

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

## AGENDA OCTOBER 5, 2023

**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

**JoyGold Goodluck**  
Student Trustee



**MULTI-YEAR STRATEGIC PLAN**  
2022 - 2025

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



### 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: Sashia Stephenson, 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 21<sup>st</sup> Century learning fluencies as determined by program staff
- (g) Plans for Nurturing Our Catholic Community and the achievement of the aims and objectives of the Board in the area of Catholic Education
- (h) Program Reviews
- (i) Safe Schools Data
- (j) Continuing Education and Adult Education
- (k) Alternative Education
- (l) International Languages Programs
- (m) School Effectiveness Framework and School Reviews
- (n) System review to ascertain alignment with the deployment of Board resources
- (o) Student Achievement data (EQAO, PISA, local assessments)
- (p) Instructional leadership and practices
- (q) Equity and Inclusion Strategies
- (r) Professional Learning practices
- (s) Succession Planning
- (t) Collective Bargaining and Employee Relations
- (u) Advocacy and political action
- (v) Policy development and revision in the areas of responsibility of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee
- (w) Any matter referred to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee by the Board
- (x) Ratification of Principals, Vice-Principals and Supervisory Officers placement and transfers.

## **Land Acknowledgement**

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

## **La Reconnaissance du Territoire**

*Nous témoignons du plus grand respect pour les Peuples autochtones au Canada et nous avons à cœur de souligner que tous les immeubles du Toronto Catholic District School Board sont situés sur les terres traditionnelles de la Nation Anishinabek, de la Confédération de 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**

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# **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, October 5, 2023**

**7:00 P.M.**

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**Pages**

- 1. Call to Order**
- 2. Opening Prayer (Chair or designate)**
- 3. Land Acknowledgement**
- 4. Singing of O Canada**
- 5. Roll Call & Apologies**
- 6. Approval of the Agenda**
- 7. Report from Private Session**
- 8. Declarations of Interest**
- 9. Approval and Signing of the Minutes of the Meeting held September 7, 2023**
- 10. Delegations**

**1 - 11**

## **11. Presentations**

- 11.a Voices that Challenge 2023 Catholic Student Leadership Impact Team (CSLIT) Report - Inspiring Active Citizenship in Catholic Education - Student Trustees David Beshai and JoyGold Goodluck (Refer to Item 17a)

## **12. Notices of Motion**

- 12.a From Trustee Maria Rizzo regarding Addressing Rising Food Insecurity Facing Children and Youth 12 - 14
- 12.b From Trustee Maria Rizzo regarding Addressing Rising Mental Health Crisis Facing Children and Youth in Ontario 15 - 18

## **13. Consideration of Motions For Which Previous Notice Has Been Given**

## **14. Consent and Review**

## **15. Unfinished Business**

## **16. Matters referred or deferred**

### From the September 21, 2023 Regular Board Meeting

- 16.a Ontario Catholic School Trustees' Association (OCSTA) Board of Director Expenses (Recommendation) 19 - 20
- 16.b Communication from Didem Proulx, Assistant Deputy Minister, Capital and Business Support Division (Ministry of Education) regarding Air Conditioning in Toronto Catholic Schools 21 - 22

## **17. Staff Reports**

- 17.a Voices that Challenge 2023 Catholic Student Leadership Impact Team (CSLIT) Report - Inspiring Active Citizenship in Catholic Education (Information) (Refer to Item 11a) 23 - 31
- 17.b 2023 - 2024 Capital Priorities Process Recommendation (Refer to October 5, 2023 Addendum)
- 17.c Fair Practice in Hiring and Promotion Policy Metric 2022 - 2023 32 - 37

(Information)

17.d	Education Requirements for Applicants to Vice Principal and Principal Shortlist (Recommendation)	38 - 43
17.e	Report on the Tutoring Program 2022 - 2023 (Information)	44 - 57
17.f	2023 Annual Report - Smoke and Vapour Free Space Policy B.B.04 (Information)	58 - 61
17.g	Requests for Religious Accommodations 2022 - 2023 (Information)	62 - 66

**18. Listing of Communications**

**19. Inquiries and Miscellaneous**

**20. Updating of Pending List**

20.a	Annual Calendar of Reports and Policy Metrics	67 - 70
20.b	Monthly Pending List	71 - 73

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

**22. Closing Prayer**

**23. Adjournment**

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

**HELD THURSDAY, SEPTEMBER 7, 2023**

## **PRESENT:**

### **Trustees:**

M. de Domenico, Chair  
I. Li Preti, Vice-Chair  
N. Crawford  
F. D'Amico – Virtual  
M. Del Grande – Virtual  
D. Di Giorgio  
A. Kennedy  
K. Morrison  
M. Rizzo  
G. Tanuan – Virtual & In Person

### **Student Trustees:**

D. Beshai  
J. Goodluck

### **Staff:**

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

R. D’Addario  
G. Danfulani  
K. Dixon  
M. Farrell  
R. Fernandes  
M. Meehan  
R. Peterson  
S. Vlahos  
R. Walo  
M. Zlomislic

S. Harris, Recording Secretary  
S. Stephenson, Assistant Recording Secretary

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

**3. Roll Call and Apologies**

Trustees Lubinski and Martino were absent.

