

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

AGENDA March 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

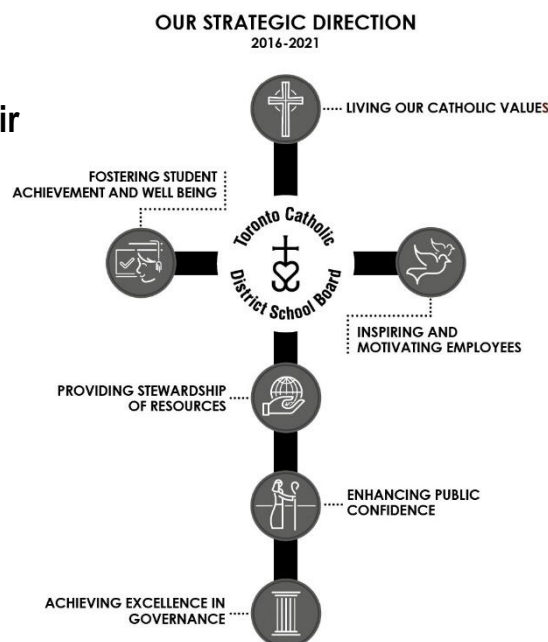
Teresa Lubinski
Trustee Ward 4

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 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, March 3, 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 and Apologies
6. Approval of the Agenda
7. Report from Private Session
8. Declarations of Interest
9. Approval and Signing of the Minutes of the Meeting held February 3, 2022 1 - 17
10. Delegations
11. Presentations

- 11.a. The Angel Foundation for Learning Annual Report - John Yan,
Executive Director
- 11.b. From the Associate Director of Academic Affairs and Chief
Operating Officer - Academic Update (Verbal)
- 11.c. Mental Health and Well Being Highlights (Verbal) - Maria Meehan,
Superintendent of Special Services, Melissa Hanlon, Mental Health
Lead and Vanessa Cocco, Chief Social Worker
- 12. **Notices of Motion**
- 13. **Consideration of Motions for which previous notice has been given**
- 14. **Consent and Review**
- 15. **Unfinished Business**
- 16. **Matters referred or deferred**
- 17. **Staff Reports**
 - 17.a. 2021-2022 Equity Poverty Action Network (EPAN) Schools
Funding Allocation (Information) 18 - 24
 - 17.b. Ministry Funding Announcement - Learning Recovery Action Plan
(Information) 25 - 34
- 18. **Listing of Communications**
- 19. **Inquiries and Miscellaneous**
- 20. **Updating of Pending List**
 - 20.a. Annual Calendar of Reports and Policy Metrics 35 - 36
 - 20.b. Monthly Pending List 37
- 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, FEBRUARY 3, 2022

PRESENT:

Trustees:

N. Crawford, Chair, In Person
M. Del Grande, Vice-Chair - Virtual
F. D'Amico - Virtual
M. de Domenico - 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
C. Caldwell (on behalf of P. Matthews)
D. Chen
F. Cifelli

G. Danfulani
L. DiMarco
K. Dixon
M. Meehan
R. Peterson
S. Vlahos
J. Wujek

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

External Guest: A. Robertson, Parliamentarian

5. Roll Call and Apologies

Trustees Di Giorgio and Di Pasquale were absent.

6. Approval of the Agenda

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

MOVED in AMENDMENT by Trustee Lubinski that Regulation 7 of the Delegations and Public Participation Policy T.14 (*Potential delegates shall submit a Delegation Registration Form to the Recording Secretary's Office no later than 12:00pm, two (2) business days preceding the meeting ...*) be waived to add a Delegation.

The Chair ruled the AMENDMENT out of order.

MOVED by Trustee Lubinski, seconded by Trustee Kennedy, that the Chair's Ruling be challenged.

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

In Favour

Trustees Crawford
Martino

Opposed

D'Amico
de Domenico
Del Grande
Kennedy
Li Preti
Lubinski
Rizzo
Tanan

The Chair's Ruling was not upheld.

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

MOVED in AMENDMENT by Trustee Lubinski, seconded by Trustee Rizzo, that Regulation 7 of the Delegations and Public Participation Policy T.14 be waived to add Item 10b) Delegation from Michael Mochocki regarding Toronto Catholic District School Board (TCDSB) recognizing Katyn Massacre and Smolensk Air Disaster as Commemoration Day in all of our Schools on April 10, 2022 and every year thereafter to the Addendum.

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

In Favour

Trustees Crawford
D'Amico
de Domenico
Del Grande
Kennedy
Li Preti
Lubinski

Opposed

Martino

Rizzo
Tanuan

The AMENDMENT was declared

CARRIED

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

MOVED by Trustee Lubinski, seconded by Trustee Tanuan, that the Agenda, as amended, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
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.

