

STUDENT ACHIEVEMENT AND WELL-BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE PUBLIC MEETING

AGENDA DECEMBER 1, 2022

Markus de Domenico, Chair
Trustee Ward 2

Ida Li Preti, Vice Chair
Trustee Ward 3

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Michael Del Grande
Trustee Ward 7

Daniel Di Giorgio
Trustee Ward 10

David Beshai
Student Trustee

Angela Kennedy
Trustee Ward 11

Teresa Lubinski
Trustee Ward 4

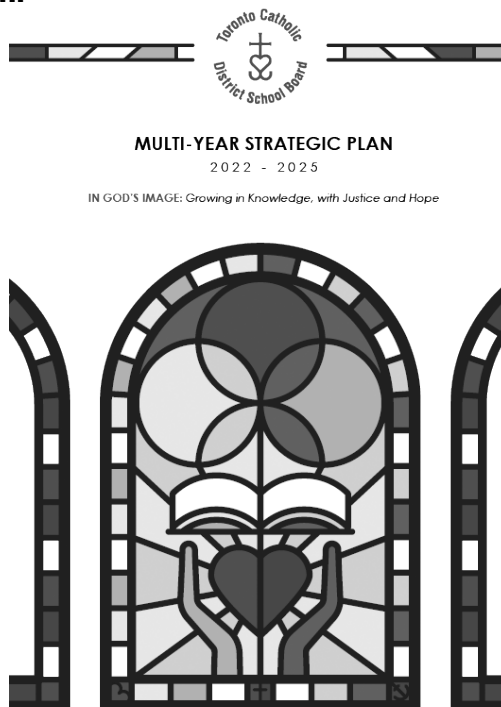
Joseph Martino
Trustee Ward 1

Kevin Morrison
Trustee Ward 9

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: 416-222-8282 Ext. 2207

Dr. Brendan Browne
Director of Education

Nancy Crawford
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 Haudenosaunee 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 Métis et des Inuits en Ontario, et dans tout le Canada.

OUR MISSION

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

OUR VISION

At Toronto Catholic we transform the world 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

Markus de Domenico, Chair

Ida Li Preti, Vice-Chair

Thursday, December 1, 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 November 3, 2022
10. Delegations

1 - 20

11. Presentations

- 11.a. Elementary Catholic Student Leadership Impact Team Pillars of Focus 2022 - R. Lewis and M. Chua (Catholic Student Leadership Impact Team Directors of Elementary Affairs)(Refer Item 17a)
- 11.b. Catholic Parent Involvement Committee Annual Report - Joe Fiorante, Chair of Catholic Parent Involvement Committee

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. Elementary Catholic Student Leadership Impact Team Report 2022 (Information) (Refer Item 11a) 21 - 27
- 17.b. Education Quality And Accountability Office (EQAO) Assessments 2021-2022 (Information) 28 - 48
- 17.c. Toronto Catholic District School Board (TCDSB) Professional Learning Plans To Support Student Achievement and Well-Being 2022-2023 (Information) 49 - 71
- 17.d. Metrics Report on the Catholic School Parent Council Policy S.10, 2021-2022 (Information) 72 - 87
- 17.e. Recommendation Selection Committee for Superintendent of Education (Recommendation) 88 - 89

18. Listing of Communications

19. Inquiries and Miscellaneous

20. Updating of Pending List

20.a.	Annual Calendar of Reports and Policy Metrics	90 - 91
20.b.	Monthly Pending List	92
21.	Resolve into FULL BOARD to Rise and Report	
22.	Closing Prayer	
23.	Adjournment	

OUR MISSION

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

OUR VISION

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



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

HELD THURSDAY, NOVEMBER 3, 2022

PRESENT:

Trustees:

N. Crawford, Chair
M. Del Grande, Vice-Chair
F. D'Amico - Virtual
M. de Domenico - Virtual
A. Kennedy
I. Li Preti
T. Lubinski
M. Rizzo
G. Tanuan

Student Trustees:

D. Beshai
S. De Castro

Staff:

B. Browne
D. Boyce
A. Della Mora
R. Putnam
A. Ceddia
S. Campbell
L. Coulter
C. Fernandes
P. Aguiar
A. Bria
M. Caccamo
F. Cifelli
G. Danfulani
L. DiMarco

K. Dixon
O. Malik
M. Meehan
R. Peterson
S. Vlahos
J. Wujek

S. Harris, Recording Secretary
S. Hinds-Barnett, Assistant Recording Secretary

External Guests: A. Robertson, Parliamentarian
N. MacCarthy, Archdiocese of Toronto (for Item 11a)

5. Roll Call and Apologies

An apology was extended on behalf of Trustee Di Giorgio. Trustees Di Pasquale and Martino were absent.

6. Approval of the Agenda

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that the Agenda, as amended to include the Addendum, reordering of Item 11) Presentations prior to Item 10) Delegations, and Inquiries: Items 19a) From Trustee Rizzo regarding Parent Access to Schools; 19b) From Trustee Li Preti regarding Impact of Canadian Union of Public Employees' (CUPE) Strike on School Next Week; and 19c) From Trustee Lubinski regarding Offering Online Learning on Friday, November 4, 2022, be approved.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
D'Amico
de Domenico
Del Grande
Kennedy

Opposed

Li Preti
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

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

7. Report from Private Session

MOVED by Trustee Rizzo, seconded by Trustee Tanuan, that the following report from Trustee Del Grande be received:

In PRIVATE Session – approved appointments to the Toronto Catholic District School Board (TCDSB) Special Education Advisory Committee (SEAC) and received a verbal update on a human resources (HR) matter.

In DOUBLE PRIVATE Session – approved a recommendation regarding an HR Item.

Trustee Rizzo, Chair of the Director Performance Appraisal Adhoc Committee, reported the following:

- The Committee considered and approved the Director's performance appraisal;
- The review process was conducted and completed in accordance with Policy H.C.06 Performance Appraisal: Director of Education; and
- The Board has met its obligation in conducting this yearly performance review.

Trustee Rizzo thanked the members of the Committee namely Trustees Crawford, D'Amico, Kennedy, Lubinski and Tanuan for their deliberations during the appraisal.

Trustee Crawford relinquished the Chair to Trustee Del Grande.

Trustees Crawford, de Domenico and Kennedy thanked Director Browne for his continued outstanding performance and leadership.

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

In Favour

Opposed

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

The Motion of Receipt was declared

CARRIED

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

Trustee Crawford reassumed the Chair.

7. Declarations of Interest

There were none.

9. Approval and Signing of the Minutes of Meetings

MOVED by Trustee Kennedy, seconded by Trustee Del Grande, that Items 9a) and 9b) be adopted as follows:

9a) Held September 1, 2022; approved and

9b) Held October 6, 2022; approved.

The Motion was declared

CARRIED

11. Presentations

MOVED by Trustee Lubinski, seconded by Trustee Tanuan, that Item 11a) be adopted as follows:

11a) From the Archdiocese of Toronto, Neil MacCarthy, regarding the Recent Papal Visit received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande
Kennedy

Li Preti
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

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

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that Item 11b) be adopted as follows:

- 11b) Voices That Challenge - Student Trustees Stephanie De Castro and David Beshai (Refer to Item 17a) received.**

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

10. Delegations

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

10a) From Michael Binetti regarding Teacher Stability in the French Immersion Program at St. Alphonsus Catholic School received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

MOVED by Trustee Li Preti, seconded by Trustee Kennedy, that Item 10b) be adopted as follows:

- 10b) From Brian Arruda, representative of the St Matthew Catholic School Parent Council (CSPC) regarding International Languages received and referred to Staff.**

Trustee Rizzo requested that the Question be split.

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

In Favour

Opposed

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

The Motion of Receipt was declared

CARRIED

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

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

In Favour

Trustees Crawford
D'Amico
Kennedy
Li Preti

Opposed

de Domenico
Del Grande
Lubinski
Rizzo
Tanuan

The Motion of Referral to Staff was declared

FAILED

Student Trustees Beshai 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:

- 17c) 2021-2022 Board Improvement and Equity Plan Report Back – Trustee Li Preti;
- 17d) Annual Information Report on the International Languages Elementary (ILE) Program 2021-2022 – Trustee Li Preti;
- 17f) Policy S.24 - Combined Grade Classes and September Re-Organization for Elementary Schools – Trustee Rizzo;

Inquiries:

- 19a) From Trustee Rizzo regarding Parent Access to Schools;
- 19b) From Trustee Li Preti regarding Impact of CUPE's Strike on School Next Week; and

- 19c) From Trustee Lubinski regarding Online Learning on Friday, November 4, 2022

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

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

ITEMS NOT HELD AS CAPTURED IN THE ABOVE MOTION

- 17a) Voices That Challenge 2022 Catholic Student Leadership Impact Team (CSLIT) Report - Inspiring Active Citizenship in Catholic (Refer to Item 11b);
- 17b) Requests for Religious Accommodations 2021-2022;

17e) Safe Schools Annual Report 2021-2022;

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

20b) Monthly Pending List

17. Staff Reports

MOVED by Trustee Li Preti, seconded by Trustee Lubinski, that Item 17c) be adopted as follows:

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

Trustees Lubinski and Tanuan left the horseshoe at 8:43 pm and returned at 8:50 pm and 8:52 pm respectively.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Kennedy, that the Board request the Ministry of Education to extend the deadline to use the tutoring funds until the end of the academic year.

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

In Favour

Opposed

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

The AMENDMENT was declared

CARRIED

Student Trustees Beshai 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
de Domenico
Del Grande
Kennedy
Li Preti
Lubinski
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

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

The Chair declared a 10-minute recess.

The meeting resumed with Trustee Crawford in the Chair.

PRESENT:

Trustees: N. Crawford, Chair
M. Del Grande, Vice-Chair
F. D'Amico - Virtual
M. de Domenico - Virtual
A. Kennedy
I. Li Preti
T. Lubinski
M. Rizzo
G. Tanuan

Student Trustees: D. Beshai
S. De Castro

17. Staff Reports

MOVED by Trustee Rizzo, seconded by Trustee Tanuan, that Item 17d) be adopted as follows:

17d) Annual Information Report on the International Languages Elementary (ILE) Program 2021-2022 received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

MOVED by Trustee Rizzo, seconded by Trustee D'Amico, that Item 17f) be adopted as follows:

- 17f) **Policy S.24 - Combined Grade Classes and September Re-Organization for Elementary Schools** received.

Trustee Li Preti left the horseshoe at 10:04 pm.

Student Trustees Beshai and De Castro left the meeting at 10:05 pm.

Trustee Li Preti returned to the horseshoe at 10:11 pm.

Time for business expired.

The Chair called for a vote to extend the debate, as per TCDSB's By-law Article 12.6.

Results of the Vote taken, as follows:

In Favour

Trustees de Domenico
Rizzo

Opposed

Crawford
D'Amico
Del Grande
Kennedy
Li Preti
Lubinski
Tanuan

Time was not extended.

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

In Favour

Opposed

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

Rizzo

The Motion of Receipt was declared

CARRIED

19. Inquiries and Miscellaneous

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that Item 19a) be adopted as follows:

19a) From Trustee Rizzo regarding Parent Access to Schools received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Del Grande

Kennedy
Li Preti
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that Item 19b) be adopted as follows:

- 19b) From Trustee Li Preti regarding Impact of CUPE's Strike on School Next Week** received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Lubinski, that Item 19c) be adopted as follows:

- 19c) **From Trustee Lubinski regarding Offering Online Learning on Friday, November 4, 2022** received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Resolve into DOUBLE PRIVATE Session

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that the meeting resolve back into DOUBLE PRIVATE Session.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico

de Domenico
Del Grande
Kennedy
Li Preti
Lubinski
Rizzo
Tanuan

The Motion was declared

CARRIED

PRESENT: (Following DOUBLE PRIVATE Session)

Trustees: N. Crawford, Chair
M. Del Grande, Vice-Chair
A. Kennedy
I. Li Preti
T. Lubinski
M. Rizzo
G. Tanuan

7. Report from Private Session

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that the following report be received:

In DOUBLE PRIVATE Session – dealt with two Items of Communications regarding Minutes from the Director Performance Appraisal Ad Hoc Committee Meetings held October 28, 2021 and October 6, 2022.

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

21. Resolve into FULL BOARD to Rise and Report

MOVED by Trustee Tanuan, seconded by Trustee Li Preti, that the meeting resolve into FULL BOARD to Rise and Report.

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

23. Adjournment

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

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

SECRETARY

CHAIR



REPORT TO

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

ELEMENTARY CATHOLIC STUDENT LEADERSHIP IMPACT TEAM REPORT 2022

“Act Justly, Love Tenderly, Walk Humbly with God.” (Micah 6:8)

Drafted

November 7, 2022

Meeting Date

December 1, 2022

R. Lewis, CSLIT Director of Elementary Affairs

M. Chua, CSLIT Director of Elementary Affairs

A. Jorge, Catholic Student Leadership Resource Teacher

M. Caccamo, Superintendent of NCC, Safe Schools, Cont. Ed., and Monsignor
Fraser College Alternative and Adult Secondary School

INFORMATION REPORT

Vision: *IN GOD’S IMAGE: Growing in
Knowledge, with Justice and Hope.*

Mission: *Nurturing the faith development and academic
excellence of our Catholic learning community through the
love of God, neighbour, and self.*



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

IN GOD’S IMAGE: Growing in Knowledge, with Justice and Hope



Brendan Browne
Director of Education

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

Derek Boyce
Associate Director of Corporate
Services and Chief Commercial Officer

Ryan Putnam
Chief Financial Officer and Treasurer

A. EXECUTIVE SUMMARY

On Wednesday, October 5, 2022, the Catholic Student Leadership Impact Team (CSLIT) Directors of Elementary Affairs collected information from a representation of students from elementary schools across the Board. To capture student voice, all students were asked to review the 5 Pillars of Focus developed by CSLIT and rank them in order of importance to identify local and global issues that they believe should be a focus for the 2022-2023 school year. The Elementary Catholic Student Leadership Impact Team (ECSLIT) wishes to implement actions that address each issue.

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

B. PURPOSE

1. This information report is on the order paper of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee through an approved motion requesting an annual report for information on the initiatives and activities of the Elementary Catholic Student Leadership Impact Team.
2. The report includes practical activities that elementary schools can perform to support initiatives that would address the recommendations made by elementary students.
3. Initiatives and activities of the Elementary Catholic Student Leadership Impact Team reflect the goals of the Ontario Catholic School Graduate Expectations as developed by the Institute for Catholic Education:
 - a. A Discerning Believer
 - b. An Effective Communicator
 - c. A Reflective, Creative and Holistic Thinker
 - d. A Self-directed, Responsible, Lifelong Learner
 - e. A Collaborative Contributor
 - f. A Caring Family Member
 - g. A Responsible Citizen

C. BACKGROUND

1. Through a survey, elementary students were given the opportunity to voice their opinions and rank what they believe are the most important topics on which to focus. The input from elementary student leaders have given the CSLIT Directors of Elementary Affairs guidance to develop the Pillars of Focus for ECSLIT in the 2022-2023 school year.
2. This report includes practical action plans that elementary schools and ECSLIT can perform to support initiatives that would convey the recommendations made by elementary student leaders.

D. EVIDENCE/RESEARCH/ANALYSIS

1. A summary of ECSLIT's 2021-2022 recommended actions, achievements and events based on the Pillars of Focus from 2021 can be found in the Appendix.
2. During the previous academic year, CSLIT's annual *Voices that Challenge* conference was held in-person, at the Ontario Science Centre on Earth Day on April 22, 2022, with 392 TCDSB students in attendance. This conference featured innovative content on Environmental Stewardship and Indigenous Education. During this event, students were given the opportunity to advocate for social justice issues. However, the elementary student voice was not directly captured within that process. To best serve the needs of our elementary community, students were asked to complete a short survey so that the CSLIT Directors of Elementary Affairs could compile ideas directly from elementary students. The survey was conducted during our first general assembly of the 2022-2023 academic year.
3. Based on the recommendations made by elementary students, ECSLIT will be focusing on the following three pillars for the 2022-2023 school year:
 - (1) Mental Health & Well-Being
 - (2) Cultural Appreciation and Diversity
 - (3) Equity and Accessibility

ECSLIT 2022-2023 Recommended Actions	
Pillar of Focus #1: Mental Health and Well-Being	
<i>Where two or three are gathered together in my name, there am I in the midst of them.</i>	

-Matthew 18:20

In collaboration with the TCDSB Mental Health Department, the Directors of Elementary Affairs aspire to ensure mental health resources are available to all students to create a Catholic community of living examples of the Ontario Catholic School Graduate Expectations. We can achieve this by offering mentoring opportunities from TCDSB secondary students. During our ESCLIT monthly general assemblies, students will interact with secondary students directly, to receive information about high school with the opportunity to ask questions.

Furthermore, we hope to consult with the TCDSB Mental Health Department to host guest speakers who can demonstrate practical activities for students.

Pillar of Focus #2: Cultural Appreciation and Diversity

*“Therefore encourage one another and build one another up, just as you are doing.”
-1 Thessalonians 5:11*

In collaboration with the Equity, Diversity, Indigenous Education and Community Relations department, this year, we plan to celebrate culture and diversity as a unified student body. We aspire to encourage multicultural diversity during all elementary events of the Catholic Student Leadership department where students can celebrate their culture.