**6. Approval of the Agenda**

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that the Agenda, as amended to include Item 19a) Inquiry from Trustee Crawford regarding Human Resources Department’s Process of Filling Staffing Vacancies – Education Worker, Principal, Vice Principal or Teacher – throughout the Toronto Catholic District School Board, be approved.

The Motion was declared

CARRIED



**7. Report from Private Session**

There was no PRIVATE Session.

**8. Declarations of Interest**

There were none.

**11. Presentations**

Trustee Rizzo joined the horseshoe at 7:17 pm.

Trustee D'Amico joined the virtual room at 7:19 pm.

Trustee Tanuan left the virtual room and joined the horseshoe at 7:29 pm

MOVED by Trustee Crawford, seconded by Trustee D'Amico, that Item 11a) be adopted as follows:

- 11a) Toronto Catholic District School Board (TCDSB) Summer Programming To Enhance Student Engagement – A. Della Mora, Associate Director of Academic Affairs and Chief Operating Officer received.**

The Motion was declared

CARRIED

Student Trustee Goodluck left the horseshoe at 7:52 pm and returned at 7:55 pm.

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

- 11b) Update on Bill 98, Better Schools and Students Outcomes Act –TCDSB Implementation Plan – Adrian Della Mora, Associate Director of Academic Affairs and Chief Operating Officer and Cristina Fernandes, Executive Superintendent, Student Achievement, Innovation and Well Being** received.

The Motion was declared

CARRIED

Trustee Rizzo left the horseshoe at 8:09 pm and returned at 8:16 pm.

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

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

- 17a) 2022 – 2023 Annual Report: Communications and Community Engagement – Trustee Crawford;
- 17b) Annual Report of The Conflict Resolution Department 2023 – Trustee Rizzo;
- 18a) Communication from Teresita Chiarella, President of the Canadian Catholic School Trustees' Association (CCSTA) regarding National Nutrition Program – Trustee Crawford;
- 18b) Communication from Teresita Chiarella, President of the Canadian Catholic School Trustees' Association regarding Social Media Platforms – Trustee Rizzo; and
- 19a) Inquiry from Trustee Crawford regarding Human Resources Department's Process of Filling Staffing Vacancies – Education Worker, Principal, Vice Principal or Teacher – throughout the TCDSB.

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

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

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

**ITEMS NOT HELD AS CAPTURED IN THE ABOVE MOTION**

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

## 17. Staff Reports

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

- 17a) **2022 – 2023 Annual Report: Communications and Community Engagement** received.

Results of the Vote taken, as follows:

### In Favour

### Opposed

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

The Motion was declared

CARRIED

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

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

- 17b) **Annual Report of The Conflict Resolution Department 2023** received.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

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

**18. Listing of Communications**

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that Item 18a) be adopted as follows:

- 18a) From Teresita Chiarella, President of the Canadian Catholic School Trustees' Association (CCSTA) regarding National Nutrition Program received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford

D' Amico  
de Domenico  
Del Grande  
Di Giorgio  
Kennedy  
Li Preti  
Morrison  
Rizzo  
Tanuan

The Motion was declared

CARRIED

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

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that Item 18b) be adopted as follows:

- 18b) **From Teresita Chiarella, President of the Canadian Catholic School Trustees' Association regarding Social Media Platform** received and that this Item be referred to the September 21, 2023 PRIVATE Board Meeting, and that Staff bring a report on this matter.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

Morrison  
Rizzo  
Tanuan

The Motion was declared

CARRIED

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

**19. Inquiries and Miscellaneous**

MOVED by Trustee Crawford, seconded by Trustee Morrison, that Item 19a) be adopted as follows:

- 19a) From Trustee Crawford regarding Human Resources Department's Process of Filling Staffing Vacancies – Education Worker, Principal, Vice Principal or Teacher – throughout the TCDSB received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

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

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

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

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

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

The Motion was declared

CARRIED

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



## 23. Adjournment

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that the meeting be adjourned.

Results of the Vote taken, as follows:

### In Favour

### Opposed

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

The Motion was declared

CARRIED

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

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SECRETARY

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CHAIR

## **NOTICE OF MOTION**

**Subject: Addressing Rising Food Insecurity Facing Children and Youth**

**MOVED BY: Trustee Maria Rizzo,, Ward 5**

**SECONDED BY: Trustee Markus de Domenico, Ward 2**

**WHEREAS: Ontario, along with all regions of Canada and North America are experiencing a cost-of-living crisis, with food inflation at 10.6% (more than double the overall inflation rate) as of February 2023 causing severe food insecurity; and**

**WHEREAS: Nearly 6 million Canadians, including 1-in-4 children (1.8 million), face food insecurity according to the Public Health Agency of Canada Report (2021).**

**WHEREAS: A July 2023 Canadian medical study showed that kids living with food insecurity have 55% more mental health or substance use disorders, and have a 74% greater number of emergency department visits and hospital admission, resulting in an estimated \$15.8 billion annually in preventable healthcare costs; and**