7. **Report from Private Session**

MOVED by Trustee Del Grande, seconded by Trustee Lubinski, that the following report from PRIVATE Session be received.

- a. Discussed verbal updates on central bargaining matters and approved motions; and
- b. Approved Minutes of Meeting held November 3, 2021

Trustees Del Grande and Kennedy declared an interest in the Items regarding central bargaining while Trustees Li Preti and Rizzo declared an interest in various sections, as indicated in Item 8 below.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
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.

8. Declarations of Interest

In PRIVATE Session, Trustees Del Grande and Kennedy declared an interest in Items regarding central bargaining while Trustees Li Preti and Rizzo declared an interest in some sections as they have family members who are employees of the Board.

Trustees Del Grande, Kennedy and Rizzo did not participate in discussions nor vote on the respective Items while Trustee Li Preti participated in discussions, having declared a non-pecuniary conflict of interest, but did not vote on the Item.

In PUBLIC Session, there were none.

9. Approval and Signing of the Minutes

MOVED by Trustee Kennedy, seconded by Trustee Del Grande, that the Minutes of the Meeting held January 13, 2022 be approved.

The Motion was declared

CARRIED

10. Delegations

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

- 10a) From Daniel Demczuk regarding to Commemorate Katyń Massacre and Smolensk Air Disaster in TCDSB Schools received.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
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 Lubinski, seconded by Trustee Rizzo, that Item 10b) be adopted as follows:

- 10b) From Michael Mochocki regarding TCDSB recognizing Katyn Massacre and Smolensk Air Disaster as Commemoration Day in all of our Schools on April 10, 2022 and every year thereafter received.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
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.

11. Presentations

MOVED by Trustee Kennedy, seconded by Trustee Li Preti, 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 TCDSB's By-law, to complete the debate on the Item and the will of the majority of the Assembly, as follows:

Results of the Vote taken on Extension, as follows:

In Favour

Opposed

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

de Domenico

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

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

In Favour

Opposed

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

The Main Motion was declared

CARRIED

Trustee de Domenico did not vote/respond.

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

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

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

13a) From Trustee Lubinski regarding to Proclaim Katyń Massacre and Smolensk Air Disaster Commemoration Day in all TCDSB Schools on April 10, 2022 and every year thereafter:

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 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 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.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Tanuan, that the TCDSB request the Provincial, Federal and Municipal Governments and the Archdiocese of Toronto to consider recognizing and commemorating the Katyn Massacre and Smolensk Air Disaster Commemoration Day on April 10, 2022 and every year thereafter.

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

In Favour

Opposed

Trustees Crawford
de Domenico
Del Grande
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.

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

In Favour

Opposed

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

The Motion, as amended, was declared

CARRIED

Trustee D'Amico did not vote/respond.

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

14. Consent and Review

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

- 17a) Report on External Research Conducted in the Toronto Catholic District School Board (TCDSB) - 2022 – Trustee Rizzo;
- 18a) Communication from Magdalena Pszczolkowska, Consul General of the Republic of Poland in Toronto regarding Letter of Support to Proclaim Katyń Massacre and Smolensk Air Disaster Commemoration Day in all TCDSB Schools on April 10 – Trustee Lubinski; and
- 18b) Communication from Tadeudz Opitz, Lieutenant-Colonel (Retired) regarding Letter of Support to Proclaim Katyń Massacre and Smolensk Air Disaster Commemoration Day in all TCDSB Schools on April 10 – Trustee Lubinski

MOVED by Trustee Li Preti, seconded by Trustee Kennedy, that the Items not held be received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Kennedy
Li Preti
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustees D’Amico, de Domenico and Martino did not vote/respond.

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

ITEMS NOT HELD AS CAPTURED IN THE ABOVE MOTION

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

20b) Monthly Pending List

17. Staff Reports

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

17a) Report on External Research Conducted in the TCDSB - 2022 received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Kennedy
Li Preti
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustees D’Amico, de Domenico and Martino did not vote/respond.

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

18. Listing of Communications

MOVED by Trustee Lubinski, seconded by Trustee Tanuan, that Items 18a) and 18b) be adopted as follows:

- 18a) From Magdalena Pszczolkowska, Consul General of the Republic of Poland in Toronto regarding Letter of Support to Proclaim Katyń Massacre and Smolensk Air Disaster Commemoration Day in all TCDSB Schools on April 10 received; and**
- 18b) From Tadeudz Opitz, Lieutenant-Colonel (Retired) regarding Letter of Support to Proclaim Katyń Massacre and Smolensk Air Disaster Commemoration Day in all TCDSB Schools on April 10 received.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Kennedy
Li Preti
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustees D'Amico, de Domenico and Martino did not vote/respond.

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 Tanuan, 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
Kennedy
Li Preti
Lubinski
Rizzo
Tanuan

Trustees de Domenico and Martino did not vote/respond.