Further, we will integrate diverse keynote speakers into our General Assemblies and other events including the Intermediate Leaders In Training Event (ILITE) and the Camp Olympia Catholic Student Leadership Program days. These motivational speakers will inspire and educate our student leaders to support our Catholic community through connection and compassion for all members of our TCDSB community.

Pillar of Focus #3: Equity and Accessibility

*Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers.
-Galatians 6. 10*

Equitable and accessible education allows students to thrive with equal opportunities regardless of socioeconomic status, cultural background, or level of exceptionality. Working together with Board staff, external organizations, and

school communities, we will endeavor to provide additional financial resources to schools. This will involve the selling of gently used uniforms within school communities to generate funds to purchase school supplies, athletic equipment and technological devices that can enhance student learning.

Finally, the Catholic Student Leadership Department in collaboration with the Safe Schools and Physical Education department will implement a recess mentorship program where Junior and Intermediate grade students and teachers will be trained in games and activities to encourage active play during all recess times. Training and knowledge from this program will be integrated into all elementary Catholic Student Leadership initiatives to embody walking with Christ with hearts of kindness and love.

Additional Topics of Focus

Every month attendance numbers will be provided to our Student Trustees for monthly reporting purposes. Our hope is for all Trustees and area superintendents to get more schools involved in all initiatives brought forth by CSLIT, ECSLIT and the Catholic Student Leadership Department.

E. METRICS AND ACCOUNTABILITY

1. Students should be motivated to affect positive change in our world. Students feel a calling to actively live out their faith through involvement in social justice initiatives. The current Student Trustees will support ECSLIT to implement their specific recommendations addressing current global and local social justice issues.
2. Student Trustees and ECSLIT report to the Board on the impact of their initiatives in their annual report to the Board of Trustees.

F. CONCLUDING STATEMENT

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

SUMMARY OF 2021-2022 ECSLIT INITIATIVES & EVENTS

ECSLIT monthly general assemblies typically occurred on the first Thursday of the month to nurture faith development and leadership skills. Virtual monthly ECSLIT meetings occurred from October 2021 to April 2022. Although the efforts of ECSLIT student leaders and teachers/staff were challenged by both a global pandemic and labour-related matters (work-to-rule sanctions), many events were celebrated and successful in building a Catholic community of elementary student leaders.

Pillars of Focus

During the October 2021 general assembly, ECSLIT students were asked to fortify their student voice and select 3 pillars on which to focus. These pillars were derived from the Catholic Student Leadership Impact Teams' (CSLIT) original 5 Pillars of Focus for the academic year. The pillars represent the collective voice of students across the Board; during the general assembly students completed a survey to present their 3 most-pressing concerns at the Board level, to promote dialogue regarding relevant issues that directly impact TCDSB students.

Pillar #1: Enhancing Equity

Each month at ECSLIT general assemblies, all invited guest speakers were selected from various cultures and traditions to reflect those of the students. For instance, during the general assembly in October, the guest speakers were members of the CSLIT Executive Team, 6 student leaders representing 6 different cultural backgrounds.

Pillar #2: Mental Health & Well-Being

ECSLIT student leaders developed a “Mental Health Toolbox” over the course of the academic year to incorporate activities during assemblies to improve mental health and wellness, including Christian Meditation.

Pillar #3: Indigenous Education and Immersion

Que Rock, an Indigenous knowledge keeper was invited as a guest speaker during our June general assembly. He also participated in a number of other Catholic Student Leadership initiatives including the development and launch of the Welcome Bench.

Additional Exemplary Catholic Student Leadership Initiatives

- Intermediate Leaders in Training Event (ILITE) – on Thursday January 27, 2022, the annual ILITE elementary Catholic student leadership symposium was attended by over 6000 intermediate students in grades 6-8 from 113 different TCDSB elementary schools. During the event, the guest speaker challenged all students to show kindness to one another. The theme of the conference scaffolded the Ontario Catholic School Graduate Expectation of a Caring Family Member where all students will “live their lives like Jesus because they care about the families at home, at school, at Church, in the community and the world.”
- From June 10-12, 2022, the Camp Olympia Catholic Student Leadership Camp took place. During this camp, students travelled to Huntsville, Ontario to grow in faith and knowledge through experiential learning and kinaesthetic activities reflecting themes in our Pastoral Plan (With Eyes of Faith and Hope).



REPORT TO

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

EDUCATION QUALITY AND ACCOUNTABILITY OFFICE (EQAO) ASSESSMENTS 2021-2022

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

Drafted

November 6, 2022

Meeting Date

December 1, 2022

L. DiMarco, Superintendent of Curriculum Leadership and Innovation

Cristina Fernandes, Executive Superintendent of Student Success, Innovation and Well-Being

Brandy Doan, Chief of Educational Research

Mariangela Artuso, Research Associate, Educational Research

INFORMATION REPORT

Vision: *IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope.*

Mission: *Nurturing the faith development and academic excellence of our Catholic learning community through the love of God, neighbour, and self.*



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope



Brendan Browne
Director of Education

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

Derek Boyce
Associate Director of Corporate
Services and Chief Commercial Officer

Ryan Putnam
Chief Financial Officer and Treasurer

A. EXECUTIVE SUMMARY

This report provides information on the achievement of students on assessments issued by the Education Quality Assessment Office (EQAO) and administered during the 2021-2022 academic year. The Primary (Gr. 3) and Junior (Gr. 6) assessments focused on the learning areas of Reading, Writing and Mathematics. Grade nine students were assessed on their learning in Mathematics. Due to the cancellation of the OSSLT assessment in 2020-2021, students in grades ten and eleven wrote the Ontario Secondary School Literacy Test in 2021-2022.

The cumulative staff time required to prepare this report was 25 hours

B. PURPOSE

This annual report provides updated information on student achievement on EQAO assessments written in 2021-2022. Board level results were released on November 3, 2022.

C. BACKGROUND

1. Administration of Elementary Assessments:

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

2. Administration of Secondary Assessments:

- a. The **Grade 9 Assessment of Mathematics** is administered to all Ontario students who are working toward their Grade 9 mathematics credit.
 - Grade 9 students in the first-semester mathematics courses take the test in January.
 - Students in the second-semester or full-year mathematics courses take the test in June.
- b. The **Ontario Secondary School Literacy Test (OSSLT)** is administered to all Grade 10 Ontario students working towards an Ontario Secondary School Diploma (OSSD)
 - Successful completion of the OSSLT is a requirement for the Ontario Secondary School Graduation Diploma (OSSGD).

- In 2021-2022, all Grade 10 and 11 (and non-graduating) students were encouraged to take the OSSLT to allow for maximum flexibility in acquiring the literacy graduation requirement. Students were able to enrol in the Ontario Literacy Course (OLC) without requiring that they attempt and not be successful on the OSSLT first.

3. What is measured?

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

4. Reporting on Assessments:

- Primary, Junior and Grade 9 assessment results are reported using four levels of achievement. Level 3 is the provincial standard of achievement and corresponds to a range of 70 to 79 percent.
 - The OSSLT assessment results are reported as “successful” or “unsuccessful”.
 - The EQAO assessments help to identify trends in student learning at the school, board, and provincial levels; inform improvement planning; and strengthen accountability.
- Prior to issuing the 2021-2022 reports, EQAO had not published any public reports (e.g., the provincial report, board report) since 2018-2019. As a result, EQAO has established the 2021-2022 school year as a **new baseline** for all assessments.
 - The 2021-2022 results cannot be compared to the 2018-2019 results given the following:
 - COVID-19 pandemic from 2019-present
 - The introduction of a new elementary math curriculum in 2020.
 - The transition to a new secondary de-streamed Grade 9 math curriculum (previously academic and applied) .
 - The creation of new EQAO assessment frameworks.
 - The introduction of a new online adaptive platform to administer the EQAO assessments.
 - The introduction of new participation criteria (only students learning in-person are able to participate).*

*Students who were learning remotely and wished to participate in the assessments could, at the discretion of the school board, attend in-

person on the days of the assessment(s) solely for the purpose of participating in the assessment so long as all applicable health and safety measures could be met.

D. EVIDENCE/RESEARCH/ANALYSIS

1. After three years of not writing the EQAO assessments, this report provides the results of the assessments for the 2021-2022 school year. While this section provides an overview of the results, Appendix A provides a more comprehensive outline of the results for each of the assessments, including English Language Learners and students receiving special education supports.
2. Table 1 provides a summary of elementary student performance within the TCDSB and compared to the province at the end of the primary years (Gr. 3) and at the end of the junior years (Gr. 6).
 - TCDSB Primary and Junior students outperformed the province in Reading and Writing assessments.
 - In Mathematics, both Grade 3 and grade 6 students scored below the provincial level by 1% and 3% respectively.

Table 1						
EQAO Assessment Summary (Percent at Levels 3 & 4)						
Subject	Reading		Writing		Mathematics	
	TCDSB	Province	TCDSB	Province	TCDSB	Province
Primary (Gr.3)	75%	73%	70%	65%	58%	59%
Junior (Gr.6)	86%	85%	87%	84%	44%	47%

3. Table 2 provides information on the Grade 9 Mathematics Assessment. TCDSB Grade 9 students scored below the provincial standard by 3%. Students assessed are Grade 9 students who participated in a de-streamed program in 2021-2022 for the first time.

Table 2	
EQAO Grade 9 Math Assessment Summary (Percent at Levels 3 & 4)	
TCDSB	Province
49%	52%

4. Table 3 provides the results of students who wrote the OSSLT in 2021-2022. This group included students in Grade 10 and students in Grade 11 who had not previously written the assessment. These students performed at 80%, two percent lower than the province.

Table 3	
OSSLT Assessment (Percent Successful)	
TCDSB	Province
80%	82%

5. Appendix A provides additional information for English Language Learners (ELL) and students receiving special education services. In both groups of learners, these students scored lower on all EQAO measures as compared to TCDSB students not receiving additional supports.
- TCDSB Grade 3 students receiving special education services achieved the same or greater scores than students in the province receiving similar supports in all areas assessed.
 - TCDSB Grade 6 students receiving special education services outperformed students in the province receiving similar supports in Reading (+4%), Writing (+7%) and Mathematics (+5%).
 - TCDSB ELL students in grades three and six scored slightly below similar ELL students in the province, with the greatest difference in junior math.

E. METRICS AND ACCOUNTABILITY

1. Overview of Results

- Overall, TCDSB Grades 3 and 6 literacy results remain above the provincial level with scores at or above 70%. The TCDSB Junior assessment of literacy continued to demonstrate high scores (86% reading and 87% writing).
- Primary reading and writing and Junior reading and writing continue to be above the provincial results.
- Primary, Junior and Grade 9 mathematics results remain low both at the board and provincially.

- OSSLT results for first time writers were at two percent points below the province.
- The EQAO results continue to demonstrate mathematics as an area of focus.

2. Learning and Improvement Planning

- Deeper analysis of the 2021-2022 EQAO results at the system, school and individual student level is underway and will inform the revision of learning plans for our school communities and for the board.
 - Two main areas of focus for the TCDSB are early literacy to build literacy skills in the primary division and mathematics across all grade levels.
 - The analysis of data has informed the creation and delivery of Professional Learning Plans that are presented annually to the Board. These plans will focus on supporting areas identified as areas for growth.
 - EQAO scores are one source of data that combined with other data (e.g., credit accumulation, report card data, etc.) will support the implementation of strategies to support student achievement and well-being as part of the Board Improvement and Equity Plan (BIEP).
 - Academic achievement continues to be supported through other pillars of the BIEP including Equity, Mental Health and Well Being, and Pathways and Transitions to support students in their overall success.
 - Each school community completes the School Improvement and Equity Plan (SIEP) to address the local needs of their students by creating goals and implementing strategies to support student learning, engagement and well-being.
 - Both the BIEP and the SIEP plans align with and inform reporting back on the pillars of the Multi-Year Strategic Plan (MYSP).
3. Based on various data sets, Table 4 on the next pages includes a summary of identified areas of focus for the TCDSB and some ongoing interventions that are being actioned.

Table 4	
Identified Areas of Focus	Interventions
Reading and Writing for primary students with a particular focus on students demonstrating difficulties in reading (including students with special needs and ELL students)	<p>Use of screening/assessment tools informed by Ministry of Education consultations and direction</p> <p>Training on use of instructional strategies from the <i>Effective Early Reading Instruction: A teacher's Guide</i> to support learning in areas such as phonological and phonemic awareness.</p> <p>Strategic deployment of central resources to support schools including Literacy Coaches and resource teachers</p> <p>Early identification screening is completed by school Speech and Language Pathologist to identify students for intervention through the kindergarten intervention program</p> <p>Identification of students requiring support with reading through School Based Student Learning Team meetings</p> <p>Deployment of Lexia Reading licenses for students and training for teachers</p> <p>Tier 3 intervention through the implementation of the Empower program for students struggling with decoding and comprehension reading skills</p>
Mathematics in the Primary/Junior Grades	<p>Provision of tutoring supports to small groups of students demonstrating significant needs in math</p> <p>Provision of access to and awareness of resources aligned with new math curriculum (board and ministry)</p> <p>Implementation of High Impact Practices for primary and junior grades including co-teaching and co-planning</p> <p>Implementation of the <i>Building Thinking Classrooms in Mathematics</i> (Liljedahl, 2021) resources to support classroom instruction in intensive and increased support schools</p> <p>Strategic deployment of central resources to support schools including Numeracy Coaches, math facilitators,</p>

	<p>math leads, resource teachers and Principals to support Intense and Increased support schools</p> <p>Alignment of resources to underserved school communities</p> <p>Family Math Events to promote parent/guardian awareness (may include Parent Reaching Out Ministry grant funding)</p> <p>Use of approaches and resources that are Culturally Relevant and Responsive to students and school communities</p> <p>Implementation of evidence-based numeracy program (EQUALS) for students with intellectual disabilities attending Intensive Support Programs</p>
<p>Delivery of de-streamed math for Grade 9 students</p> <p>De-streaming of other subject areas (English, Social Studies, Science and French)</p>	<p>Develop awareness of and implement <i>High Impact Instructional Practices in Mathematics</i></p> <p>Professional learning for teachers and principals that supports the implementation of the new Grade 9 curriculum</p> <p>Strategic deployment of central resources to support schools including math facilitators, math leads and resource teachers to support Intense and Increased support schools</p> <p>Implementation of the <i>Building Thinking Classrooms in Mathematics</i> (Liljedahl, 2021) resources to support instructional approaches and learning in de-streamed classrooms</p> <p>Implement collaborative learning sessions for Mathematics Department Heads and a math teacher to co-construct and align curriculum and assessment in the secondary grades</p> <p>Alignment of resources to underserved school communities</p> <p>Provision of tutoring supports to small groups of students demonstrating significant needs in math</p>

4. The K-12 Professional Learning Plan which is also being presented to Board will outline in greater detail the steps being taken to address the areas of need identified by the EQAO assessments.

F. CONCLUDING STATEMENT

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

2021-2022 Summary of Provincial and Board EQAO Results

INTRODUCTION

This report summarizes the provincial and board results of student achievement on the 2021-2022 EQAO Assessments of Reading, Writing and Mathematics - Primary Division and Junior Division, the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT). School and Board results from all assessments were released on November 3, 2022.

Overview of the Administration of Assessments

- The Assessments of Reading, Writing and Mathematics - Primary Division (Grades 1–3) and Junior Division (Grades 4–6) are administered to all Ontario students at the end of the primary division (Grade 3) and, at the end of the junior division (Grade 6).
- The Grade 9 Assessment of Mathematics is administered to all Ontario students who are working toward their Grade 9 mathematics credit.
- The OSSLT is administered to all Grade 10 Ontario students working towards an Ontario Secondary School Diploma (OSSD). Successful completion of the OSSLT is a requirement for the OSSD.

Administration over the past two years

In 2019-2020 all EQAO assessments were cancelled due to the COVID-19 pandemic.

In 2020-2021, no primary and junior EQAO assessments took place as they were paused while EQAO aligned assessments with the new elementary math curriculum and transitioned to a new online adaptive platform.

Also in 2020-2021, EQAO field tested a new online and adaptive assessment for students enrolled in Grade 9 academic and applied mathematics attending learning in-person. The TCDSB planned to administer the field test in the third quad; however, students could not participate as learning was not in-person at the time.

EQAO planned to administer an online OSSLT field test in the spring of 2021 for students attending learning in-person. However, students could not participate as learning was not in-person at the time.

