-graduation. The purpose of this evaluation study was to determine if the mobile web application, Real Talk was useful for students and teachers.
- **Method:** Teacher and student online surveys.
- **Summary:** There were 39 educators who participated in the survey to provide their perceptions of the app during their GLC20 or career preparation classes for students. In addition, the student survey measured engagement and usage. The majority of educators who used the app stated that they found it useful with helping students explore career options and planning. The results of this study indicate that half of the teachers who used the app, found it useful and impactful. Students bookmarked, 'liked' and engaged with a variety of career options through the app that may not have been available otherwise
- **Results and Application:** The results of this study highlight positive aspects of the Real Talk web application. The report will be shared with the central superintendents of the Teaching and Learning Collaborative for their information and consideration.
- The original request for research was submitted in 2017-18.

#### ***Impact Study of the Learning Partnership's Entrepreneurial Adventure Program***

- **Purpose:** This Pan-Canadian Evaluation study evaluated the *Entrepreneurial Adventure* (EA) program efficacy for students, teachers, and business partners. The program is designed to teach students about

starting or operating a business while partnering students with local businesses to mentor and inform student learning.

- **Method:** Multi-method pre/post surveys and interviews with students, teachers, program managers and business operators.
- **Summary:** Statistical data analysis revealed that students were more likely to consider thinking about starting a business and indicated understanding of what skills would be needed to operate a business after exposure to the Entrepreneurial Adventure program. The findings from this study indicated that both students and teachers reported increased competency and efficacy with 21<sup>st</sup> Century skills such as entrepreneurial thinking, creativity, and project design as a function of access and experience with the EA program.
- **Results and Application:** The results of this study highlight the benefits of the Entrepreneurial Adventure Program. The report will be shared with the central superintendents of the Teaching and Learning Collaborative for their information and consideration.
- The original request for research was submitted in 2017-18.

***Feasibility study of the STRONG program for refugee children and youth experiencing trauma symptoms***

- **Purpose:** This was a pilot feasibility study supported by the School Mental Health ASSIST (now School Mental Health Ontario/SMHO) provincially funded program that was intended to provide support for Syrian newcomer families. The project aims were to provide social and emotional supports, increase resilience, a sense of belonging, provide access to resources, increase positive choices, and reduce distress for newcomer families within school settings.
- **Method:** Mixed methods; surveys, focus groups, observations and interviews for students, clinicians and school Mental Health Leaders.
- **Summary:** The pilot program revealed that clinicians reported a significant positive impact for students: i.e., lowering distress, increasing resilience, providing students with more social supports among the group participants, access to school-based resources and participation in school activities/clubs and events. Students reported increased comfort at school and approaching teachers for guidance. The program was found to have been delivered with fidelity and high impact for newcomers; however, the intensive nature of the training and program delivery if continued would require a high degree of supports from both the School Mental Health ASSIST program, increased interpreter resources and support, as well as deep support from the schools to ensure sustained efficacy.

- **Results and Application:** The results of this study will inform improvements in implementation of the *STRONG* program. The report will be shared with the Superintendent of Special Services and the Chief of Mental Health for their information and consideration.
- The original request for research was submitted in 2017-18.

### ***Program Evaluation for the School Travel Planning Program***

- **Purpose:** This study evaluated the increase in rates of walking to school for students who live within walking distance, as well as increasing ridership for those who had access to buses. The increases in walking/busing was intended to reduce traffic safety concerns and congestion.
- **Method:** Audits and surveys.
- **Summary:** In 54 TCDSB schools, various audits of walkability/transportation evaluation studies took place. This research resulted in recommendations to the TCDSB with respect to safety; additional resources were provided to support various transportation partnerships. Of those who were surveyed or attended meetings to discuss school travel, 85% of respondents reported satisfaction with the program. The program provided recommendations for the development of an action plan to address school travel plans (e.g., communities, school zone safety improvements, neighbourhood assessments).
- **Results and Application:** The findings from this study will inform recommendations to address travel plans and will be shared with the Planning Department for their information and consideration.