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

23. Adjournment

MOVED by Trustee Del Grande, seconded by Trustee Li Preti, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Kennedy
Li Preti
Lubinski
Rizzo
Tanuan

Trustees de Domenico and Martino did not vote/respond.

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**

2021-2022 EPAN SCHOOLS FUNDING ALLOCATION

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

Created, Draft	First Tabling	Review
February 25, 2022	March 3, 2022	Click here to enter a date.

Ryan Putnam, Chief Financial Officer and Treasurer

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

Marla Endler, Research Associate

INFORMATION REPORT

Vision:

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Brendan Browne, PhD
Director of Education

Adrian Della Mora
Associate Director of
Academic Affairs and
Chief Operating Officer

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

Ryan Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

This report provides an overview of the determination of Equity Poverty Action Network (EPAN) schools and the allocation of supplemental equity funds to identified schools.

B. PURPOSE

This report provides an overview of the determination of EPAN schools and the allocation of supplemental equity funds to identified schools.

C. BACKGROUND

The determination of EPAN schools and the distribution of supplemental equity funds is based on criteria that has evolved since the inception of the initiative. Essentially the initiative supports schools in our most marginalized communities as well as those with particular circumstances with respect to other pertinent demographics. The basis for determining EPAN schools and the allocation of supplemental equity funds is outlined in the attached appendices.

D. EVIDENCE/RESEARCH/ANALYSIS

Schools with a score of 6 or above (as determined by the attached criteria) are designated EPAN schools and will receive supplemental equity funding based on overall score and school enrolment.

Schools that move from a score of 6 or above to a score of 5 will continue to receive a one-time amount to support the transition however these schools will no longer be designated EPAN schools. Scores are calculated by the Research Department using Trillium data after the October 31 ONSIS submission.

For the 2020-2021 school year funding in the amount of \$2 million was provided from the Student Equity Reserve which is now depleted. Of the \$2 million allocated approximately \$1.4 million was unspent at August 31, 2021.

Although the initial 2021-2022 budget did not include an allocation for EPAN schools, staff has provisioned \$600,000 of top-up funding from within the current operating budget to ensure all EPAN schools have the equivalent of the calculated annual amount available to them for use this school year.

Staff would propose the approach continue going forward as well wherein \$2 million will be available in any given school year through a combination of unspent funds from the prior year and top-up from within the base operating budget pending further discussion as part of the 2022-2023 budget process.

Additionally, staff are contemplating allocating the funds to schools for the upcoming year based on the current year's scoring so as to provide the funds earlier in the school year with a true-up to the final amount to be undertaken mid-year based on actual enrolment and confirmation of final EPAN rankings. Under this approach schools could only benefit and would not be penalized if their ranking changes mid-year versus that of the prior year.

E. METRICS AND ACCOUNTABILITY

1. The annual determination of EPAN schools and allocation of supplemental equity funds shall be reported annually to the Board of Trustees.

F. CONCLUDING STATEMENT

This report is for the information of the Board.

2021-2022 Criteria for EPAN Funding Allocation

A Total Composite Score was calculated for each school based on the following factors:

- Socioeconomic Status/SES (50%)
- # of ELL students (15%)
- # of students with an IEP (15%)
- 8 TCDSB Demographic factors (20%)

Please Note: the relative contribution of each factor to the Total Composite Score is indicated in parentheses.

The Total Composite Scores were converted into Ntiles (1 to 9) reflecting relative school standing within the Board. Ntile 1= lowest need to Ntile 9 = highest need.

Funds were allocated according to the following guidelines:

1. Schools at Ntile 8 and 9 received a fixed allocation of \$20,000 plus an enrolment* based per student allocation.
2. Schools at Ntile 7 received a fixed allocation of \$10,000 plus an enrolment* based per student allocation.
3. Schools at Ntile 6 received a fixed allocation of \$7,500.
4. Schools at Ntile 6 in 2020-2021 who 'improved' to Ntile 5 or more in 2021-2022 received a fixed allocation of \$5,000.

* Enrolment includes students from St. Anne (attributed to their home school)