Administration in 2021-2022

In 2021-2022, regular EQAO assessments resumed with several changes:

- All students in Grade 3 and 6 attending in-person learning participated in the online primary/junior EQAO math, reading, and writing assessments. The administration took place between May 4 and June 24, 2022.
- All students enrolled in Grade 9 mathematics attending learning in-person wrote the Grade 9 mathematics assessment. Results of this assessment may count towards up to 10% of the student's final mark. The administration took place between October 1, 2021 and June 24, 2022.
- EQAO provided two opportunities for students to write the OSSLT:
 - Fall 2021 administration of the OSSLT (between October 13 and December 1, 2021) and
 - Spring 2022 administration (between March 23 and May 18, 2022).
 - All Grade 10 and 11 (and non-graduating) students were encouraged to take the OSSLT to allow for maximum flexibility in acquiring the literacy graduation requirement.
 - Students could enrol in the Ontario Literacy Course (OLC) without requiring that they attempt and fail the OSSLT first.
 - Students could write both the fall and spring administrations of the OSSLT, with the overall results considered as their best score.

What is measured?

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

Reporting

EQAO reports achievement as follows:

- Primary, Junior and Grade 9 Assessments
 - the province's four levels of achievement
 - the provincial standard is Level 3, which corresponds to a 70 to 79 per cent.
- OSSLT
 - reported as "successful" or "unsuccessful".

The EQAO assessments help to identify trends in student learning at the school, board and provincial levels, inform improvement planning, and strengthen accountability.

EQAO has not published any public reports (e.g., the provincial report, board report) since 2018-2019. The 2021-2022 results cannot be compared to the 2018-2019 results given the following differences in the context of the 2018-2019 school year:

- New elementary math curriculum
- New secondary de-streamed Grade 9 math curriculum and delivery (previously academic and applied)

- New EQAO assessment frameworks
- New mode of delivery of EQAO administration (from paper to online)
- New participation criteria (only students learning in-person are able to participate)
 - students who are learning remotely and wish to participate in the assessments can, at the discretion of the school board, attend in-person on the days of the assessment(s) solely for the purpose of participating in the assessment so long as all applicable health and safety measures can be met
- COVID-19 pandemic from 2019-present

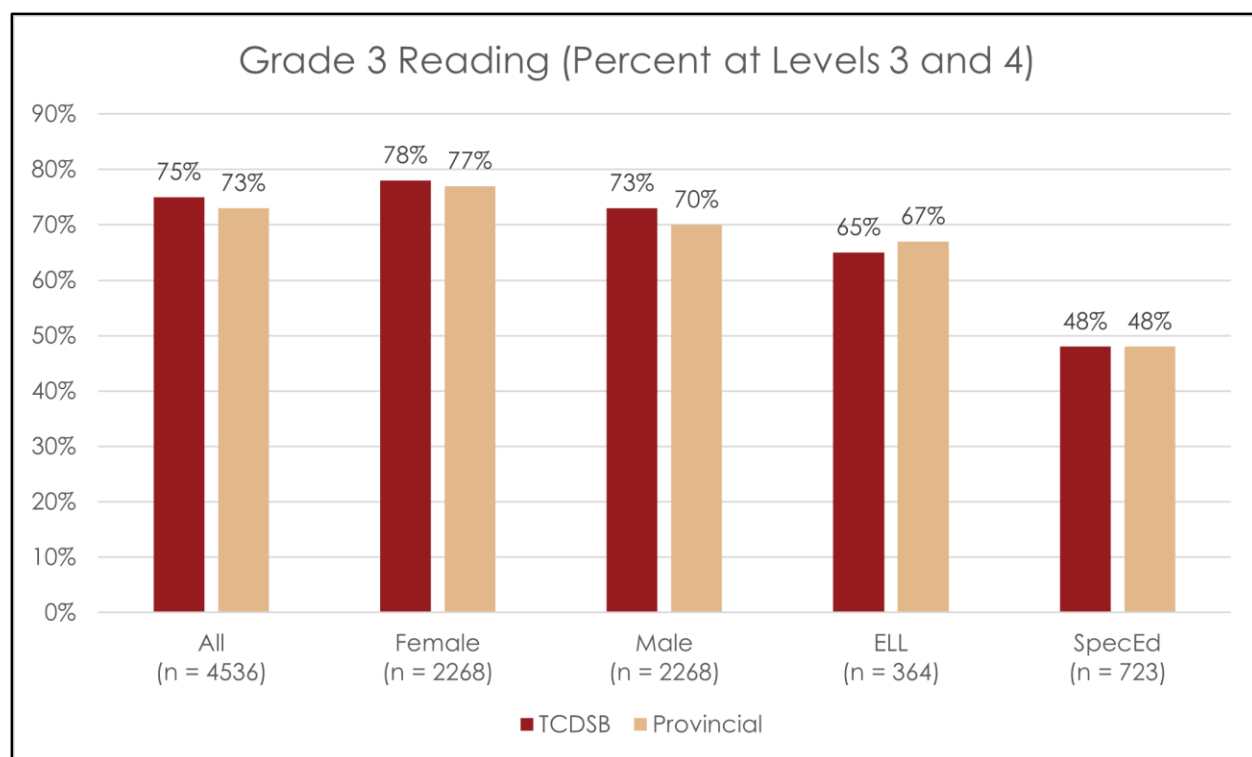
As a result, EQAO has established the 2021-2022 school year as a new baseline for all assessments.

RESULTS

PRIMARY DIVISION RESULTS for TCDSB and ONTARIO

Percentage at or above the provincial standard

Total number of TCDSB Grade 3 students fully participating in 2021-2022 Reading = 4,536

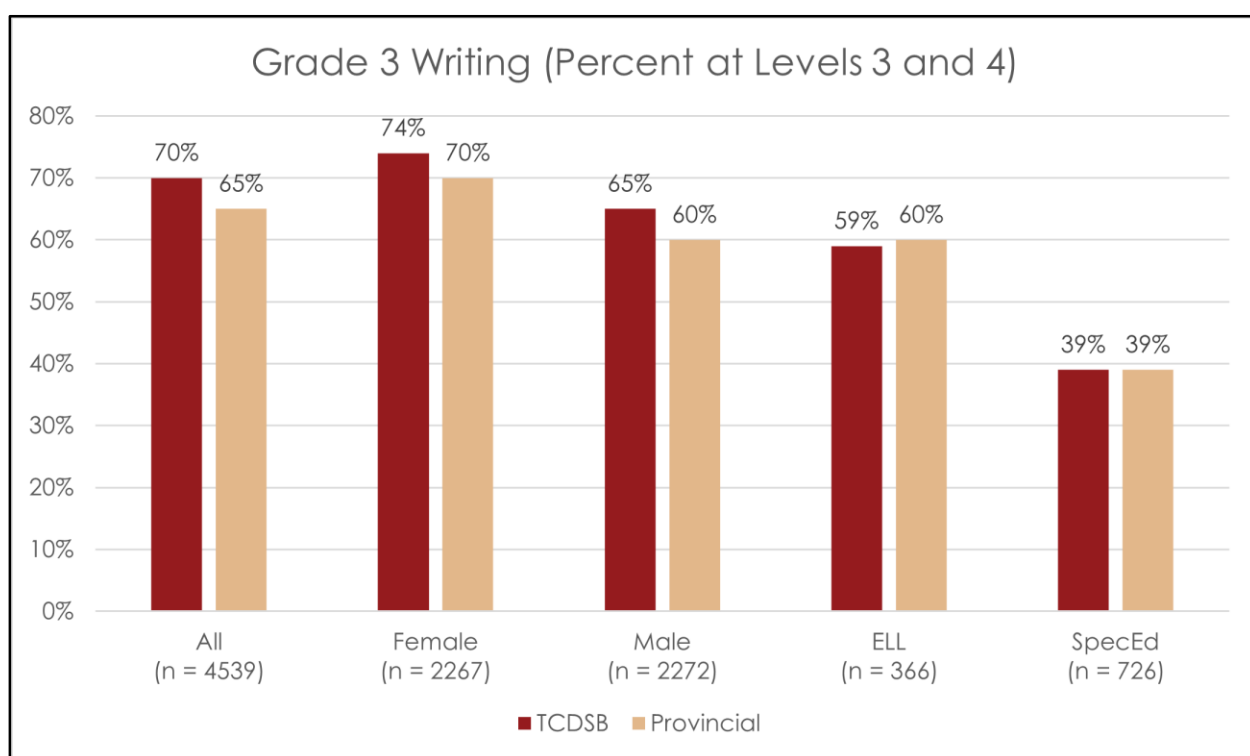


As shown in the graph above:

- 75% of Grade 3 students in the board performed at or above the provincial standard in reading, compared to 73% of students in the province.
- Grade 3 Female students outperformed male students in reading in both the board and province.

- About an equal percentage (78%) of Grade 3 female students performed at or above the provincial standard in reading in both the TCDSB and Ontario.
- A higher percentage (73%) of Grade 3 male TCDSB students performed at or above the provincial standard in reading, compared to 70% in the province.
- 65% of Grade 3 TCDSB students who identify as English-language learners (ELL) performed at or above the provincial standard in reading, compared to 67% of those students in the province.
- An equal percentage (48%) of Grade 3 students who identified as having special education needs (excluding gifted) in both the TCDSB and Ontario performed at or above the provincial standard in reading.

Total number of TCDSB Grade 3 students fully participating in 2021-2022 Writing = 4,539

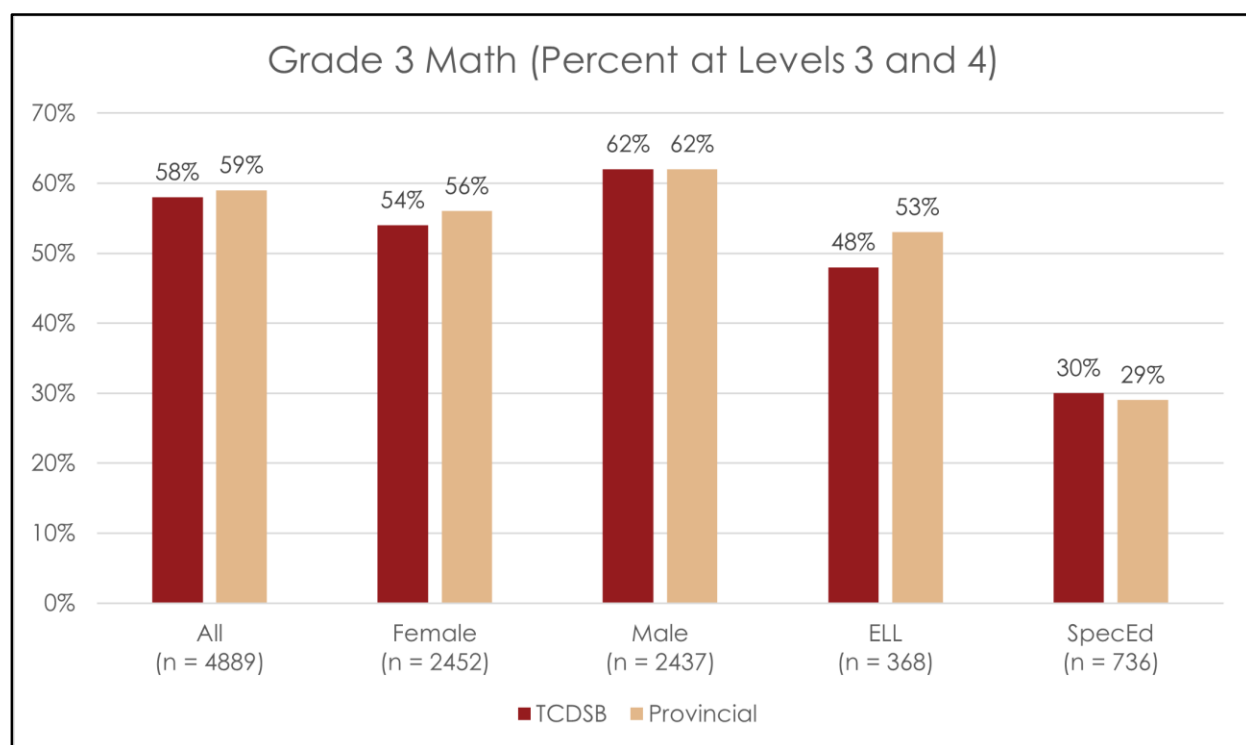


As shown in the graph above:

- 70% of Grade 3 students in the board performed at or above the provincial standard in writing, compared to 65% of students in the province.
- Performance in writing by Grade 3 female students was better than male students in both the board and province.
- A higher percentage (74%) of TCDSB female Grade 3 students performed at or above the provincial standard in writing, compared to females in Ontario (70%).
- A higher percentage (65%) of male Grade 3 students in the board performed at or above the provincial standard in writing, compared to (60% of) male in the province.

- About an equal percentage (59%) of Grade 3 students who identify as English-language learners (ELL) performed at or above the provincial standard in writing in both the board and the province.
- An equal percentage (39%) of Grade 3 students who identified as having special education needs (excluding gifted) performed at or above the provincial standard in writing, in both the TCDSB and Ontario.

Total number of TCDSB Grade 3 students fully participating in 2021-2022 Math = 4,889



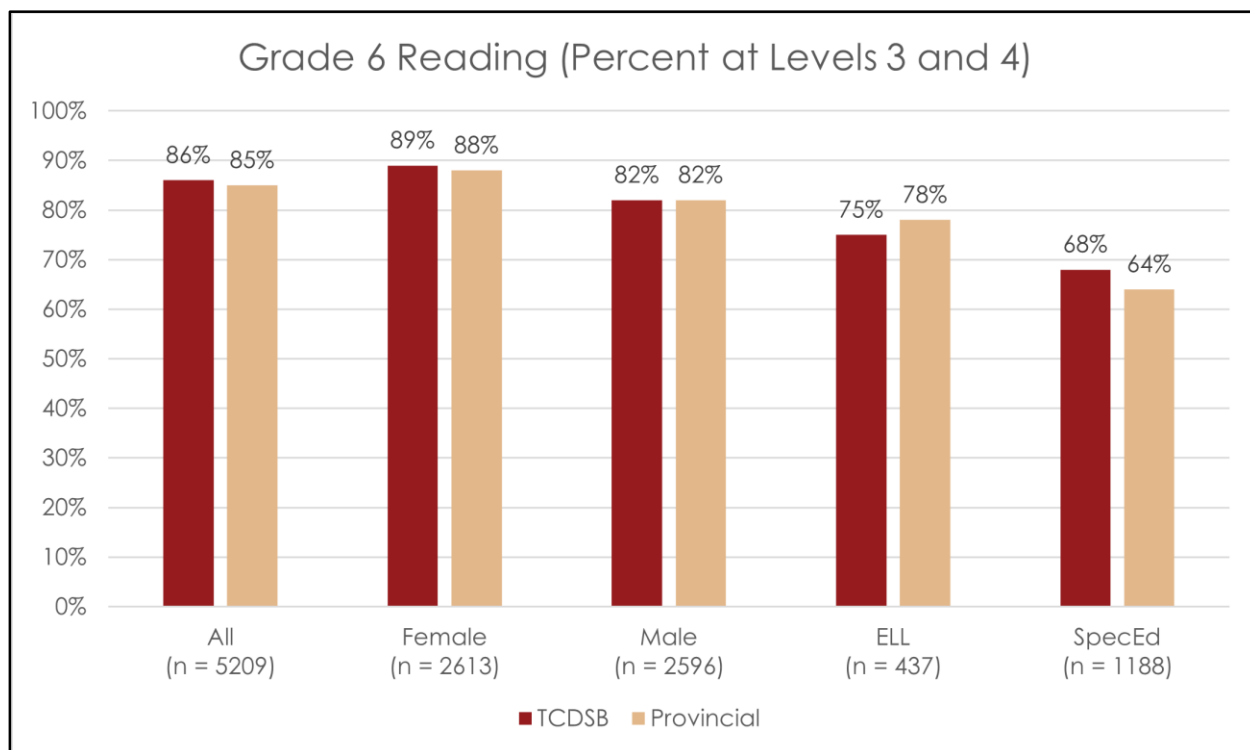
As shown in the graph above:

- About an equal percentage (58%) of Grade 3 students performed at or above the provincial standard in math in both the board and the province.
- Grade 3 male students outperformed female students in math in both the TCDSB and Ontario.
- 54% of TCDSB Grade 3 female students performed at or above the provincial standard in math, compared to 56% of female students in Ontario
- An equal percentage (62%) of Grade 3 male students performed at or above the provincial standard in both the board and province.
- 48% of Grade 3 students who identify as English-language learners (ELL) performed at or above the provincial standard in math, compared to 53% in the province.
- About an equal percentage (30%) of Grade 3 students performed at or above the provincial standard in math in both the TCDSB and Ontario.