### ***Licensed to Learn (L2L) Program Evaluation***

- **Purpose:** *Licensed to Learn* Inc. (L2L) aims to assess the impact of a peer-tutoring and mentorship program (L2L Program) on the academic readiness and performance of the tutors and peers who participate each year.
- **Method:** Students in the program (tutors and peers) complete a series of surveys (available both online, and on paper).
- **Summary:** The L2L program evaluations are designed to help assess how effectively the program is in supporting students who participate both as tutors and peers. In 2017-18, L2L supported over 3,780 students in almost 100 schools in five of GTA's major school boards, either as tutors or peers (approximately half each). Tutors received training and certification; they reported the following: 91% developed as leaders; 94% learned responsibility, 70% recognized improvements in their own academics. Peers, who received support, reported: 76% felt the tutoring improved their grades, 82% enjoyed the tutoring experience, 85% liked getting to know their tutor. In TCDSB, the program grew by 10% in 2017-18.
- **Results and Application:** Results inform opportunities for peer mentorship and tutoring. The report will be shared with the central superintendents of the Teaching and Learning Collaborative for their information and consideration.



### ***Gathering of Nations Summer Camp for Indigenous Students***

- **Purpose:** The Gathering of Nations Summer Camp (GONSC) is a land-based delivery of a credit course for Grade 9 and 10 students; the program was located at a summer camp in rural Ontario. The research is an evaluation of Year 2, of a proposed four-year initiative. This pilot project was designed to help First Nation, Métis and Inuit students and those students who are *at risk* to gain secondary academic credits in an environment that supports traditional learning and leadership development.
- **Method:** Mixed methods of repeated measures: pre-camp interview with caregivers, weekly course feedback forms (student completion), and a talking circle at the last session.
- **Summary:** The initiative was based on the Medicine Wheel, where Year 2 focused on the “South” direction. This three-week program included the course *Aboriginal Peoples in Canada* taught by a TCDSB teacher for half of each day; the other half was taught by two First Nation Elders; with a focus on Indigenous thoughts, philosophies, and aesthetics. Fourteen self-identified Indigenous students from three boards started the program; 11 remained for the duration. Creating supportive educational environments for Indigenous youth continues to be of critical importance. This program instilled a sense of safety and support for the students; they expressed a better learning experience. Recommendations included: ensure students are part of the decision to attend; schedule more free time intermittently throughout the day; relocate to an environment that is not shared with other non-Indigenous programming.
- **Results and Application:** Results provide an example of non-colonial applications of Indigenous courses and provides an opportunity for First Nation, Métis, and Inuit students to learn in a land-based environment. The results will be shared with the Superintendent of Equity, Diversity, Indigenous Education, and Community Relations.

### ***Impact of Early French Immersion on Language and Cognitive Development in a Diverse Population***

- **Purpose:** This study examines the influence of linguistic and socioeconomic diversity on developmental and academic progress in French Immersion programs.
- **Method:** A 3-year longitudinal study in French Immersion schools; repeated measures (nonverbal and verbal individually administered tasks) on students from Grade 1 to Grade 3.

- **Summary:** Since the first French Immersion program in 1965, a large body of research has demonstrated positive effects of immersion education on children's language development and academic achievement. However, since the original research was conducted, two changes have occurred: (i) an increase in the diversity of children in terms of linguistic, socioeconomic, and cultural background in these programs and (ii) an accumulation of evidence showing positive effects of bilingualism on cognitive development. Participating schools spanned many neighbourhoods in the Toronto Area with a highly diverse group of students; there were 42 languages in addition to English and French that were understood by children in the sample. There were four sub-groups; monolingual, bilingual, divided by SES. In Year 1, 70 students participated in this study; these results from will be used to establish a baseline to track the student's progress over the next two years. Future analysis will examine learning trajectories and cognitive skills in terms of background profiles.
- **Results and Application:** Results will inform French Immersion programming, in a multilingual city such as Toronto. The report will be shared with the Superintendent of Curriculum Leadership and Innovation.