2021-2022 Equity Funding Allocation

Area	School Name	2021-2022 EPAN Funding Allocation				
		Enrolment*	Composite Score	Fixed Allocation	Enrolment Allocation	Total Allocation
6	Our Lady of Lourdes	535	9	20,000	11,684	31,684
8	St. Dunstan	260	9	20,000	5,678	25,678
2	St. John the Evangelist	531	9	20,000	11,596	31,596
2	Our Lady of Victory	623	9	20,000	13,606	33,606
2	St. Bernard	655	9	20,000	14,304	34,304
8	St. Barbara	291	9	20,000	6,355	26,355
1	St. Jude	667	9	20,000	14,566	34,566
1	St. Stephen	339	9	20,000	7,403	27,403
8	St. Martin de Porres	406	9	20,000	8,867	28,867
1	St. Andrew	617	9	20,000	13,475	33,475
3	St. Jane Frances	679	9	20,000	14,829	34,829
3	St. Wilfrid	582	9	20,000	12,710	32,710
3	St. Augustine	546	9	20,000	11,924	31,924
6	St. John XXIII	434	9	20,000	9,478	29,478
1	St. Angela	466	9	20,000	10,177	30,177
3	St. Charles Garnier	428	9	20,000	9,347	29,347
3	St. Francis de Sales	403	9	20,000	8,801	28,801
3	St. Andre	609	9	20,000	13,300	33,300
6	St. Paul	194	8	20,000	4,237	24,237
4	Precious Blood	422	8	20,000	9,216	29,216
8	St. Maria Goretti	884	8	20,000	19,306	39,306
8	St. Rose of Lima	434	8	20,000	9,478	29,478
2	St. Francis Xavier	488	8	20,000	10,657	30,657
5	St. James	161	8	20,000	3,516	23,516
8	St. Boniface	301	8	20,000	6,573	26,573
2	Immaculate Conception	503	8	20,000	10,985	30,985
7	Holy Spirit	454	8	20,000	9,915	29,915
4	St. Paschal Baylon	711	8	20,000	15,527	35,527
4	Blessed Trinity	199	8	20,000	4,346	24,346
7	St. Nicholas	389	8	20,000	8,495	28,495
1	St. Marcellus	404	8	20,000	8,823	28,823
1	St. Roch	340	8	20,000	7,425	27,425
5	James Culnan	561	8	20,000	12,252	32,252
1	St. Dorothy	308	8	20,000	6,726	26,726
4	Epiphany of Our Lord	151	8	20,000	3,298	23,298
1	St. Maurice	274	8	20,000	5,984	25,984
1	St. John Vianney	332	8	20,000	7,250	27,250
1	Holy Child	278	8	20,000	6,071	26,071
5	Holy Family	175	7	10,000	3,822	13,822
5	St. Thomas Aquinas	443	7	10,000	9,675	19,675
6	Holy Cross	349	7	10,000	7,622	17,622
3	St. Margaret	562	7	10,000	12,273	22,273
8	Our Lady of Fatima	785	7	10,000	17,143	27,143
7	St. Lawrence	433	7	10,000	9,456	19,456
3	Our Lady of the Assumption	320	7	10,000	6,988	16,988
8	St. Joachim	290	7	10,000	6,333	16,333

2021-2022 Equity Funding Allocation

Area	School Name	2021-2022 EPAN Funding Allocation				
		Enrolment*	Composite Score	Fixed Allocation	Enrolment Allocation	Total Allocation
3	St. Jerome	592	7	10,000	12,929	22,929
4	St. Timothy	569	7	10,000	12,426	22,426
4	St. Isaac Jogues	286	7	10,000	6,246	16,246
8	St. Thomas More	307	7	10,000	6,705	16,705
7	St. Albert	362	7	10,000	7,906	17,906
7	St. Aidan	263	7	10,000	5,744	15,744
7	St. Sylvester	145	7	10,000	3,167	13,167
6	St. Michael	157	7	10,000	3,429	13,429
1	Msgr. John Corrigan	201	7	10,000	4,390	14,390
7	Prince of Peace	245	7	10,000	5,351	15,351
6	St. Mary	243	6	7,500		7,500
2	St. Matthew	485	6	7,500		7,500
6	Canadian Martyrs	369	6	7,500		7,500
4	St. Kevin	228	6	7,500		7,500
4	St. Gerald	266	6	7,500		7,500
2	St. Mark	208	6	7,500		7,500
4	Our Lady of Guadalupe	141	6	7,500		7,500
3	St. Martha	222	6	7,500		7,500
8	St. Edmund Campion	275	6	7,500		7,500
2	Santa Maria	179	6	7,500		7,500
8	St. Columba	270	6	7,500		7,500
4	St. Kateri Tekakwitha	179	6	7,500		7,500
4	St. Henry	250	6	7,500		7,500
7	St. Rene Goupil	40	6	7,500		7,500
3	Blessed Margherita	324	6	7,500		7,500
7	The Divine Infant	101	6	7,500		7,500
7	Sacred Heart	231	6	7,500		7,500
4	St. Gabriel	263	5	5,000		5,000
1	St. Benedict	601	5	5,000		5,000
4	St. Matthias	264	5	5,000		5,000
1	St. Basil The Great	1187	9	20,000	25,923	45,923
3	James Cardinal McGuigan	961	9	20,000	20,987	40,987
6	St. Patrick	860	9	20,000	18,781	38,781
3	Madonna	634	8	20,000	13,846	33,846
1	Father Henry Carr	799	8	20,000	17,449	37,449
5	Bishop Marrocco/Thomas Merton	687	8	20,000	15,003	35,003
2	St. Oscar Romero	694	8	20,000	15,156	35,156
n/a	Monsignor Fraser College	631	8	20,000	13,780	33,780
1	Monsignor Percy Johnson	1008	7	10,000	22,014	32,014
8	St. Mother Teresa	456	7	10,000	9,959	19,959
7	St. Joan of Arc	793	7	10,000	17,318	27,318
3	Dante Alighieri Academy	650	6	7,500		7,500
5	St. Mary Catholic Academy	768	6	7,500		7,500
3	Marshall McLuhan	1043	6	7,500		7,500
6	St. Joseph's College	641	5	5,000		5,000