JUNIOR DIVISION RESULTS for TCDSB and ONTARIO

Percentage at or above the provincial standard

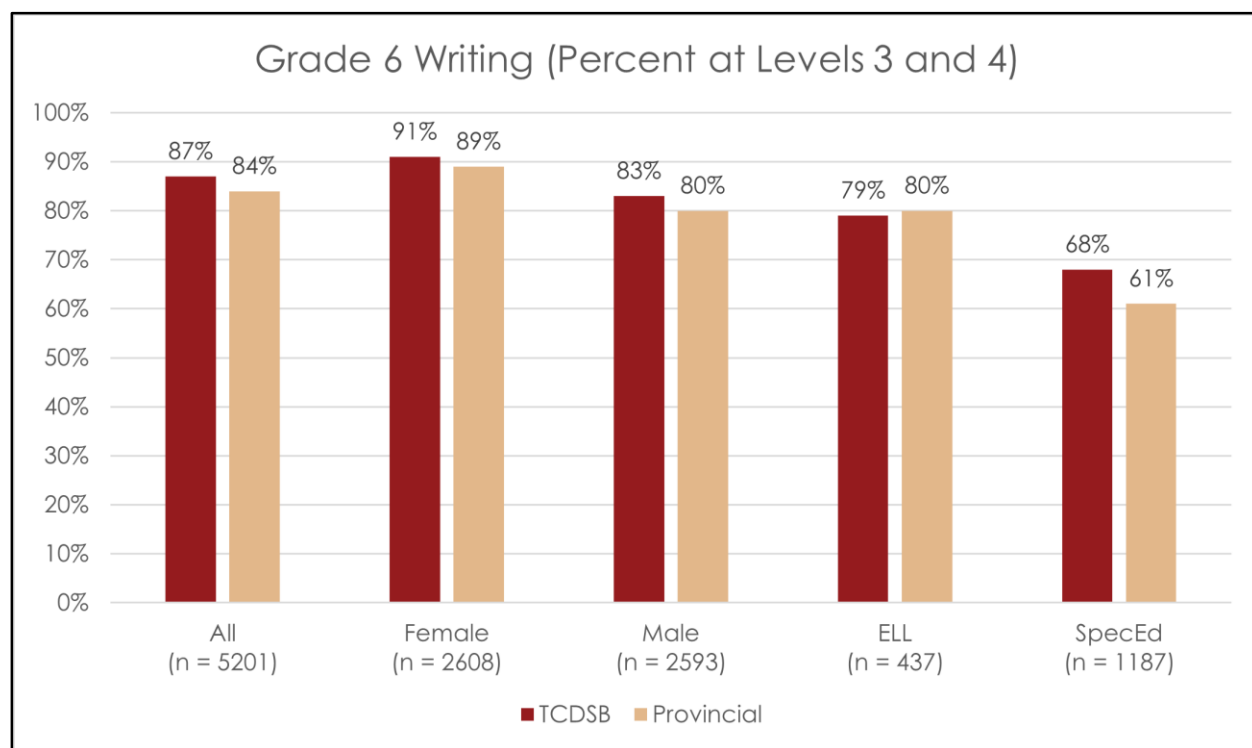
Total number of TCDSB Grade 6 students fully participating in 2021-2022 reading = 5,209



As shown in the graph above:

- About an equal percentage (86%) of Grade 6 students performed at or above the provincial standard in reading in the TCDSB and Ontario.
- Performance of Grade 6 female students was better than male students in reading in both the board and province.
- In both the TCDSB and in Ontario, about an equal percentage (89%) of Grade 6 female students and equal percentage (82%) of Grade 6 male students performed at or above the provincial standard in reading.
- 75% of TCDSB Grade 6 students who identify as English-language learners (ELL) performed at or above the provincial standard in reading, compared to 78% of ELLs in the province.
- 68% of Grade 6 students who identified as having special education needs (excluding gifted) in the board performed at or above the provincial standard in reading, compared to 64% in the province.

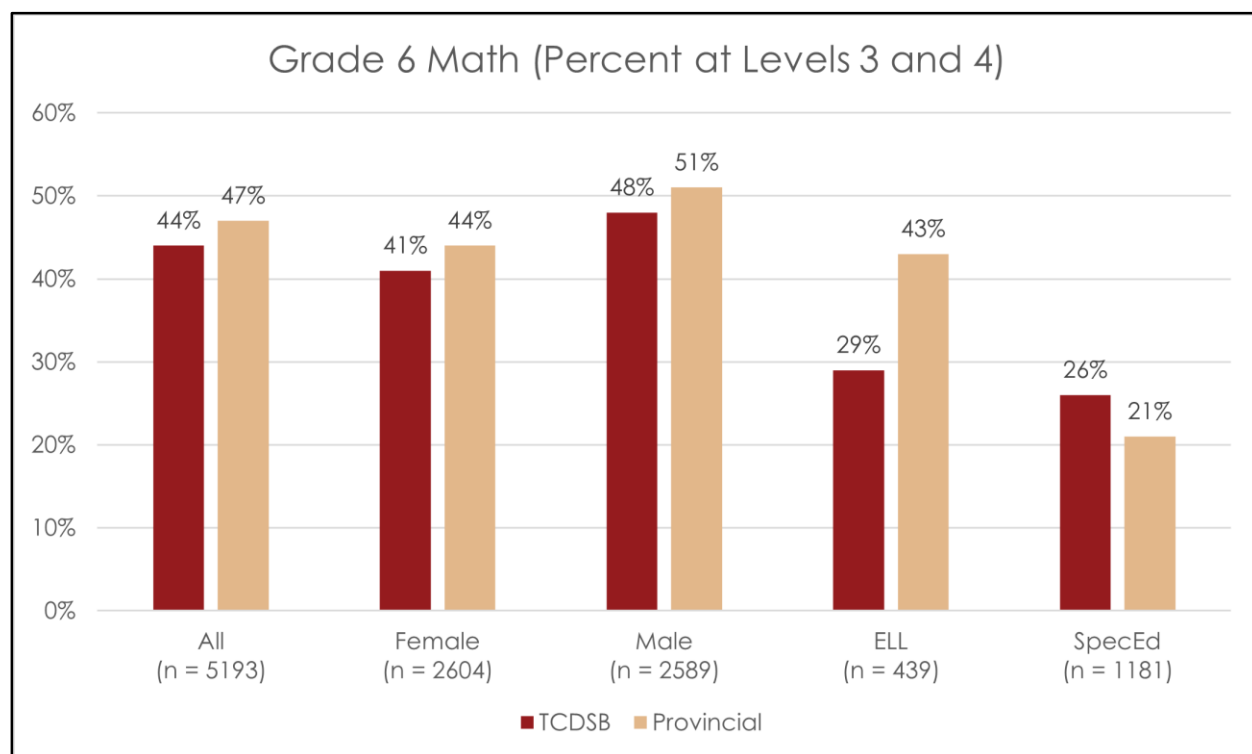
Total number of TCDSB Grade 6 students fully participating in 2021-2022 writing = 5,201



As shown in the graph above:

- 87% of Grade 6 students in the board performed at or above the provincial standard in writing, compared to 84% of students in the province.
- Performance in writing by female Grade 6 students was better than male Grade 6 students in both the board and province.
- Writing performance by Grade 6 female students was very strong, with 91% performing at or above the provincial standard in the board and 89% in the province.
- 83% of Grade 6 male students in the board performed at or above the provincial standard in writing, compared to 80% of male students in the province.
- About an equal percentage (79%) of Grade 6 students who identify as English-language learners (ELL) performed at or above the provincial standard in writing in both the board and the province.
- 68% of Grade 6 students who identified as having special education needs (excluding gifted) performed at or above the provincial standard in writing, compared to 61% in Ontario.

Total number of TCDSB Grade 6 students fully participating in 2021-2022 math = 5,193



As shown in the graph above:

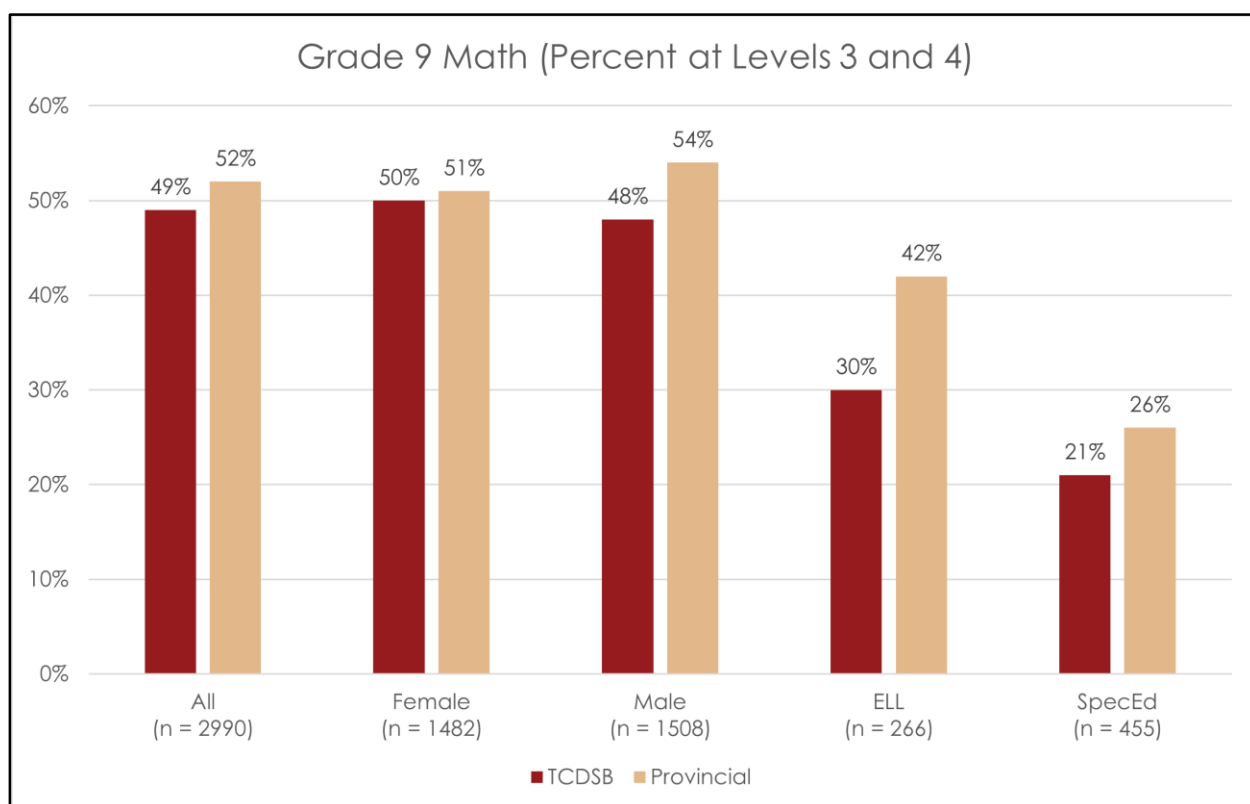
- 44% of Grade 6 students performed at or above the provincial standard in math, compared to 47% in the province.
- Grade 6 male students outperformed Grade 6 female students in math in both the TCDSB and Ontario.
- 41% of TCDSB female students performed at or above the provincial standard in math, compared to 44% of female students in Ontario.
- 48% of Grade 6 male students performed at or above the provincial standard in math, compared to 51% in the province.
- 29% of Grade 6 students who identify as English-language learners (ELL) performed at or above the provincial standard in math, compared to 43% of Grade 6 students the province.
- A higher percentage (26%) of TCDSB Grade 6 students who identified as having special education needs (excluding gifted) performed at or above the provincial standard in math, compared to those students in Ontario (21%).

GRADE 9 MATHEMATICS RESULTS for TCDSB and ONTARIO

Percentage at or above the provincial standard

Total number of fully participating TCDSB Grade 9 students in 2021-2022 = 2,990

It should be noted that the number of participating students in the 2021–2022 Grade 9 cohort is smaller than in previous years due to unforeseen circumstances related to the COVID-19 pandemic, which prevented some students from participating.



As shown in the graph above:

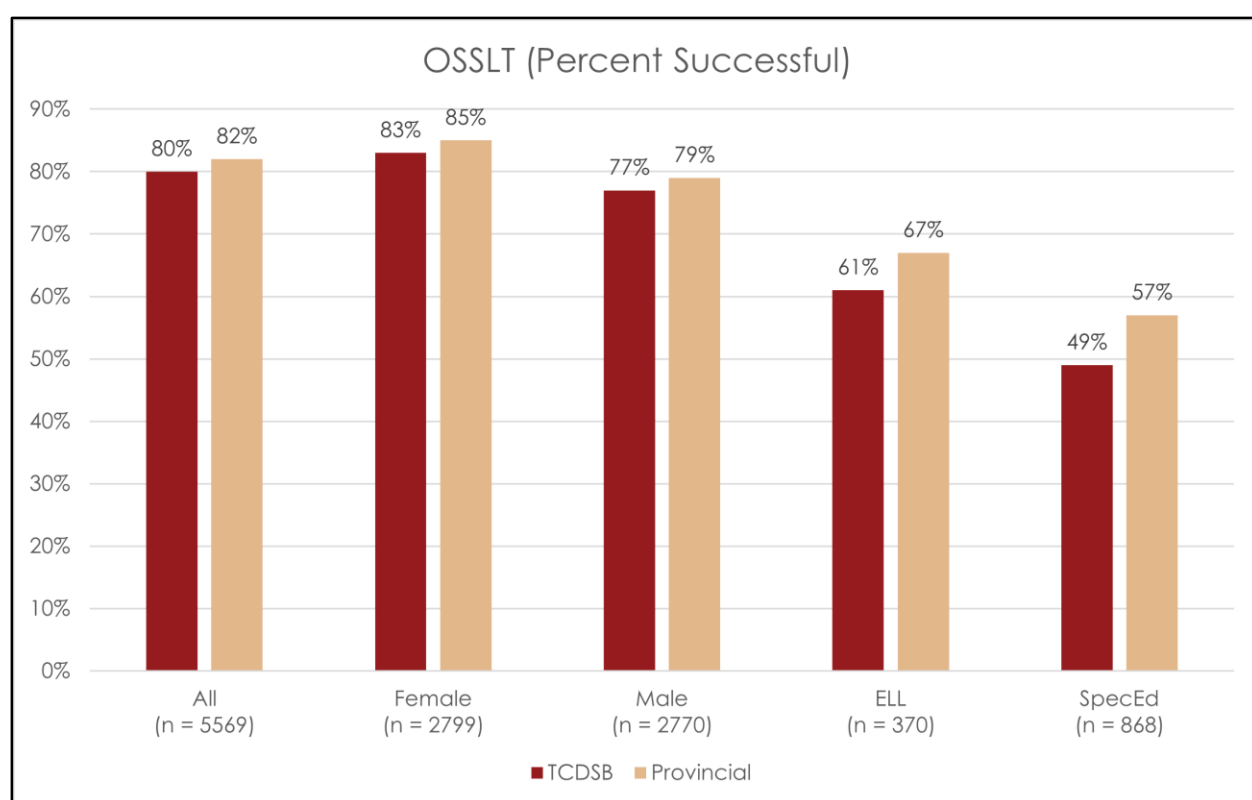
- 49% of Grade 9 TCDSB students performed at or above the provincial standard in math, compared to 52% of students in Ontario.
- Grade 9 female students slightly outperformed male students in math in the board, however male students outperformed female students in the province.
- About an equal percentage (50%) of Grade 9 female students performed at or above the provincial standard in math in the board and province.
- A lower percentage of Grade 9 male students (48%) performed at or above the provincial standard in math in the board compared to the province (54%).

- 30% of Grade 9 students who identified as English-language learners (ELL) performed at or above the provincial standard in math, compared to 42% of those students in the province.
- 21% of Grade 9 students who identified as having special education needs (excluding gifted) performed at or above the provincial standard in math, compared to 26% of those students in the province.

THE ONTARIO SECONDARY SCHOOL LITERACY TEST RESULTS for TCDSB and ONTARIO

Percentage of First-time Eligible students successful

Total number of First-time eligible TCDSB students writing the test in 2021-2022 = 5,569



As shown in the graph above:

- 80% of first-time eligible students in the board were successful on the OSSLT, compared to 82% of students in the province.
- In both the board and the province, female students outperformed male students on the OSSLT.
- 83% of first-time eligible TCDSB female students were successful on the OSSLT, compared to 85% of students in Ontario.
- 77% of first-time eligible TCDSB male students were successful on the OSSLT, compared to 79% of students in Ontario.

- 61% of first-time eligible students in the board who identified as English-language learners (ELL) were successful on the test, compared to 67% of ELLs in the province
- 49% of first-time eligible TCDSB students who identified as having special needs (excluding gifted) were successful, compared to 57% of those students in Ontario.

Summary

Overall, literacy results (Primary/Junior reading and writing, OSSLT) in the board are strong with scores at or above 70%.

Primary reading, Primary writing and Junior writing results for the board are above provincial results.

In mathematics, Primary, Junior and Grade 9 results are low in both the board and province.

The EQAO results continue to point to mathematics as an area of focus. Other areas of focus that EQAO results also point to are the results for:

- students who identify as ELL in Primary reading, writing and mathematics; Junior mathematics, Grade 9 mathematics and OSSLT, and
- students who identify as special needs across all assessments.



REPORT TO

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

TCDSB Professional Learning Plans To Support Student Achievement And Well Being 2022-2023

The plans of the diligent lead surely to abundance, but everyone who is hasty comes only to want.