## 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<br>Academic Services |
| 2  | January (P)     | Student Achievement | A.35 Accessibility Standards Policy Metric   | Associate Director<br>Academic Services |
| 3  | February (P)    | Student Achievement | S. 19 External Research Policy Metric  | Associate Director<br>Academic Services |
| 4  | April (A)       | Student Achievement | Non-Resident VISA Student Fees   | Associate Director<br>Academic Services |
| 5  | May (A)         | Student Achievement | Ratification of Student Trustee Nominees   | Associate Director<br>Academic Services |
| 6  | June (P)        | Student Achievement | B.B.04 Smoke & Vapour Free Policy Metric   | Associate Director<br>Academic Services |
| 7  | September (A/P) | Student Achievement | Annual Safe Schools Report and<br>S.S.12 Fresh Start Policy Metric                     | Associate Director<br>Academic Services |
| 8  | September (P)   | Student Achievement | H.M. 40 Fair Practice in Hiring and<br>Promotion Policy Metric                         | Associate Director<br>Academic Services |
| 9  | September (A)   | Student Achievement | Community Advisory Committees Report   | Associate Director<br>Academic Services |
| 10 | September (P)   | Student Achievement | T.07 Community Engagement Policy Report  | Director of Education                   |
| 11 | September (P)   | Student Achievement | A.37 Communications Policy Metric  | Director of Education                   |
| 12 | October (A)     | Student Achievement | Student Trustees: Voices that Challenge -<br>CSLIT                                     | Associate Director<br>Academic Services |
| 13 | October (A)     | Student Achievement | International Languages Program Report   | Associate Director<br>Academic Services |
| 14 | October (A)     | Student Achievement | Primary and Junior Division Assessments Of<br>Reading, Writing and Mathematics (EQAO); | Associate Director<br>Academic Services |

## 2022 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

|           |                |                     |   |                                      |
|-----------|----------------|---------------------|---|--------------------------------------|
| <b>15</b> |                |                     | the Grade 9 Assessment of Mathematics (EQAO); and the OSSLT Assessment  |                                      |
|           | October (A)    | Student Achievement | S.22 Religious Accommodation Policy Report and S.S.02 Opening or Closing Exercises Policy Report (combined)     | Associate Director Academic Services |
| <b>16</b> | October (A)    | Student Achievement | Board Improvement & Equity Plan (BIEP)  | Associate Director Academic Services |
| <b>17</b> | November (A)   | Student Achievement | K-12 Professional Development Plan for Student Achievement and Well-Being                                       | Associate Director Academic Services |
| <b>18</b> | November (A)   | Student Achievement | CPIC Annual Report  | Associate Director Academic Services |
| <b>19</b> | November (P)   | Student Achievement | Elementary Catholic School Leadership Impact Team Report ECSLIT   | Associate Director Academic Services |
| <b>20</b> | November (P)   | Student Achievement | S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report  | Associate Director Academic Services |
| <b>21</b> | December (A/P) | Student Achievement | Accountability Framework for Special Education and S.P.01 Special Education Programs and Services Policy Metric | Associate Director Academic Services |
| <b>22</b> | December (P)   | Student Achievement | S.10 Catholic School Parent Council Policy Metric   | Associate Director Academic Services |
| <b>23</b> | December (A)   | Student Achievement | Staff CPIC Annual Report  | Associate Director Academic Services |

# STUDENT ACHIEVEMENT AND WELL BEING

## PENDING LIST TO FEBRUARY 3, 2022

| # | Date Requested & Committee/Board | Report Due Date | Destination of Report Committee/Board | Subject  | Delegated To   |
|---|----------------------------------|-----------------|---------------------------------------|--|--|
| 1 | June-2020<br>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 ( <b>Computers for Students in Need</b> ) | Associate Director of Facilities, Business & Community Development |