2021-2022 Equity Funding Allocation

Area	School Name	2021-2022 EPAN Funding Allocation				
		Enrolment*	Composite Score	Fixed Allocation	Enrolment Allocation	Total Allocation

Note: *Enrolment includes students currently attending St. Anne



REPORT TO

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

**MINISTRY FUNDING ANNOUNCEMENT –
LEARNING RECOVERY ACTION PLAN**

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

Created, Draft	First Tabling	Review
February 25, 2022	March 3, 2022	Click here to enter a date.
Adrian Della Mora, Associate Director, Academic Affairs and Chief Operating Officer Ryan Putnam, Chief Financial Officer and Treasurer		
INFORMATION REPORT		

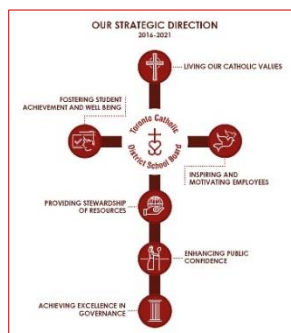
Vision:

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

Adrian Della Mora
Associate Director of
Academic Affairs and
Chief Operating Officer

Derek Boyce
Associate Director of
Facilities, Business and
Community Development

Ryan Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

The Ministry of Education released the 2022-2023 GSN funding and related Provincial priorities information on February 17, 2022. A key component and area for the upcoming school year is the introduction of a Learning Recovery Action Plan. Much of the plan is a continuation of supports put into place for the current school year with enhancements in certain areas, most notably tutoring for students both during the school year and throughout the summer.

B. PURPOSE

The attached Ministry memorandum B02 – Learning Recovery Action Plan outlines the key aspects of this important initiative. Staff is in the process of assessing the information and will provide a brief update at the meeting as to the current stage of formulation and contemplated next steps.

C. BACKGROUND

As per the attached memorandum the Ministry has developed a five-point action plan for learning recovery as follows: Measure and Assess; Strengthen Numeracy and Literacy Skills; Focus on Student Resilience and Mental Well-being; Comprehensive Tutoring Supports; and Modernize Education.

D. EVIDENCE/RESEARCH/ANALYSIS

Staff is assessing the information and formulating plans to implement.

E. METRICS AND ACCOUNTABILITY

Staff will incorporate the requirements of the Learning Recovery Action Plan into the 2022-2023 Estimates with updates provided throughout the year.

F. CONCLUDING STATEMENT

This report is for the information of the Board.

Ministry of Education

315 Front Street West, 14th Floor
Toronto ON M7A 0B8

Ministry of Education

315 Front Street West, 14th Floor
Toronto ON M7A 0B8

2022:B02

Date: February 17, 2022

Memorandum to: Chairs of District School Boards
Directors of Education
Secretary/Treasurers of School Authorities

From: Stephen Lecce
Minister of Education

Nancy Naylor
Deputy Minister

Subject: **Learning Recovery Action Plan**

Over the past two years, the COVID-19 pandemic has had a significant impact on the delivery of education in Ontario and across the globe. Throughout this period our collective focus has been on delivering the best educational experience while protecting schools against the spread of COVID-19. Despite these efforts, we know the pandemic has had far reaching impacts on the learning development and mental health of students, staff, and families across the province.

Now is the time that we must look to the future to ensure our students have the supports they need to get back on track. That is why as we look to the 2022-23 school year, we have launched a **5-point action plan for learning recovery**. The plan leverages and expands upon proven, high-yield programs and supports, and introduces new investments to address critical gaps. Our full plan to support learning recovery and modernize education is outlined as follows:

1. **Measure and assess** by reintroducing provincial EQAO assessments after a two-year pause to better understand student learning levels and additional opportunities for support going forward;
2. **Strengthen numeracy and literacy skills** by investing \$15 million in summer learning with expanded opportunities for targeted student populations, providing over \$11 million in funding to support de-streaming and investing \$25 million in reading intervention programs and professional assessments;
3. **Focus on student resilience and mental well-being** by stabilizing \$80 million of historic mental health funding made last year, providing an additional \$10 million for enhanced supports, and committing to consult, in partnership with the Ministry of Health, to leverage the best available evidence on emerging student mental health needs to support resilience and mental well-being, in alignment

with [Ontario's Roadmap to Wellness](#) and within the continuum of mental health care;

4. Deliver comprehensive tutoring supports through school boards, including in partnership with local community organizations, and the expansion of online tutoring through Mathify and Eurêka! supported by a major investment of \$176 million; and
5. **Modernize education** to better prepare students for job and life skills by investing over \$8 million in the 2022-23 school year.