Proverbs 21:5

Drafted

November 21, 2022

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

Meeting Date

December 1, 2022

INFORMATION REPORT

Vision: *IN GOD'S IMAGE: Growing in
Knowledge, with Justice and Hope.*

Mission: *Nurturing the faith development and academic
excellence of our Catholic learning community through the
love of God, neighbour, and self.*



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope



Brendan Browne
Director of Education

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

Derek Boyce
Associate Director of Corporate
Services and Chief Commercial Officer

Ryan Putnam
Chief Financial Officer and Treasurer

A. EXECUTIVE SUMMARY

This information report provides an overview of the central K-12 professional learning plan for teachers. The plan outlines the use of Ministry and Board financial resources to facilitate professional learning in TCDSB schools in order to support student achievement and well-being. This plan assists schools in the implementation of their School Improvement and Equity Plans (SIEP). The professional learning plan also supports the implementation of the Board Improvement and Equity Plan (BIEP) and the Multi-Year Strategic Plan (MYSP). The Professional Learning plans are found in Appendices A to N.

The cumulative staff time required to prepare this report was 125 hours.

B. PURPOSE

This annual report outlines the central professional learning initiatives for teacher professional learning that support the Board Learning and Equity Plan (BIEP) 2022-2023, as metrics continue to be collected.

C. BACKGROUND

1. Fall 2022 – Central Staff have been engaged in the development and refinement of the professional learning plans to align with ministry direction, as prescribed by the BIEP expectations provided by the Ministry of Education.
2. Consultation occurs annually with federation partners at Joint Professional Development Committee meetings.
3. Funding to support this professional learning, is provided by the Ministry of Education, mainly through the Math Strategy and the Student Success Budgets.
4. Professional Learning Plans for Numeracy and Literacy are informed by EQAO assessment data. EQAO test results for the 2021-2022 academic year serve as a new baseline given the various issues that prevent a trend analysis to previous years (as outlined in the EQAO Annual Report presented at the December 1, 2022 Student Achievement and Well-Being Committee of the Board meeting).

5. Numeracy and literacy strategies intentionally target the following three areas of focus as identified in the EQAO Annual Report:
 - primary reading (use of screening tools) with a particular focus on special needs and English language learners;
 - grade 3, 6 and 9 math instruction ensuring resource awareness and an equitable access to resources and central supports; and
 - explicit professional learning and central supports to enhance student performance in grade 9 de-streamed courses, with a heightened focus on grade 9 math.
6. Numeracy and literacy strategies are intentionally embedded throughout the professional learning plans of all areas, where applicable.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The professional learning plans are aligned with the Ministry of Education BIEP priorities and each initiative this year (**see appendices**) is identified with a BIEP goal, from the following:

Goal	Priority Focus
Achievement	<ul style="list-style-type: none"> • Improve math achievement • Improve literacy achievement • Improve conditions for learning
Human Rights and Equity	<ul style="list-style-type: none"> • Support the implementation of de-streaming • Promote culturally responsive pedagogy and instructional equity
Mental Health, Well-Being and Engagement	<ul style="list-style-type: none"> • Improve student mental health and well-being • Improve student, parent and community engagement
Pathways and Transitions	<ul style="list-style-type: none"> • Improve graduation rates • Improve student readiness for future success

2. Central Staff, together with Educational Research staff, review board data to determine the progress toward achievement of priorities identified through the goals and action plans outlined in the BIEP and the MYSP. The TCDSB

professional learning plan is informed by a revised Data Plan, and incorporates key Ministry initiatives.

3. The analysis of EQAO assessment data collected in 2021- 2022, and as outlined in the EQAO Annual Report is being used to:
 - refocus professional learning efforts on targeted interventions;
 - re-engage students and staff in focused and differentiated high impact instructional practices;
 - encourage teachers to actively participate in the design of the local SIEP and to disaggregate student EQAO results to inform local planning;
 - inform the plans for Professional Learning in this report; and
 - include parent and student voice in offering focused tutoring interventions.
4. Given the reduced availability of Occasional Teachers, the professional learning plan from September to December will be comprised of the following:
 - co-planning/co-teaching with central resource staff upon request;
 - professional learning support for teachers in their class;
 - professional learning sessions in small groups; and
 - self-directed Professional Learning Modules that teachers can access anytime.Availability of Occasional Teachers and the impact on professional learning will be reassessed in January.
5. Equitable assignment of resources and support for Numeracy and Literacy professional learning will be differentiated according to the needs of the school, the school's exposure to socio-economic stressors and as identified using current achievement data, based on the following:
 - "Intensive Support" schools receive the highest level of support;
 - "Increased Support" schools will receive some support;
 - "Other" schools will receive a lower level of support.
6. Central Staff and Field Superintendents will focus on supporting schools with instructional equity for **mathematics** through continued learning as outlined below:
 - A. Principals – continued professional networking and learning in mathematics:
 - with and based on the work of Marian Small (Grades K-12);
 - based on the work of Peter Liljedahl, using the research-based strategies from *The Thinking Classroom* (Grades K-12);
 - informed by the work of Shane Safir & Jamila Dugan and equitable leadership practices in *Street Data*; and

- through the support of a team of centrally trained school Principals who will lead learning in their areas to develop and align capacity in instructional leadership.
- B. Principals and Teachers – continued professional learning in math through:
- the implementation of the research-based strategies from *The Thinking Classroom* (Peter Liljedahl) (Grade 9 De-streamed);
 - the implementation of high impact instructional practices in grade 9 de-streamed classes in the areas of Math, Science, Social Studies, French and English;
 - cross-curricular professional dialogue to share promising instructional practices to support the needs of students in de-streamed classes;
 - the direct engagement of the Principal in co-designed success criteria, goal setting and the analysis of student work.
- C. Principals, Teachers and Students – continued learning in math:
- Knowledgehook: An Instructional Guidance System for Math (Gr 4-12)
 - Zorbits Math Adventure (Gr K-3)
 - Edwin Digital Learning Environment (Gr 9 De-streamed Math and Science)
- D. Teachers and Students – continued learning in mathematics:
- MathUp Classroom (Grades 1-8);
 - Mathology (Gr 1-2);
 - Intensive utilization of online and community tutoring supports
7. The K-12 Professional Learning Plans for teachers 2022-2023 is multi-faceted and has the following components:
- | | |
|--|---|
| a. Mathematics (Appendix A) | h. Special Services (Appendix H) |
| b. Literacy (Appendix B) | i. Arts and Music (Appendix I) |
| c. Nurturing our Catholic Community (Appendix C) | j. Pathways (Appendix J) |
| d. Indigenous Education (Appendix D) | k. 21 st Century Learning (Appendix K) |
| e. Equity and Diversity (Appendix E) | l. Social Studies, Science and Eco Schools (Appendix L) |
| f. Supporting English Language Learners (Appendix F) | m. Student Success and Guidance (Appendix M) |
| g. French as a Second Language (Appendix G) | n. Early Years K-2 (Appendix N) |

- o. Health and Physical
Education (Appendix O)

E. METRICS AND ACCOUNTABILITY

1. The BIEP establishes provincial education priorities, goals and performance indicators to support continuous quality improvement, especially in underserved communities.
2. With the use of a Common Professional Learning Feedback Form at all professional learning sessions, we will collect data on teacher learning. This collected information is shared with the research department and is used to:
 - inform the need for further professional learning;
 - inform the need to adjust workshop content / focus;
 - determine impact of the professional learning
3. Data for student achievement will be collected from report cards and standardized test results and informed by the triangulation of data (observations, conversations, and student work).
4. Schools have developed their SIEP to guide the learning focus in their communities. Most schools will continue to focus on numeracy and literacy goals in alignment with the achievement of their students on large scale and local assessments. School SIEP goals will be supported with professional learning as outlined in this plan.
5. The Board Central Team and School teams will continue to be engaged in collecting and analyzing data as per the direction of the Ministry BIEP.
6. Due to the ongoing need to reserve Occasional Teachers (OT) to cover for absent staff, we will continue to monitor the availability of OTs for the purpose of teacher professional learning.
7. Under the direction of the principal and with the oversight of the Field Superintendent, school teams will follow the annual process described below for the SIEP process in 2022-2023:
 - Fall 2022: Identify areas for learning recovery and renewal as students return to the classroom. TCDSB has taken an asset approach, whereby teachers

determine, through regular diagnostics, where the students are and how to build on their strengths. Schools will also use results from students participating in the EQAO assessment to inform the implementation of strategies to support their learning as appropriate.

- By November 2022: School teams will develop a SIEP related to their urgent critical learning need and will submit a Professional Learning Form (PLF) in consultation with their Supervisory Officer. Plans will be posted on school websites.
- Ongoing throughout the year: Professional learning will occur to support implementation of the SIEP.
- January 2023: Midpoint Check – all Principals will meet with their Supervisory Officer to review progress to date for their school plans. Principals will be provided with feedback to inform next steps.
- June 2023: End of Year Check – all Principals will report back on the implementation of their school plan and will begin planning for the coming year using feedback received.

NOTE: In addition to the school plan listed above, regular professional learning continues to be offered by central staff to support teachers in the implementation of the curriculum and in learning how to effectively use available resources and tools.

8. Below is the process used by senior staff to monitor SIEP implementation:

- Fall 2022: engage in data analysis, goal setting process, and the establishment of a professional learning plan with school staff while taking an asset approach to building on student strengths. Engage in school visits.
- January 2023: Mid-Point Check – review all school professional learning plans and provide feedback for next steps.
- February to May 2023: participate in professional learning with each staff to ensure that sessions are addressing student needs and school goals.
- June 2023: Principals report on progress to date and next steps as related to their school plan to their Field Supervisory Office, and begin planning for the upcoming year.
- June (end): Field Superintendents will present a summary of final progress for the schools in their area at Education Council.

F. CONCLUDING STATEMENT

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

2022-2023 - Professional Learning Plan - K to 12 Mathematics							
BIEP Priority: Focus	Initiative	Details	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Monitoring
Achievement	Math Programming in the Early Years	Develop and support math pedagogy through developmentally appropriate ways to engage learners and build fundamental mathematical skills with supported pedagogy found in "Where's the Math?".	K	15	2	1	
Achievement	High Impact Practices in Primary Math	Support for educators through co-teaching and co-planning opportunities and intentional professional development sessions through the lens of the newly align math resource Mathology.	1-2	169	2	1	Usage data Student and Teacher Feedback Ongoing Assessment
Mental Health, Well-being and Engagement	Experiential Learning and Coding	Supporting Grade 3 teachers with coding and experiential learning through cross-strand cross-curricular implementation.	3	48	1	1	Student and teacher engagment Feedback Surveys Observational Checklist Platform to display project
Achievement	High Impact Practices in Junior and Intermediate Math	Support for educators through co-teaching and co-planning opportunities and intentional professional development sessions through the lens of the newly align math resource MathUP.	4-8	169	3	1	Usage data Student and Teacher Feedback Ongoing Assessment
Human Rights and Equity	Integrated Math Pilot	Facilitating an integrated math classroom for intensive support schools with the use of assistive technology and online assessment tools.	4-6	15	4	2	Usage data Student and Teacher Feedback Ongoing Assessment Monthly Check-in based on locally developed assessments
Pathways and Transitions	Implemenation of a School Professional Learning Plan	Intentional support for schools to reinforce their learning plan from Numeracy and Literacy Coaches by providing resources, co-planning, and co-teaching opportunities.	6-8	40	1	2	
Pathways and Transitions	Teaching Pedagogy in the Classroom	Implementation of Thinking Classroom to support classroom instruction with collaboration of Literacy/Numeracy Coaches in Intensive and Increased Support Schools.	7-8	16	3	2	
Mental Health, Well-being and Engagement	Math Leadership in Secondary Schools	Collaborative learning sessions for Mathematics Department Heads and an additional teacher to co-construct and align resources and assessment in the secondary grades.	9-12	33	1	2	

2022-2023 - Professional Learning Plan - K to 12 Mathematics							
BIEP Priority: Focus	Initiative	Details	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Monitoring
Achievement	Co-Planning and Co-Teaching	Supporting teachers with the implementation of the newly destreamed math curriculum, with a specific focus on assessment strategies and learning tools through the Thinking Classroom Framework.	9-10	8	5	3	
Human Rights and Equity	Mathematics in the Special Education Classroom	Develop and support educators with resource tools that support Coding such as Zorbits and Mathology.	9-12	15	1	1	
Achievement	High Impact Instructional Strategies and the Destreamed Classroom	Supporting the implementation of the destreamed grade 9 math curriculum with intentional focus on teaching pedagogy and instructional practices that embed the pedagogy of a Thinking Classroom.	9	33	3	4	
Human Rights and Equity	Destreaming Committee Project	Engaging educators to develop a growth mindset and mathematical fluency within the classroom and embedding supports through the lens of equity and culturally relevant pedagogy.	9	33	2	0	
Achievement	OAME 2023 for Elementary and Secondary Educators	Building capacity through professional learning networks across all Elementary and Secondary divisions to support the implementation of the new math curriculum.	K-12	50	2	1	

2022-2023 - Professional Learning Plan - K - 12 Literacy							
BIEP Priority: Focus	Initiative	Details	Grade(s)	# of Schools	# Teachers/ Schools	# Days/Teacher	Monitoring
Achievement	Early Reading (Phonemic Awareness) Collaborative Inquiry.	Kindergarten and Grade 1 Educators located at 5th Block Schools will be field testing Phonemic Awareness Resources. The professional development will guide educators through the Ministry of Education's Effective Early Readers Guide.	K-1	44	3	1	Pre & Post Assessments - Heggerty(ELP, Gr.1) and Kilpatrick(5th Block). Pedagogical Documentation and collection of data by teachers to be analyzed by Research Department.
Achievement	Early Reading Instructional Camp	Jan-April: Using the Effective Early Readers Guide resource. Literacy, 5th Block, Early Years, ELL, Special Services (SLP, APT) central staff will take part in Literacy 'camp' based on Ontario Effective Early Reading Guide (weekend or afterschool) Door prizes, breakout rooms etc.	K-2				Pedagogical Documentation and collection of data by teachers to be analyzed by Research Department. Tracking progress and impact on student learning. (Pre and Post Assessments - Phonological Awareness and Phonics)
Achievement	Early Reading (Phonics) Field Test	Dec - March: Voluntary afterschool session for 30 teachers interested in field testing the TCDSB created Phonics Instructional Guide. Teachers will be invited to participate in 2 after school sessions.	K-2	30	1	2	Data collection Field notes Collaboration with research dept. Surveys Feedback Conversations.
Human Rights and Equity	Becoming Anti-Racist & Anti-Oppressive Educators Mongraph Series - Professional Development Sessions	Release of Monographs 2 & 3: Fall 2022 Follow up PD: (Jan/Feb 2022) -Administrator sessions -NTIP sessions -TLC session -Equity Champions sessions -Department Heads	K-12	169	10		Data collection Field notes Collaboration with research dept. Surveys Feedback Conversations.
Mental Health, Well-being and Engagement	NTIP	Provide a virtual session for NTIP teachers on Culturally Responsive Assessments and planning strategies across the curriculum.	1-8			teacher choice	Feedback form and invitations for future co-planning and co-teaching opportunities.
Achievement	Numeracy/Literacy Coaches & Book Clubs with a friend	Oct- Jan: 3 sessions in the fall for coaches and one classroom teacher.	6-8	10	1	2	Data collection Field notes Collaboration with research dept. Surveys Feedback Conversations.
Human Rights and Equity	Junior/Intermediate: CRRP Inquiry: Book Clubs in the Classroom	Oct-Dec: Ministry funded Inquiry to see the impact of student-selected book clubs on student achievement, engagement, and sense of belonging.	7-10	6	2	3	Pre, during, post sessions with teacher participants: anecdotal feedback, teacher and student surveys, teacher and student written documentation
Human Rights and Equity	Instructional Equity Grade 9 English Support & Implementation	Oct-June: Cross-curricular team of resource teachers assigned to a family of 4 Consistent, scheduled working sessions in schools (bi-weekly) Participation of all schools to prepare and deliver destreamed courses Strategies, conditions for learning, CRRP will all be covered.	9	33	8	2	Data collection Field notes Collaboration with research dept. Surveys Feedback Conversations.
Human Rights and Equity	Instructional Equity Bi-Weekly Drop-in sessions	Based on determining needs and teacher feedback Lunch/after school sessions	9	TBD	TBD	0	Data collection Field notes Collaboration with research dept. Surveys Feedback Conversations.
Human Rights and Equity	Text Selection Collaborative Inquiry	Sept- June: Working with teachers to help English departments with discernment process for text selection. Modelling and explaining how to use text selection set of criteria. Includes 2 cycles (one with teachers & one with teachers and their students)	9-12	22	2	2	Data collection Field notes Collaboration with research dept. Surveys Feedback Conversations.
Human Rights and Equity	Text Selection Collaborative Inquiry for ESL	Oct- June: Working with ESL teachers to help English departments with discernment process for text selection. Modelling and explaining how to use text selection set of criteria. Includes 2 cycles (one with teachers & one with teachers and their students).	9-12	TBD	TBD		Data collection Field notes Collaboration with research dept. Surveys Feedback Conversations.