This plan builds upon the decisive action to protect students and historic investments to address learning disruption and support student resilience and mental well-being.

Last year, the Ministry of Education allocated \$85.5 million to support learning recovery and renewal, including \$62 million for summer learning, \$20 million for re-engagement and reading assessment supports, and \$3.5 million for professional learning supports. This was on top of significant investments in the Grants for Student Needs (GSN). More than 500,000 students have taken advantage of expanded summer learning opportunities over the last two years. Summer learning enrolments increased by 18% in 2020 over the previous year, with an additional increase of 37% in 2021.

This year, the education sector will be supported by additional historic investments with over \$500 million in Priorities and Partnerships Funding (PPF), as outlined in memorandum *2022:B05 2022-23 Priorities and Partnerships Funding*, and a 2.7% increase in the GSN, bringing the 2022-23 total GSN investment to \$26.1 billion, as outlined in memorandum *2022:B03 Grants for Student Needs Funding*.

The plan includes over \$176 million for tutoring supports in the 2021-22 and 2022-23 school years - the single largest investment in tutoring. This funding will enable school boards to offer tutoring in small groups during the school day, before-and-after school, on weekends, and in the summer – including in partnership with local community organizations, to deliver targeted, culturally appropriate programming for students where and when they need it. The Ministry of Education is also supporting the expansion of online tutoring through Mathify and Eurêka! so more students can access these services.

In addition to these investments, the ministry is providing \$304 million through the GSN for temporary additional staffing supports to continue to hire teachers, early childhood educators, educational assistants and other education workers to address learning recovery, the implementation of the first year of a fully de-streamed Grade 9, the delivery of remote learning, supports for special education, and maintaining enhanced cleaning standards. See memorandum *2022:B03 Grants for Student Needs Funding* for more details.

The balance of the plan focuses on reading and math skills, student resilience and mental well-being, and our continued efforts to modernize education and provide

diverse pathways to better connect school to job and life skills.

Taken together, these investments will help to recover, renew and build up the education system for the future, and support programs with the greatest impact in the classroom and on students – including students who need our support the most.

Additional details on the learning recovery plan are provided below.

1. Measure and Assess

EQAO provincial assessments are being re-introduced this year following a two-year pause to support a greater understanding of student needs and where additional focus may be needed going forward. These assessments will include gaining an understanding of the impacts of the COVID-19 pandemic on student learning in various regions and populations.

Used along with information on student outcomes such as credit accumulation and graduation rates, EQAO assessment results provide a more comprehensive picture of Ontario's education system's outcomes for students.

EQAO results will be available for the start of the 2022-23 school year, which will establish a baseline for system performance. Following this, the ministry will engage the K-12 sector, pedagogical experts and at-risk communities to identify where additional supports may be needed and establish targets for improvement.

2. Strengthen Numeracy and Literacy Skills

Numeracy and literacy are vital academic and life skills that all students need to succeed in the labour market and thrive during and after their education experience. To further support learning recovery, the government is investing in foundational learning supports in reading and math.

The ministry is investing \$25 million in evidence-based reading programs and professional assessments to support learning recovery.

The ministry will continue to make available summer learning opportunities, including credit, upgrading and non-credit courses funded through the GSN, and by investing \$15 million, including \$10 million for expanded opportunities for targeted student populations, including students with special education needs and summer programming in Provincial and Demonstration Schools.

The ministry will also continue to extend access to school board summer learning programming in 2022 and 2023 for First Nations students living on reserve. Subject to Lieutenant Governor in Council (LGIC) approval, school boards shall not charge fees for First Nations students enrolled in school board summer learning programming, including:

- First Nations students who are already students of the school board via the Reciprocal Education Approach (REA) or/and an Education Services Agreement (ESA);
- First Nations students who will be registering with the school board in September 2022, including students over the age of 21; and
- First Nations students who may be living on reserve and are enrolled in First Nation/federally-operated schools, including students over the age of 21.

For more information regarding funding and reporting requirements for First Nations students accessing school board summer learning programming, school boards should reach out to IEO@Ontario.ca.

Funding will continue to be available for summer learning programming focused on literacy and numeracy that are administered by third parties such as the Council of Ontario Directors of Education and Frontier College.