2022-2023 - Professional Learning Plan - Nurturing Our Catholic Community (NCC)							
BIEP Priority: Focus	Initiative	Details	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Monitoring
Achievement	When Faith Meets Pedagogy (WFMP) Conference	Faith and religious education conference on the theme of "Church on a Journey: Discern, Listen, Engage" (October 2022)	K-12	80	1	1	Feedback form
Mental Health, Well-being and	Pastoral Plan Inservice	Staff and student engagement in faith development opportunities. With a focus on how to bring the Pastoral Plan into their local communities.	K-12	196	1	1	Common feedback form
Mental Health, Well-being and	Christian Meditation and Mindfulness Inservice	Professional and spiritual development for teachers of Church teachings on Christian meditation through Vatican documents and sharing of best practices (Feb/March 2023)	K-12	60	2	2	Common feedback form; Survey and reflection feedback after incorporating into classroom practice
Achievement	Development and Peace Educators Day	Exploring how to incorporate experiential learning embedded in Catholic Social Teaching, Ontario Catholic Graduate Expectations, and 21C competencies into curriculum practice, using Development & Peace resources, tools and strategies	7-12	40		1	Common feedback form
Achievement	7 Habits of Highly Effective Teens Staff Training	Providing teachers with tools, strategies and resources to support teens developing habits for success	7-12	60	1	1	Common feedback form
Achievement	SSPA: Secondary Schools Principals, Religion Department Heads, Chaplaincy Leaders meeting	Promoting pastoral plan and resources to implement faith based initiatives in the school community and religion curriculum	9-12	33	2	1	Common feedback form

2022-2023 - Professional Learning Plan - Indigenous Education							
BIEP Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Monitoring
Human Rights and Equity	Math Coffee Shop Chats	Math coffee shop chats for teachers through an Indigenous lens with Ojibwe teacher Bryan Bellefeuille from Nipissing First Nation. This is a 4 session series offering from October - December 2022 offered to teachers in the evening.	K-12	30	1	0	

2022-2023 - Professional Learning Plan - Equity and Diversity							
BIEP Priority: Focus	Initiative	Details	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Monitoring
Human Rights and Equity	Anti-Racism and Anti-Oppression Professional Development	General presentation provided in October/November to the system to provide a foundation for equity work throughout the year	K-12	200	1	0	Equity walk follow ups (anecdotal)
Human Rights and Equity	ARAO Monograph Professional Development	Multi-session professional development building teachers' capacity to apply anti-racist and anti-oppressive practices to ensure equitable access to learning for all students	K-12	200	1	0	Supervisory Officer Indigenous Education, Equity, Diversity and Community Relations; Equity Coordinator; Survey Feedback
Human Rights and Equity	TCDSB Equity Book Club	Small group literature circles discussing equity-specific topics to increase teacher awareness of issues affecting students achievement	K-12	20	1	0	Book Club leaders: observation and feedback
Human Rights and Equity	Heritage Months	PD provided throughout the year focused on increasing knowledge and awareness of various cultures to serve student achievement and set students up for success	K-12	200	1	0	Number of attendees, survey feedback
Human Rights and Equity	Equity Champion Hub Days	From December to end of year: Developing educators' ability to support one another and deepen understanding of equity strategies, core knowledge, critical spaces, and changemaking tools	K-12	200	1	0	Number of attendees, survey feedback, ongoing dialogue with educators
Human Rights and Equity	Workshop: Starting and Supporting Affinity Groups (BSAs, GSAs)	Practical and concrete guidance to assist educators in developing affinity groups to support student belonging and remove barriers to equitable access	K-12	200	1	0	Number of system-wide affinity groups this year (especially BSAs and GSAs); ongoing communication with schools
Human Rights and Equity	Framework for Creating Culturally Safe and Inclusive School Climates	PD provided to educators to help foster systems-level change towards a positive school climate that proactively prevents biased and non-biased bullying	K-12	200	1	0	Survey feedback; ongoing monitoring of case referrals/inquiries regarding bullying in schools
Human Rights and Equity	Indigenous Ed Dept: Math Coffee Shop Chats	PD - Math coffee shop chats for teachers through an Indigenous lens with Ojibwe teacher Bryan Bellefeuille from Nipissing First Nation. There will be 4 sessions over the course of October and November /December 2022 offered to teachers in the evening.	K-12	20	20	0	Number of attendees, survey feedback, ongoing dialogue with educators
Human Rights and Equity	Indigenous Ed Dept: AQ funding for FNMI AQ courses	The initiative offered full funding for Ontario FNMI AQ courses. The Indigenous Education Department believes that subsidized AQ courses will provide and strengthen teachers and administrators with a deeper understanding and relationship with Indigenous culture, while building networks of support for educators. Time line Oct. 2022 to June 2023	9 to 12	50	50	0	Number of attendees, survey feedback, ongoing dialogue with educators

2022-2023 - Professional Learning Plan - English Language Learners							
BIEP Priority: Focus	Initiative	Details	Grade(s)	# of Schools	# Teachers/ Schools	# Days/Teacher	Monitoring
Achievement	ESL Teacher Professional Learning	Professional Learning for ESL Teachers covering the following topics: September Start Up Programming and Assessing ELLs Initial Assessment Culturally Responsive Pedagogy	K-12	120	1	1	Pre, during, post sessions with teacher participants: anecdotal feedback, teacher surveys, teacher written documentation
Human Rights and Equity	Text Selection Collaborative Inquiry for Secondary ESL Teachers	Working with ESL teachers to help English departments with discernment process for text selection. Supporting secondary ESL teachers with text selection to promote culturally responsive and relevant texts for ESL student	9-12	6	1	3	Data collection Field notes Collaboration with research dept. Surveys Feedback Conversations

2022 - 2023 - Professional Learning Plan - K - 9 French							
BIEP Priority: Focus	Initiative	Details	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Monitoring
Achievement	Creating a comprehensive French language block	Primary French Immersion teachers will use a variety of available resources and incorporate elements of structured literacy and CRRP (culturally relevant and responsive pedagogy) (FI) November 2022	K-3	19	2	1	Post PD google form to gain feedback about implementation. Monitor usage and collect feedback on new resources. Sharing and posting of language block as an FSL template.
Achievement	5th Block strategies for French Literacy	5th Block Training so as to translate material and offer FSL classroom teachers daily strategy tools. January to June 2023	K-4	5	1	5	Through observation, discussion and research gain a thorough understanding of 5th block program strategies and write a report on how to adapt for French teachers to use on a daily basis in the classroom.
Achievement	FSL elementary - creating a CORE language block	Using a variety of available resources, curriculum documents, a CEFR action-oriented lens and CRRP, elementary Core teachers will come together to create a comprehensive Core language block. Discussion of available resources in the school. Discussion of new resource criteria for a grade 1 - 8 phase-in (digital resource). December 2022	1-8	165	165	1	Start with a Google Form inventory of existing resources in schools. Monitor usage and collect feedback on new resources. Sharing and posting of language block as an FSL template.
Achievement	Project Based Learning in the Elementary Extended French Program	Planning for project based learning and STEAM/STIAM in the Extended French classroom by using a variety of available resources for an integrated curriculum approach (EF). January 2023	5-8	18	2	1	Post PD google form to gain feedback about implementation. Monitor usage and collect feedback on new resources.
Human Rights and Equity	Destreaming and Differentiation in the FSL classroom	FSL Destreaming for grade 9 - collaboration of teachers from across the intermediate division -- model, share and support new programming expectations through the lens of differentiation and CRRP (culturally relevant and responsive pedagogy) (Core) January 2023	8 - 9	40	1	1	Start with a Google Form inventory of existing resources in schools. Monitor usage and collect feedback on new resources. Sharing and posting of language block as an FSL template.

2022-2023 - Professional Learning Plan - K to 12 Special Services							
BIEP Priority: Focus	Initiative	Details	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Monitoring
Achievement	Individual Education Plan and Assistive Technology	Support teachers with the development of Individual Education Plan development and integration of Assistive Technology to support student achievement.	K-12	100	2	1	Teacher Feedback, Ongoing Assessment, Application Usage
Achievement	New to Program to Assist Social Thinking (PAST)	Support for teachers who have not previously had students attend PAST. Providing supportive strategies and and information about Autism diagnosis.	4-8	75	1	1	Student and Teacher Feedback, Ongoing Assessment and Check-ins
Acheivement	Multiple Exceptionalities - Developmentally Delayed (MEDD) ISP EQUALS Numeracy Program	Introduction to EQUALS numeracy program to support development of numeracy skills thorough evidence-based program for students with intellectual disabilities.	3-8	65	1	1	Student and Teeacher Feedback , Usage data, Acheivement Data
Achievement	Deaf and Hard of Hearing (DHH)	Provide support, strategies, resources for teachers working with D/HH students for the first time.	K-12	25	1	2	Student and Teacher Feedback, Ongoing Assessment
Human Rights and Equity	Integrated Math Pilot	In collaboration with central math team. Facilitating an integrated math classroom for intensive support schools with the use of assistive technology and online assessment tools.					Usage data Student and Teacher Feedback Ongoing Assessment Monthly Check-in based on locally developed assessments

2022-2023 - Professional Learning Plan - K to 12 Arts & Music							
BIEP Priority: Focus	Initiative	Details	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Monitoring
Mental Health, Well-being and Engagement	Vocal Intensive for Elementary Vocal Teachers	Choral professional to lead workshop for Elem Vocal Teachers	K-6	30	1	1	common feedback forms, school visits
Mental Health, Well-being and Engagement	Elementary Dance	Interpretive movement with Show to Go Productions. Practical Dance strategies with strong curriculum focus. (could incorporate virtual component)	K-8	30	1	1	common feedback form, post implementation feedback
Achievement	Elementary Drama	Music Theater Workshop with Toni Grates from Travelling Stage	K-8	30	1	1	common feedback form, post implementation feedback
Mental Health, Well-being and Engagement	Elementary Visual Art	Growing Through the Arts - Visual Art with connection to Religion Curriculum	K-8	30	1	1	Collect artifacts,
Human Rights and Equity	CRRP in the Intermediate Music Classroom	Engage students in Culturally Responsive Relevant Pedagogy through Afrobeat Composition and performance workshop.	7-8	167	0	0	common feedback form, post implementation feedback
Human Rights and Equity	Secondary Dance	African Dance Workshop for Teachers	9-12	25	1	1	common feedback forms, school visits
Human Rights and Equity	Secondary Drama	Theatre Professional Workshop of Secondary Drama teachers, PLN and Theatre Show.	9-12	25	1	1	common feedback forms, post implementation feedback
Human Rights and Equity	Secondary Music	Music Composition Workshop using the Creative Process	9-12	25	1	1	common feedback forms, school visits
Human Rights and Equity	Secondary Visual Art	Print Making workshop for Secondary Art Teachers with CRRP focus	9-12	25	1	1	Collect artifacts, common feedback form
Human Rights and Equity	Secondary Media Arts	Digital Arts Workshop for Secondary Art Teachers with Indigenous Artist, Doreen Stevens	9-12	20	1	1	Collect artifacts, common feedback form

2022-2023 - Professional Learning Plan - 7 to 12 - Pathways							
BEIP Priority: Focus	Initiative	Details	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Monitoring
Pathways and Transitions	Experiential Learning: Take Tech	Educator PD session focused on experiential learning, skilled trades, tech courses and hands-on curriculum. Timeline: Winter 2023	7&8	50	1	1	Common feedback form and in-class implementation.
Mental Health, Well-being and Engagement	Experiential Learning: Fitness and Wellbeing	Educator PD session focused on Fitness Training to promoting well-being in classrooms, and engage students in physical activity at all levels and abilities Timeline: Winter 2023	7- 12	25	1	2	Common Feedback Form and participation in fitness events
Pathways and Transitions	Entrepreneurship PD	Provide professional learning session for educators interested in supporting students creating their own businesses. Explore curriculum connections, ministry guidelines etc.	9-12	32	2	1	Project implementation, Business Proposals, Teacher and Student documentation as per ministry requirements.
Pathways and Transitions	Ontario Youth Apprenticeship Program-Guidance Teacher Professional Learning	Educator PD session focused on Skilled Trades and Apprenticeship for Guidance Teachers. Timeline: Winter 2023	9-12	32	1	1	Common Feedback Form. Monitor year over year number of co-op sections.
Pathways and Transitions	Technological Education Professional Learning Session(s)	Educator PD session focused on promising practices session in Tech Ed. Lead Tech teachers from various speciality areas to support the curriculum and program delivery. Timeline: Spring 2023	9-12	32	2	1	Common Feedback Form from participants
Pathways and Transitions	Dual Credit Professional Learning	Educator PD session focused on Dual Credit programs, eligibility and applications. Timeline: September - June	10-12	32	3	1	Monitor completion rate and enrollment numbers for second semester. Common Feedback Form from participants.
Pathways and Transitions	School Within a College (SWAC) Professional Learning	PD sessions focused on SWAC about program, eligibility and applications. Timeline: October - June	10-12	32	3	1	Monitor completion rate and enrollment number for second semester. Follow up with school visits to meet with students interested/identified for the program. Common Feedback Form from participants.
Pathways and Transitions	SHSM Launch Event	Educator PD focused on building capacity and strategies for sustainability in program delivery. Timeline: October	11, 12	30	3	1	Common Feedback Form from participants
Pathways and Transitions	SHSM Sector Days for Collaboration	Educator PD session focused on reviewing SHSM ministry, board and school data, promising practices, SPE, and anti-oppression and allyship training	11-12	30	4	1	Common Feedback Form from participants
Pathways and Transitions	NEW SHSM Program Application Workshops	Meet with school teams to prepare school application for a new SHSM program. Timeline: November to December 2022	11, 12	3	5	1	Common Feedback Form from participants
Pathways and Transitions	Co-op Cardinal Writer Learning session for Co-op teachers	Educator PD session focused on promising practices related to Student's Cooperative Education Learning Plan (Cardinal Writer software). Timeline: December 2022 February 2023	11,12	25	2	1	Common Feedback Form from participants
Pathways and Transitions	Co-op Province Wide Fall and spring Conference	A province-wide Fall and Spring event hosted by OCEA (Ontario Cooperative Education Association) for teachers. Timeline: November 2022 & Spring 2023	11,12	15	2	1	Common Feedback Form. Continue to monitor board and school specific enrolment data.
Pathways and Transitions	Co-op Professional Learning sessions for new to Co-op Teachers and refresher sessions	Educator PD session focused on promising practices and related specialty programs. Timeline: 4 times per year	11,12	32	2	1	Common Feedback Form. Continue to monitor board and school specific enrolment data.

2022-2023 - Professional Learning Plan - K to 12 - 21st Century Learning							
BIEP Priority: Focus	Initiative	Details	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Monitoring
Pathways and Transitions	Online Game Based Learning	A workshop to support teachers and students on building sustainable environments using Indigenous STEAM with online gaming.	K-8	30	1	1	Teacher/Student Feedback Student Artifacts
Achievement	Coding Workshop	Using digital tools to develop student and teacher knowledge, understanding, thinking and application in coding (mathematics).	K-8	30	1	1	Feedback Form
Pathways and Transitions	3D Printing & Design Thinking	Teachers are invited to explore ways to build capacity using 3D printers through the design thinking model. Teachers will be inserviced on how to connect these learning activities to curriculum as well as assessment through their grade level, subject, 21c Global competencies and the TCDSB Next Lesson.	5-8	40	1	1	Feedback Form
Mental Health, Well-being and Engagement	21C Camp	Teacher led professional development given in the form of several 40-45 minute workshop sessions. Workshops will be based on showcasing promising practices involving 21c competencies based on the neXT lesson as well as the Ontario Catholic Graduate Expectations.	K-12	200	3	0	Feedback Form
Achievement	Collaborative Productivity App Workshop	This is an opportunity for teachers to further integrate the collaborative productivity tools into their teaching practice. We will discuss the tools available to teachers and how they can support classroom engagement, differentiated instruction and assessment. Teachers will also be shown promising practices on how to integrate 21C Global Competencies into their instruction through the neXt Lesson pedagogy.	K-12	80	1	1	Feedback Form
Human Rights and Equity	Girls Who Game	The "Girls Who Game" program encourages girls to get into the world of gaming, exposing them to new ways of applying STEAM learning. This is an engaging technology-based program designed to captivate female students in grades 4-8 in learner-driven experiences to build their technology, leadership and communication skills.	4 - 8 (Girls)	20	1	1	Feedback Form
Mental Health, Well-being and Engagement	Coding with Robots	Educator PD session focused on experiential learning tasks, where students will use design thinking and create mazes with robots to learn coding (part of Mathematics curriculum).	3	48	1	1	Teacher/Student Feedback Student Artifacts
Pathways and Transitions	Speakers Series - STEAM Focused	This experiential learning opportunity will bring experts from Science, Technology, Engineering, Arts and Math to the classroom. In collaboration with Science Dept.	7-12	200	5	0	Teacher/Student Feedback Student Artifacts

2022 - 2023 - Professional Learning Plan - K - 12 - Social Studies, Science & Eco Schools							
BIEP Priority: Focus	Initiative	Details	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Monitoring
Pathways and Transitions	Speakers Series [STEAM Focused]	This experiential learning opportunity will bring experts from Science, Technology, Engineering, Arts and Math to the classroom. This opportunity will be open to all teachers.	7-12	200		0	Teacher/Student Feedback Student Artifacts
Pathways and Transitions	Exploring the Curriculum Through an Equity Lens	To explore changes to the new <i>Science and Social Studies</i> curriculum documents through professional learning experiences. This is a collaboration with the Student Success Committee and the Equity Department.	K-12	33	1	3	Participation Teacher/Student Feedback Student Artifacts
Human Rights and Equity	Truth and Reconciliation	In collaboration with FNMI, ESL, The Arts, Religion and Equity departments, this initiative is intended to help educate teachers and students Canada's History regarding Indigenous Peoples. This collaborative inquiry will bring together teachers and students to create an educational museum that focuses on historical timelines regarding Truth and Reconciliation.	6 - 12	200			Pre, During, Post ' <i>check and connect</i> ' with teachers and students Anecdotal feedback

2022-2023 Professional Learning Plan - Student Success & Guidance							
BIEP Priority: Focus	Initiative	Details	Grade(s)	# of Schools	# Teachers/ Schools	# Days/Teacher	Monitoring
Pathways and Transitions	Training for New Teacher Counsellors	Workshop designed to build capacity for Elementary and Secondary Guidance Teacher-Counsellors to support and implement myBlueprint use.	K-12				Common Feedback Form; post-workshop communication with participants
Pathways and Transitions	Experiential Learning for all GuidanceTeacher Counsellors	Ministry mandated professional learning initiative for guidance teacher counsellors to develop an enhanced understanding of the skilled trades and apprenticeship pathway and the benefits of the skilled trades as a career.	K-12				Common Feedback Form; post-workshop communication with participants
							Common Feedback Form; post-workshop communication with participants
Achievement	New Student Success / Credit Recovery Teacher Training	Provide training for role and associated processes.	9-12				Common Feedback Form; post-workshop communication with participants
Achievement	New Student Success / Credit Recovery Teacher Training	Provide training for role and associated processes.	9-12				Common Feedback Form; post-workshop communication with participants
Pathways and Transitions	Training for New Teacher Counsellors	Workshop designed to build capacity for Guidance Teacher Counsellors to support and and implement online course selection.	9-12				
Pathways and Transitions	Pathways and Transitions	Secondary Guidance myBlueprint Virtual Training for Secondary Teacher-Counsellors MOE for the opt out process of online learning.	9-12				Common Feedback Form; post-workshop communication with participants
Achievement	De-Streaming Professional Learning Workshops	Focus on instructional equity to support the implementation of destreamed curriculum.	9-12				Common Feedback Form; post-workshop communication with participants
Achievement	De-Streaming Professional Learning Workshops	Focus on instructional equity to support the implementation of destreamed curriculum.	9-12				Common Feedback Form; post-workshop communication with participants

2022-2023 - Professional Learning Plan - K - 2 Early Years							
BIEP Priority: Focus	Initiative	Details	Grade(s)	# of Schools	# Teachers/ Schools	# Days/Teacher	Monitoring
Achievement	Phonemic Awareness Field Testing	Field Testing Phonemic Awareness Resource. (Heggerty and Equipped for Reading Success) in Collaboration with Literacy Department Timeline: January-June	K-2	16	3	8	Please see literacy PLP
Achievement	Structured Literacy in Kindergarten and Social Emotional Learning using Puppetry	Collaboration with ETFO PD for DECE evening conference on Early Evidence-Based Instruction Timeline: September 2022	K-2		106	0	Participant feedback form, anecdotal feedback from participants

2022-2023 - Professional Learning Plan - Health & Physical Education							
BIEP Priority: Focus	Initiative	Details	Grade(s)	# of Schools	# Teachers/ Schools	# Days/Teacher	Monitoring
Mental Health, Well-being and Engagement	Catholic Leaders Engaged in Active Play (C-LEAP)	Proactive and preventative model for building safe and inclusive schools, making connections to safe play and promoting healthy relationships and social emotional-learning. Timeline: January Collaboration with Safe Schools, Health & Physical Education, and Catholic Student Leadership	K-8	10	1	2	Student and teacher engagement Feedback Surveys Observational Checklist Zoom Support with Lead teachers In-person visits with student leadership teams that require further implementation support (from HPE Dept. or Catholic Student Leadership)
Mental Health, Well-being and Engagement	Kids in the Know: Online Safety & Consent	Collaboration with Mental Health Department & Safe Schools In-servicing for educators teaching the Health curriculum on the 'Kids in the Know' program. Training (Half Day). Timeline: January & February	K-3	60	2	0.5	Student and teacher engagement Feedback Surveys Observational Checklist
Mental Health, Well-being and Engagement	Menstrual Health Education	This virtual session will showcase the various Menstrual Health education resources available for educators to use in their classrooms. Timeline January	4-8	163	1	0	Student and teacher engagement Feedback Surveys Observational Checklist
Human Rights and Equity	Gendered HPE: Supporting 2SLGBTQ+ Inclusion	This virtual session will provide information about classroom and culture shifts educators can embed in their programming to create more welcoming PHE environments. Collaboration with Equity Dept.	K-8 & 9-12	196	1	0	Student and teacher engagement Feedback Surveys Observational Checklist
Human Rights and Equity	Cricket Initiative: Create culturally responsive programs	Educators will be supported with implementation tools for engaging students in the skills of the game of cricket. Exposing students to a wider variety of culturally responsive activities and providing access to equipment promoting inclusive practices in physical education. Timeline: March - June	4-8 & 9-12	20	1	1	Student and teacher engagement Feedback Surveys Observational Checklist
Pathways and Transitions	Cultivate and Develop Health & Physical Education Leadership to build capacity in schools	HPE Department Heads and an HPE colleague will engage and collaborate in professional learning sessions. Topics will include Mental Health Literacy & Consent Timeline: February	9-12	33	2	2	Student and teacher engagement Feedback Surveys Observational Checklist
Mental Health, Well-being and Engagement	CPR & First Aid Training for Secondary HPE Departments	First Aid & CPR Recertification and Certification for secondary HPE educators to meet safety requirements from OPASSE. No release time required.	9-12	33	2	2	



REPORT TO

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

METRICS REPORT ON THE CATHOLIC SCHOOL PARENT COUNCIL POLICY S.10, 2021-2022

"May he give you the desire of your heart and make all your plans succeed." Psalm 20:4

Created, Draft	First Tabling	Review
November 21, 2022	December 1, 2022	Click here to enter a date.

R. Peterson, Superintendent of Schools (Area 8) & Parent Engagement

M. Sequeira, Sr. Coordinator - Parent Engagement – International Languages Elementary (After-Hours)

INFORMATION REPORT

Vision: *IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope.*

Mission: *Nurturing the faith development and academic excellence of our Catholic learning community through the love of God, neighbour, and self.*



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope



Brendan Browne
Director of Education

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

Derek Boyce
Associate Director of Corporate Services
and Chief Commercial Officer

Ryan Putnam
Chief Financial Officer and Treasurer

A. EXECUTIVE SUMMARY

This report provides metrics on the activities and valued contributions of the Toronto Catholic District School Board (TCDSB) Catholic School Parent Councils (CSPCs) for the 2021-2022 academic year.

This report also includes a summary of the engagement and learning opportunities provided by staff to parents and to Catholic School Parent Councils.

The cumulative staff time required to prepare this report was 10 hours.

B. PURPOSE

1. The purpose of this report is to comply with the TCDSB Catholic School Parent Council Policy, S. 10, metrics requirement that the *“annual report of CSPC activities will serve as an assessment of the Council’s work to support student achievement and well-being at the school.”*

C. BACKGROUND

1. Consistent with Ontario Regulation 612 on *School Councils and Parent Involvement Committees*, the purpose of [Catholic] school councils is to improve pupil achievement and to enhance the accountability of the education system to parents.
2. The TCDSB’s Parent Engagement and Communications Departments play a guiding and supportive role to Catholic School Parent Councils and staff in the promotion and enhancement of effective parent engagement.
3. At the system level, staff from these and other departments worked closely with TCDSB’s Catholic Parent Involvement Committee (CPIC) and the Ontario Association for Parents in Catholic Education - Toronto (OAPCE-Toronto) to maximize support to the local Catholic School Parent Councils.

D. EVIDENCE

Catholic School Parent Council (CSPC) Annual Activity and Financial Report

- In 2021-2022 all TCDSB schools had a Catholic School Parent Council.
- Consistent with Ontario Regulation 612, s.24 (1) and (2) that every school council submit an annual report on its activities, including a financial report, for 2021-2022 academic year, 157 school councils complied with the regulatory and Policy S. 10 requirements by submitting a CSPC annual report to the board. Appendix A provides highlights from the reports submitted.
- Information from these reports will inform local and central planning to further support school councils and parent engagement across the system.

Parent Reaching Out (PRO) Grant

- In 2021-2022 the Ministry allocated \$95,334.96 in PRO grant funding to the TCDSB to support initiatives that addressed local parent needs and/or remove barriers that prevent parents from participating and engaging fully in their children's learning and educational progress.
- The Parent Engagement Department in collaboration with the Catholic Parent Involvement Committee, developed a streamlined application and reporting process open to all schools.
- In 2021-2022, 80 school councils applied for, and completed, a PRO grant to support a local parent engagement initiative.
- The remainder of the PRO grants funds, that were not used by schools, were used to purchase additional books to enhance all schools' parent lending libraries.
- Appendix B provides examples of local school initiatives that were sponsored with PRO grant funds.

Parent Involvement Committee (PIC) Grant

- The Ministry of Education provides an annual allocation of funds to each school board to be allocated to local CSPCs to support school-based parent engagement initiatives.
- These funds are earmarked to fund local initiatives that enhance parent engagement and strengthen parent involvement, with the goal of equity of outcomes for all students.
- In September, each school was allocated the annual PIC grant of \$500.00.
- Appendix C provides a breakdown, by school, of the utilization and/or accumulated available balances for the 2021-2022 academic year.

System Activities Supporting and Promoting Parent Leadership

- Virtual training was offered to all council members and administration on the following topics:
 - The CSPC Executive – The role of the Chair/Co-Chairs, Treasurer and Secretary;
 - Strategic use of the Parent Involvement Committee (PIC) Grant & Parent Reaching Out (PRO) Grant; and
 - Annual CSPC Activity & Financial Report - The Role & Responsibilities of the CSPC Executive Members.
- Speaker and resource lists were created to support local schools in planning for PRO and PIC grant initiatives.
- Outreach and collaboration between the Parent Engagement Department, CSPC, CPIC and OAPCE resulted in continued increased two-way communication with parents.
- The CSPC SharePoint site was regularly updated to provide CSPC Chairs with resources.

- All newly elected CSPC Chairs were provided with a TCDSB, CSPC designed email and credentials, allowing for greater access to Board communication and support, as well as access to internal CSPC sites (e.g., CSPC Share Point; Grants 4 You).
- All CSPC Chairs had access to IT support by using assigned credentials.
- The Coordinator of the Parent Engagement Department provided resources/reminders via email with regards to the operation requirements and timelines of CSPCs.
- The topic of parent engagement remained as a standing item on monthly K-12 Principal meetings.

E. METRICS AND ACCOUNTABILITY

1. The metrics and accountability framework as outlined in Catholic School Parent Council, Policy S. 10, will be the basis for this report and for assessing parent engagement impact.
2. The data in this report will continue to serve as the benchmark for strategy improvement to enhance and support continued parent engagement, and partnership enhancement.

F. CONCLUDING STATEMENT

This report is for the information of the Board.

Annual Catholic School Parent Council (CSPC) Activity and Financial Report Statistics for 2021-2022

In 2021-2022, all TCDSB schools reported having an active Catholic School Parent Council. The following statistics are based on the 157 schools that submitted the Annual Activity and Financial Report:

- To guide the Catholic School Parent Council's operational activities:
 - 92 % of school councils used the mandated *TCDSB, CSPC By-Laws* template (*Appendix A*), with the verified 7 local amendments;
 - 68% of school councils communicated the school's current TCDSB's, CSPC By-Laws by sharing them with the school community or by posting them on the TCDSB school's webpage; and
 - 66% of school councils reviewed the 7 local amendments to the mandated TCDSB, CSPC By-Laws, to comply with the required yearly review and verification by the school community at the 2022 AGM.
- 99% of school councils sent written notice of the date, time, and location for the elections of parent representatives, at least 14 days before the date of the elections.
- 99% of school councils held CSPC elections within the mandated 30 calendar days, after the first day of school.
- The composition of Catholic School Parent Councils, was as follows:
 - 78% of councils had the required number of parent representatives as stipulated in the local by-laws;
 - 22% of councils had less than the number of required parent representatives as stipulated in the local by-laws;
 - 20% of councils had a pastor or designate;
 - 74% of councils had a teacher representative;
 - 45% of councils had a non-teacher representative;
 - 34% of councils had a community representative;
 - 12% of secondary schools had a student representative;
 - 3% of councils of elementary schools had a student representative;
 - 34% of councils had a parent member with an interest in Special Education; and
 - 46% of councils had a volunteer parent representative; the remainder the CSPC chair became the representative by default.
- 96% of councils had the required minimum number of meetings (i.e., 4, including the AGM).
- In addition to the elected and appointed CSPC members:
 - 55% of councils had, on average, 1 to 5 additional parents/guardians attend CSPC meetings;
 - 19% of councils had, on average, 5 to 10 additional parents/guardians attend CSPC meetings;
 - 16% of councils had, on average, 10 to 20 additional parents/guardians attend CSPC meetings; and
 - 7% of councils had, on average, 20+ additional parents/guardians attend CSPC meetings.

- 93% of councils posted the dates and times for all scheduled CSPC meetings on the school's webpage and/or communicated them to the school community immediately after the elections of The Council.
- 82% of councils sent the date, time, agenda, and draft minutes for all scheduled meetings to the school community well in advance of each scheduled CSPC meeting.
- 83% of councils shared approved meeting minutes and financial statements from all scheduled meetings with the school community.
- 81% of councils presented and voted on a yearly CSPC budget, at a scheduled CSPC meeting.
- 88% of councils discussed and voted to conduct fundraising activities for pre-planned purposes/uses to support student learning and well-being, in alignment with the *School's Improvement and Equity Plan*, at a scheduled CSPC meeting.
- Councils' fundraising activities sponsored the following initiatives, in support of the goals of the *School's Equity and Improvement Plan*:
 - 48% of councils supported student learning materials not covered by block budget funds;
 - 37% of councils supported technology for students;
 - 60% of councils supported extra and/or co-curricular student activities (e.g., excursions; buses; workshops; performances; sports events);
 - 81% of councils supported student celebrations (e.g., first communion; confirmation; graduations; holidays; spirit days);
 - 25% of councils supported charitable organizations;
 - 24% of councils supported parent/guardian engagement activities in addition to available PIC or PRO funds; and
 - 36% of councils supported other initiatives that were in compliance with *TCDSB, Policy S.10, Appendix B - TCDSB Guidelines for School Accounts and Catholic School Parent Councils*
- 78% of all CSPC chairs/co-chairs reported, at least 3 times per year (November, April, June), a CSPC budget report to the school community.
- 48% of councils used some or all available Parent Involvement Committee (PIC) funds.