The ministry will provide a digital resource for Kindergarten to Grade 1 students to support the development of oral French-language skills. It is accessible to teachers, students and parents. Educators can also access a newly created resource focused on the development of phonological awareness of intermediate and junior level students whose first language is not French. Eurêkal's virtual summer program will also be available for French-language students.

In addition to staff funding available in the GSN, the ministry will be supporting the implementation of a fully de-streamed Grade 9 by investing \$3 million in PPF for school boards to offer transition supports for students and over \$8 million in PPF to support early interventions for students with special education needs to help prepare them for a de-streamed curriculum.

School boards will also receive funding for the fourth year of the \$200 million four-year Math Strategy. This will allow school boards to hire board- and school-based positions and to provide opportunities for educators to participate in professional learning. Board-based leads will support the implementation of math curriculum, including the elementary curriculum and the de-streamed Grade 9 math course. School-based facilitators provide coaching to teachers in schools demonstrating the greatest need.

3. Focus on student resilience and mental well-being

Prioritizing student mental health is essential to support learning recovery. A focus on resilience and mental well-being underpins all elements of the ministry's learning recovery plan and is critical to enabling students to get back on track and succeed.

In order to support student resilience and mental well-being, the ministry is stabilizing and strengthening historic funding made last year by securing this funding in the 2022-23 GSN and providing an additional \$10 million in GSN funding for mental health programs and resources, for a total investment of \$90 million. In addition, funding for

School Mental Health Ontario will continue in order to provide implementation support to all 72 district school boards. See memorandum *2022:B03 2022-23 Grants for Student Needs Funding* for more details.

The mental health components of the learning recovery plan may include:

- Mandatory professional learning for educators on mental health;
- Working with the Ministry of Health to consult with stakeholders to leverage the best available evidence on emerging student mental health needs and the potential of a graduation requirement on resilience and mental well-being; and
- Continuing to support student resilience and well-being through:
 - mentally healthy classrooms and learning environments
 - effective and responsive school mental health supports
 - connections to the broader provincial system of mental health care.

4. Deliver Comprehensive Tutoring Supports

Research indicates that investments in tutoring programs can be successful in supporting learning recovery for students. Research also shows that not addressing learning needs immediately can result in greater learning gaps in math and literacy over time.

That is why Ontario is making a major investment of over \$176 million in expanded tutoring supports. This includes \$175 million to school boards to provide tutoring for the remainder of the 2021-22 school year, and in the 2022-23 school year ahead.

School boards are encouraged to implement tutoring programs immediately and all programs will be in place by April 1, 2022 with the following parameters:

- Average group size of 5 students with smaller average groups for students who would benefit from more attention based on student need;
- Options to access tutoring at a variety of times to meet student need including during the school day, before-and-after school, on weekends and in the summer;
- Prioritization of math and literacy skills and other foundational learning skills; and
- May be delivered with local community partners and third parties that support learning in a trusted environment grounded in the language, culture and community norms for students.

Delivery models should emphasize in-person and school-based programs that address student needs at each school board. For example, models can include withdrawal from a class during the school day; a tutor can be present in the classroom, with the teacher present, to work with a sub-group of students; or drop-in programs may be available to students.

Further information on parameters for tutoring programs can be found in memorandum *2022:B05 2022-23 Priorities and Partnerships Funding* and will be provided through 2021-22 and 2022-23 PPF transfer payment agreements with school boards.

Further, Ontario is investing \$1.4 million per year in the expansion of year-round online tutoring supports in mathematics and reading. This includes scaling up [Mathify](#) online 1:1 tutoring services to immediately provide math tutoring for more weekend hours with plans to expand across grades starting with Grades 4-5. Investments will also expand [Eurêka!](#) online tutoring services to reach more students in French for Grades 1 and 2 and math for Grades 7-9 and 11-12.

5. Modernize Education

Building on our efforts to help students get back on track, the ministry is also looking to the future—by supporting all students to unlock their full potential in a rapidly changing world and develop the skills they need to succeed in any pathway they choose.

In order to modernize education to better prepare students with the job and life skills they need to be successful, Ontario is investing over \$8 million in the 2022-23 school year to:

- Revise curriculum that is aligned with labour demand with emphasis on job and life skills;
- Launch entrepreneurship education pilot programs requiring partnership between school boards and third-party organizations to help students develop these important skills;
- Pilot experiential learning programs that support students to gain important job and life skills outside of the classroom.
- Expand access to Dual Credit programs, including for Indigenous students; and
- Respond to [Apprenticeship Youth Advisors recommendations](#) by developing online modules on skills students need to succeed in the skilled trades and funding experiential learning for guidance counsellors to help students navigate skilled trades pathways.

The ministry will continue to engage with stakeholders and partners on other modernization initiatives, as well as exploring ways to increase First Nation, Métis and Inuit educators in the publicly-funded education system, including alternative entry pathways for Indigenous language teachers.