Toronto Catholic School Board

Parent Reaching Out (PRO) Grants – 2021-2022

Local Parent/Guardian Initiatives

School Councils in collaboration with the school principal, planned and provided the following parent engagement learning opportunities to their local parent/guardian community:

- Information session on how to understand equity and inclusion in the school community
- Anti-racist education
- Educate and engage parents on how to address local social inclusion, racism and systemic inequities faced by marginalized groups in our school community
- Virtual multimedia presentations for parents on racism and diversity, and promoting inclusion, allyship and practicing kindness
- To provide parents with the tools and resources to overcome barriers to support their children's potential
- To identify and overcome barriers that reduce student engagement
- To address anti-black racism in response to systemic inequities and personal bias
- We are looking at a series to help children and parents deal with racism and micro racism
- Information sessions on anti-bullying and anti-racism strategies with a focus on social media, while connecting the information to Black History Month
- Inclusion and anti-racist education
- Webinar to help the parent community to better understand and acknowledge Indigenous history, heritage, and culture
- Motivational speaker on hope and strategies for helping parents to keep themselves and their children mentally healthy, as well as address the importance of inclusion in our school
- To provide parents with information on BIPOC and 2SLGBTQ+
- Increase parent lending library on anti-racist and parenting education
- To provide parents with strategies to assist children in decreasing anxiety over potential lockdowns and returning to normal
- To provide parents and guardians with strategies to help develop resilience and emotional well-being in children
- Virtual talk on children's mental health
- A virtual evening for parents to learn about social networking and online safety
- To host a series of parent information sessions focused on areas of student self-esteem, mental health, internet safety, and financial literacy
- To deliver parent information and engagement sessions, with a focus on learning effective parenting skills to support children and parents' well-being during the pandemic
- Interactive and informative webinar on internet safety as it pertains to both parents' personal use, as well as strategies to protect children's safety while online
- A project to support families to bring mindfulness and peace into their stressful lives
- To provide parents with the knowledge/skills/tools to support their child's mental health and physical activity at home and school
- To provide parent sessions on community building
- Guest speaker session for parents to support their mental health and empowering them to support that of their children
- Establishing a library of resources to help parents support the mental health and wellness of their children
- Purchase of books focusing on parenting, child psychology, and mental health and wellbeing for the school's parent lending library and to foster understanding and help them develop a home learning environment to help their children succeed
- Parent sessions on mental health and resiliency
- Virtual session on nurturing parenting strategies

- A virtual session for parents to support and nurture resilience in children and youth while also taking care of themselves
- To identify and recognize the signs and symptoms of stress in their children, and to understand what stress “feels” like, identify their children and youth’s stressors and their impacts, see the upside of stress, and learn to support their children with the implementation of coping and problem-solving strategies
- Parents session on the impact of the pandemic, synchronous learning, lack of opportunity to socialize with peers and how all these factors can impact the child's education, mental health, well-being, and student achievement
- Increase local parent lending resources on mental health and anti-racist education
- Establish a resource lending library to provide parents with parenting strategies
- To deliver a parent information session on equity and inclusion
- Information session on youth and social media and how parents can help support their children
- To provide parents with resources and information on to support their children in using social media safely
- Parent education on the fundamentals of stress and resiliency, and strategies to support their children through life’s ups and downs
- To increase parent lending resources in a variety of topics
- To provide parenting strategies for uncertain times, as well as address mental health and wellness during these difficult times
- Deliver parent engagement session with a parent networking parent engagement focus
- Development of parent resources addressing well-being and mental health for students and families
- Delivery of parent engagement and information session to promote mental health wellness through laughter
- Virtual mental health and well-being workshop for parents
- To provide parents with strategies for mental and physical well-being
- A presentation and Q & A that supports parents in identifying bullying, supporting children that are experiencing bullying and supporting children who have demonstrating bullying
- To provide parents with the knowledge, skills, and tools needed to support their children's mental health and well-being at home and school
- Virtual presentation for parents and guardians to help develop resilience and emotional well-being in children
- Webinar to help parents learn and deal with children’s anxiety at home
- Information session to increase parent’s awareness of internet safety
- We will host a virtual parent workshop in support of promoting student wellbeing
- Delivery of a parent information session on the challenges that we all face regarding the inappropriate use of social media
- To provide parents with strategies of appropriate use of social media
- Strategies for parents to keep their children safe while online
- Internet safety strategies for parents
- To provide parents with strategies to keep their safe while online
- To provide parents with awareness of social media platforms and safe use of the internet
- To provide parents with resources to help them deal with their and their children’s mental and physical health
- Virtual presentation on safe schools
- Virtual seminar delivering information to parents on how to support the mental health of their children through the lens of the pandemic
- To provide schools with resources to support Catholic and anti-racist education, and parenting
- To top up the parent lending library to support parents in supporting their children
- To provide parents with support in assisting children at home with homework and transitioning to school
- To provide parents with knowledge, tools, skills need to support their child's learning at home and school
- Parenting webinar on responsive parenting
- Information sessions on parenting teens
- Community building and understanding the need for community wellness
- Focused parenting – understanding teenage

- Speaker's session on mental health and stress management as it relates to parenting school-age children
- To provide parents with practical strategies and resources to promote mental health and well-being in the home and workplace
- To provide parents with the tools and resources to overcome barriers to reach their children's potential
- To establish a parent lending library to support parents with parenting strategies
- To add resources to parent lending library to provide parents with strategies to support their children at home
- To establish a parent lending library to support parents with parenting strategies
- Parent information sessions on the science curriculum
- Parent information session on supporting their child's education at home
- Parents will be provided with the knowledge/skills/tools needed to support their child's learning at home and school
- Family math night
- Creating a forum for parents to enhance engagement and participation in their child's education, enabling and empowering them to advocate for their child's needs
- To improve parent awareness and involvement in the school environment and in their child's education
- To promote physical fitness and its role in children's life at home and at school

Parent Involvement Committee (PIC) Grant 2021-2022 Funds		
School	Budgeted Annual Amount plus any carry forward unused balance	Amount used in 2021-2022 Academic Year
All Saints	500.00	0.00
Annunciation	2527.10	0.00
Archbishop Romero	2109.96	0.00
Bishop Allen	2084.10	0.00
Bishop Macdonell	1500.00	500.00
Bishop Marrocco	2218.07	0.00
Bl Pier Giorgio Frassati	3057.54	2000.00
Blessed Margherita	1565.10	0.00
Blessed Mother Teresa	2144.20	0.00
Blessed Sacrament	2187.79	0.00
Blessed Trinity	2953.40	0.00
Brebeuf	1289.24	1205.00
Canadian Martyrs	4000.00	0.00
Cardinal Carter Sr.	763.89	0.00
Cardinal Leger	2459.68	0.00
Cardinal Newman	2024.90	661.69
Chaminade	1500.00	0.00
Dante Alighieri	4000.00	0.00
D'Arcy McGee	2348.21	0.00
Epiphany of Our Lord	4000.00	0.00
Father Serra	1138.61	231.70
Fr. Henry Carr	2618.23	0.00
Fr. John Redmond	3000.00	0.00
Francis Libermann	1437.16	0.00
Holy Angels	1000.00	0.00
Holy Child	1120.33	0.00
Holy Cross	1000.00	0.00
Holy Family	3596.47	0.00
Holy Name	1083.68	1047.51
Holy Rosary	2027.80	0.00
Holy Spirit	1797.13	0.00
Immaculate Conception	2553.53	0.00

Metrics Report on the Catholic School Parent Council, Policy S.10 – Appendix C

Immaculate Heart of Mary	1107.64	804.51
J. Card. McGuigan	1496.75	0.00
James Culnan	2615.58	0.00
Jean Vanier	4000.00	0.00
Josyf Cardinal Slipyj	2477.24	906.53
Loretto Abbey	1986.42	0.00
Loretto College	1000.00	0.00
Madonna	500.00	0.00
Marshall McLuhan	1500.00	0.00
Mary Ward	1000.00	0.00
Michael Power	2675.94	0.00
Mother Cabrini	2386.48	0.00
Msgr. Fraser - All Campuses	3507.39	0.00
Msgr. John Corrigan	2595.94	0.00
Msgr. P. Johnson	1643.88	0.00
Nativity of Our Lord	3368.88	2277.19
Neil McNeil	2580.65	510.80
Notre Dame	2678.55	0.00
Our Lady of Fatima	3106.23	0.00
Our Lady of Grace	2210.14	0.00
Our Lady of Guadalupe	2927.32	0.00
Our Lady of Lourdes	2564.08	0.00
Our Lady of Peace	2547.97	0.00
Our Lady of Perpetual Help	1645.00	0.00
Our Lady of Sorrows	2661.86	0.00
Our Lady of the Assumption	2272.55	0.00
Our Lady of Victory	1920.26	0.00
Our Lady of Wisdom	2095.92	1200.38
Pope Francis	2118.02	0.00
Pope John Paul II	2667.94	0.00
Pope Paul VI	1000.00	0.00
Precious Blood	2000.00	0.00
Prince of Peace	2603.04	0.00
Regina Mundi	3255.04	0.00
Sacred Heart	2195.81	0.00
Santa Maria	500.00	0.00
Senator O'Connor	1575.80	0.00
St John XXIII	3027.55	0.00
St. Agatha	2639.99	0.00
St. Agnes	1551.07	0.00
St. Aidan	1500.00	0.00

Metrics Report on the Catholic School Parent Council, Policy S.10 – Appendix C

St. Albert	2674.78	0.00
St. Alphonsus	1500.00	0.00
St. Ambrose	3434.52	0.00
St. Andrew	2547.96	0.00
St. Angela	4000.00	0.00
St. Anselm	1873.72	0.00
St. Anthony	3547.96	0.00
St. Antoine Daniel	2098.06	0.00
St. Augustine	1659.04	0.00
St. Barbara	3279.56	0.00
St. Barnabas	1500.00	0.00
St. Bartholomew	2674.78	0.00
St. Basil the Great	2381.13	0.00
St. Bede	1613.17	0.00
St. Benedict	3190.48	510.80
St. Bernard	2751.67	358.80
St. Bonaventure	563.25	0.00
St. Boniface	3095.92	0.00
St. Brendan	500.00	0.00
St. Brigid	2670.38	1368.36
St. Bruno/Raymond	3282.72	0.00
St. Catherine	1266.56	330.00
St. Cecilia	3047.96	0.00
St. Charles	2771.51	0.00
St. Charles Garnier	3191.24	0.00
St. Clare	3072.46	0.00
St. Clement	2621.96	0.00
St. Columba	1590.22	0.00
St. Conrad	2534.72	0.00
St. Cyril	1000.00	1000.00
St. Demetrius	2616.53	0.00
St. Denis	2095.93	0.00
St. Dominic Savio	3047.96	3047.96
St. Dorothy	2522.32	0.00
St. Dunstan	2397.92	0.00
St. Edmund Campion	2043.79	0.00
St. Edward	2236.16	1000.00
St. Elizabeth	1074.43	552.94
St. Elizabeth Seton	4000.00	0.00
St. Eugene	500.00	0.00
St. Fidelis	2049.98	752.34

Metrics Report on the Catholic School Parent Council, Policy S.10 – Appendix C

St. Florence	3153.81	0.00
St. Francis de Sales	1632.94	0.00
St. Francis of Assisi	3981.53	0.00
St. Francis Xavier	2032.80	0.00
St. Gabriel	2547.96	0.00
St. Gabriel Lalemant	3500.00	0.00
St. Gerald	1053.95	1053.95
St. Gregory	1000.00	0.00
St. Helen	2787.33	0.00
St. Henry	1595.93	0.00
St. Ignatius of Loyola	1800.28	0.00
St. Isaac Jogues	500.00	0.00
St. James	2324.02	0.00
St. Jane Frances	1918.03	0.00
St. Jean de Brebeuf	1643.89	0.00
St. Jerome	1595.92	0.00
St. Joachim	1000.00	0.00
St. John	500.00	0.00
St. John Bosco	896.61	0.00
St. John the Evangelist	500.00	218.37
St. John Vianney	3047.96	0.00
St. Josaphat	4000.00	0.00
St. Joseph	2960.05	0.00
St. Joseph College	1671.12	510.80
St. Joseph Morrow Park	1000.00	0.00
St. Jude	2456.10	0.00
St. Kateri Tekakwitha	500.00	500.00
St. Kevin	1287.78	0.00
St. Lawrence	2619.67	0.00
St. Leo	879.68	653.64
St. Louis	2912.76	0.00
St. Luigi	1073.38	0.00
St. Malachy	2643.88	0.00
St. Marcellus	3500.00	0.00
St. Margaret	3516.60	0.00
St. Marguerite Bourgeoys	2654.02	0.00
St. Maria Goretti	3911.42	0.00
St. Mark	1500.00	886.09
St. Martha	1125.00	0.00
St. Martin de Porres	1500.00	0.00
St. Mary	2143.24	0.00

Metrics Report on the Catholic School Parent Council, Policy S.10 – Appendix C

St. Mary of the Angels	500.00	500.00
St. Mary's	2885.16	0.00
St. Matthew	1932.02	950.96
St. Matthias	1191.85	0.00
St. Maurice	2129.43	0.00
St. Michael	2551.77	0.00
St. Michael Choir	1000.00	0.00
St. Michael's Choir (Jr)	1017.65	0.00
St. Monica	1719.56	0.00
St. Nicholas	4000.00	0.00
St. Nicholas of Bari	500.00	500.00
St. Norbert	1548.29	0.00
St. Paschal Baylon	2701.27	0.00
St. Patrick	1584.15	0.00
St. Paul	1119.32	0.00
St. Pius X	942.00	0.00
St. Raphael	2337.66	1053.95
St. Rene Goupil	1765.63	0.00
St. Richard	4000.00	0.00
St. Rita	1087.95	0.00
St. Robert	2865.39	0.00
St. Roch	2308.12	0.00
St. Rose of Lima	1532.65	0.00
St. Sebastian	1485.69	0.00
St. Simon	512.96	0.00
St. Stephen	1814.59	0.00
St. Sylvester	577.32	0.00
St. Theresa Shrine	2631.88	0.00
St. Thomas Aquinas	2000.00	0.00
St. Thomas More	2220.00	0.00
St. Timothy	1000.00	0.00
St. Ursula	3392.15	0.00
St. Victor	1613.28	0.00
St. Vincent de Paul	1662.05	0.00
St. Wilfrid	2123.83	0.00
St. Andre	2554.35	0.00
Stella Maris	500.00	0.00
Sts. Cosmas and Damian	1004.52	0.00
The Divine Infant	1805.05	0.00
The Holy Trinity	2000.00	0.00
Transfiguration	2595.92	0.00

Metrics Report on the Catholic School Parent Council, Policy S.10 – Appendix C

Venerable John Merlini	2500.00	0.00
Total	413914.92	27094.27



REPORT TO

STUDENT ACHIEVEMENT AND WELL
BEING, CATHOLIC EDUCATION AND
HUMAN RESOURCES COMMITTEERECOMMENDATION SELECTION COMMITTEE FOR
SUPERINTENDENT OF EDUCATION

"Whoever is generous to the poor lends to the Lord, and he will repay him for his deed" Proverbs 19:17

Drafted

November 29, 2022

Meeting Date

December 1, 2022

Brendan Browne, Director of Education

RECOMMENDATION REPORT

Vision: *IN GOD'S IMAGE: Growing in
Knowledge, with Justice and Hope.*

Mission: *Nurturing the faith development and academic
excellence of our Catholic learning community through the
love of God, neighbour, and self.*



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope



Brendan Browne
Director of Education

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

Derek Boyce
Associate Director of Corporate
Services and Chief Commercial Officer

Ryan Putnam
Chief Financial Officer and Treasurer

A. EXECUTIVE SUMMARY

A selection committee is being constituted to support the interview process for the hiring of a new Superintendent of Education. This report requests that the Board of Trustees appoint two Trustee members to sit on the interview panel.

The cumulative staff time required to prepare this report was 1 hour

B. PURPOSE

The purpose of this report is to request that the Board of Trustees appoint two Trustee members to sit on the committee for the position of Superintendent of Education.

C. BACKGROUND

With the upcoming retirement of Superintendent John Wujek after 32 years of service and leadership in the Toronto Catholic District School Board, the addition of a new Superintendent is required.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Superintendents of Education supports and leads leaders and communities through the Toronto Catholic District School Board. A successful Superintendent is a creative and collaborative problem solver who builds leadership capacity and community engagement locally and systemically.
2. With the retirement of Superintendent John Wujek, the TCSDDB is seeking to select and appoint a new Superintendent of Education to join the senior leadership team in the TCDSB and support local leaders throughout the system.
3. A selection committee is being constituted to hire for the position of Superintendent of Education.
4. This report requests that two Trustee members be appointed to serve on the committee.

E. STAFF RECOMMENDATION

Trustees identify two trustees to serve on the selection committee for the hiring of a new Superintendent of Education

2022 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarterly Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Annual 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 Allocations	Associate Director Academic Services
5	March (A)	Student Achievement	The Angel Foundation for Learning Annual Report and Presentation	Associate Director Academic Services
6	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
7	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
8	June (P)	Student Achievement	B.B.04 Smoke & Vapour Free Policy Metric	Associate Director Academic Services
9	September (P)	Student Achievement	H.M.40 Fair Practice in Hiring and Promotion Policy Metric	Associate Director Academic Services
10	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services
11	September (P)	Student Achievement	H.M.14 Harassment and Discrimination Policy Metric	Associate Director Academic Services
12	September (P)	Student Achievement	H.M.19 Conflict Resolution Policy Metric	Associate Director Academic Services
13	September (P)	Student Achievement	T.07 Community Engagement Policy Metric	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	International Languages Program Report	Associate Director Academic Services
16	October (A)	Student Achievement	Board Improvement and Equity Plan (BIEP)	Associate Director Academic Services
17	October (A/P)	Student Achievement	S.22 Religious Accommodation Policy Metric and S.S.02 Opening or Closing Exercises Policy Metric (combined)	Associate Director Academic Services
18	October (A)	Student Achievement	Student Trustees: Voices that Challenge - CSLIT	Associate Director Academic Services
19	November (A/P)	Student Achievement	Annual Safe Schools Report and S.S.12 Fresh Start Policy Metric	Associate Director Academic Services
20	November (A)	Student Achievement	Annual EQAO and OSSLT Assessments Report	Associate Director Academic Services
21	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
22	November (A)	Student Achievement	CPIC Annual Report	Associate Director Academic Services
23	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Policy Metric ECSLIT	Associate Director Academic Services
24	November (P)	Student Achievement	S.24 Combined (Split) Grade Classes for Elementary Schools Policy Metric	Associate Director Academic Services
25	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
26	December (P)	Student Achievement	S.10 Catholic School Parent Council Policy Metric	Associate Director Academic Services
27	December (A)	Student Achievement	Staff CPIC Annual Report	Associate Director Academic Services

STUDENT ACHIEVEMENT AND WELL BEING PENDING LIST TO DECEMBER 1, 2022

#	Date Requested & Committee/ Board	Report Due Date	Destination of Report Committee/ Board	Subject	Delegated To
1.	March-2022 Student Achievement	TBC	Student Achievement	Received and referred to Staff to come back with a report as soon as possible. (Delegation from Jennifer Di Francesco regarding Right to Read Inquiry Human Rights Commission)	Director of Education & Associate Director of Academic Affairs and Chief Operating Officer