Professional Development

Finally, we know the success of our Learning Recovery Action Plan will require the continued commitment, dedication and support of school boards and educators. The ministry is stabilizing the Teacher Learning and Innovation Allocation through the 2022-23 GSN (see memorandum *2022:B03 2022-23 Grants for Student Needs Funding*) to further demonstrate the ministry's commitment to teacher growth and development. This \$3.5 million funding allocation will continue to enable school boards to support teacher

collaboration, responsive learning and the sharing of effective practices within schools and school boards across the province. While school boards use this fund in accordance with local needs, we recognize the importance of teachers working together to better understand the learning recovery needs of their students and identify strategies that would work best to meet the needs, and as such encourage the use of this fund for such collaborative efforts.

In further recognition of learning recovery and the ongoing work needed to support our students, it has been included as one of the priority areas for the three mandatory Professional Activity (PA) days for the 2022-23 school year as communicated in the memo released on Tuesday, February 8, 2022. An updated Policy/Program Memorandum No. 151 to reflect the ministry's direction on PA days for the 2022-23 school year will follow shortly.

We know this has been an unprecedented time for education in Ontario and around the globe, and we are committed to working together to give our students the support they need to thrive. Thank you for your collaboration and support of learning recovery and modernization for students across Ontario.

Sincerely,

Stephen Lecce
Minister of Education

Nancy Naylor
Deputy Minister

c:

President, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
President, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)
President, Ontario Catholic School Trustees' Association (OCSTA)
Executive Director, Ontario Catholic School Trustees' Association (OCSTA)
President, Ontario Public School Boards' Association (OPSBA)
Executive Director, Ontario Public School Boards' Association (OPSBA)
President, Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO)
Executive Director, Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO)
Executive Director, Council of Ontario Directors of Education (CODE)
President, Association des enseignantes et des enseignants franco-ontariens (AEFO)

Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)
President, Ontario English Catholic Teachers' Association (OECTA)
General Secretary, Ontario English Catholic Teachers' Association (OECTA)
President, Elementary Teachers' Federation of Ontario (ETFO)
General Secretary, Elementary Teachers' Federation of Ontario (ETFO)
President, Ontario Secondary School Teachers' Federation (OSSTF)
General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)
Chair, Ontario Council of Educational Workers (OCEW)
Chair, Education Workers' Alliance of Ontario (EWAO)
President of OSBCU, Canadian Union of Public Employees – Ontario (CUPE-ON)
Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)
Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)
Executive Director, Catholic Principals' Council of Ontario (CPCO)
Executive Director, Ontario Principals' Council (OPC)
President, Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO)
Executive Director, Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO)

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	A.35 Accessibility Standards Policy Metric	Associate Director Academic Services
3	February (P)	Student Achievement	S. 19 External Research Policy Metric	Associate Director Academic Services
4	March (A)	Student Achievement	Annual EPAN Schools Funding Allocation	Chief Financial Officer and Treasurer
5	March (A)	Student Achievement	Ministry Funding Announcement – Provincial Program Priorities	Chief Financial Officer and Treasurer
6	March (A)	Student Achievement	The Angel Foundation for Learning Annual Report and Presentation	Associate Director Academic Services
7	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
8	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
9	June (P)	Student Achievement	B.B.04 Smoke & Vapour Free Policy Metric	Associate Director Academic Services
10	September (A/P)	Student Achievement	Annual Safe Schools Report and S.S.12 Fresh Start Policy Metric	Associate Director Academic Services
11	September (P)	Student Achievement	H.M. 40 Fair Practice in Hiring and Promotion Policy Metric	Associate Director Academic Services
12	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services
13	September (P)	Student Achievement	T.07 Community Engagement Policy Report	Director of Education
14	September (P)	Student Achievement	A.37 Communications Policy Metric	Director of Education

2022 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

15	October (A)	Student Achievement	Student Trustees: Voices that Challenge - CSLIT	Associate Director Academic Services
16	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
17	October (A)	Student Achievement	Annual EQAO and OSSLT Assessments Report	Associate Director Academic Services
18	October (A/P)	Student Achievement	S.22 Religious Accommodation Policy Report and S.S.02 Opening or Closing Exercises Policy Report (combined)	Associate Director Academic Services
19	October (A)	Student Achievement	Board Improvement & Equity Plan (BIEP)	Associate Director Academic Services
20	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
21	November (A)	Student Achievement	CPIC Annual Report	Associate Director Academic Services
22	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report ECSLIT	Associate Director Academic Services
23	November (P)	Student Achievement	S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report	Associate Director Academic Services
24	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
25	December (P)	Student Achievement	S.10 Catholic School Parent Council Policy Metric	Associate Director Academic Services
26	December (A)	Student Achievement	Staff CPIC Annual Report	Associate Director Academic Services

STUDENT ACHIEVEMENT AND WELL BEING

PENDING LIST TO MARCH 3, 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