**WHEREAS: UNICEF ranks Canada 37th out of the 41 wealthiest nations in providing healthy food for children; and**

**WHEREAS: Pope Francis, in his statements and teachings as part of Laudato Si, has stated that healing the planet by ensuring the right to food for all is central to human dignity, declaring malnutrition and hunger as a “scandal” whose crime violates basic human rights; and**

**WHEREAS:** The TCDSB is Canada's largest publicly funded Catholic school board whose responsibility and experience educating 90,000 students has shown that a hungry student cannot learn; and

**WHEREAS:** School nutrition programs (SNPs) like the 187 initiatives in 164 schools funded by the Angel Foundation for Learning (TCDSB's official charity) serves 1.2 million meals per month in the feeding of over 60,000 students daily has proven successful in enhancing overall physical, mental and long-term health, academic achievement, school performance, attendance, and social interaction; and

**WHEREAS:** Despite \$6.3 million in annual support, with an additional \$270,000 in emergency top-up funding to SNPs over the last 6 months of the 2023 school year (January to June 2023), many programs have had to eliminate or reduce certain nutritious food groups or meals served to students in order to avoid the risk of closing operations: and

**WHEREAS:** School SNPs can take the pressure off parents having to make the decision between paying for rent or food, Toronto food bank usage is being accessed in historic numbers by an average of over 275,000 families or individuals each month (an four-fold increase from 67,000 per month pre-COVID); and

**WHEREAS:** The Toronto Youth Cabinet (TYC) is calling on the Province of Ontario and the Government of Canada to provide universally funded and accessible school nutrition programs to all students in Toronto, Ontario and Canada; and

**WHEREAS: The Toronto Youth Cabinet (TYC) has been successful in demonstrating we are all stronger together by obtaining unconditional support from over 60 school boards across Ontario to adopt motions throughout September and October formally endorsing the need for universally funded student nutrition programs;**

**THEREFORE BE IT RESOLVED THAT: The Chair of the Board write a letter to the Ontario Minister of Education; Ontario Minister of Children, Community and Social Services; and the Federal Minister of Families, Children, and Social Development; and**

**THEREFORE BE IT FURTHER RESOLVED THAT: Such letters be forwarded to the TYC no later than October 16, 2023.**

## **NOTICE OF MOTION**

**Subject: Addressing Rising Mental Health Crisis  
Facing Children and Youth in Ontario**

**MOVED BY: Trustee Maria Rizzo, Ward 5**

**SECONDED BY: Trustee Markus de Domenico, Ward 2**

**WHEREAS: The COVID-19 pandemic has affected society in many ways, especially the most vulnerable in our communities; and**

**WHEREAS: Children and youth have been greatly affected by school closures, isolation from peers and other supports, disconnection from community and by the on-going changes to the way in which they attended school and as a result, we continue to witness the devastating impact that COVID-19 has placed on the health and well-being of children and youth; and**

**WHEREAS: According to the Children's Mental Health Association, approximately 70 percent of mental illnesses can be diagnosed before the age of 25. This makes adolescence a critical time for mental health promotion and prevention, including early identification, and effective treatment of mental disorders; and**

**WHEREAS: Mental illness is increasingly threatening the lives of our children; with Canada's youth suicide rate being the third highest in the industrialized world. According to data from Statistics Canada, suicide remains a leading cause of death among children and adolescents aged 10-14,**

and the second leading cause of death for youth aged 15 to 24. We know that for Black and Indigenous youth these numbers are far greater; and

**WHEREAS:** While we acknowledge that the Government of Ontario has made some investments to address youth mental health, more is desperately needed to deal with this urgent crisis. The Toronto Youth Cabinet (TYC) is asking that we build upon what has been done, and go further by supporting students mental health in Ontario by implementing the following:

**1. Mandatory Mental Health Literacy in the Curriculum**

**WHEREAS:** The Ministry of Education has committed to mandatory learning on mental health literacy for Grade 10 students to start in fall 2024 and will include how to recognize signs of being overwhelmed or struggling, as well as where to find help locally when needed. This is needed throughout a child's academic journey and not just in Grade ten.

**2. Additional Mental Health Support for students**

**WHEREAS:** The Government of Ontario provide additional funding for school mental health clinicians, and student support staff, such as mental health professionals, school psychologists, child & youth workers, social workers, nurses, guidance counsellors, and mental health crisis intervention workers. The current ratio of social worker/ child and youth worker to student, school psychologist to student, guidance counsellor to student and mental health

worker to student exceeds the recommended average of 1:250, 1:700 and 1:375 respectively.

### **3. Collection and Reporting of Data on Mental Health health Supports and Services in Schools**

**WHEREAS:** Currently, there is a lack of publicly available data, therefore, we are asking for a province-wide reporting system to track mental health supports and services to ensure that students in need receive support in a timely manner.

### **4. School-based Culturally Appropriate Mental Health Screening for all Grades**

**WHEREAS:** Culturally appropriate social-emotional screening should be utilized in schools and done throughout a students' educational journey; and

**WHEREAS:** The Toronto Youth Cabinet (TYC) recommendations highlighted above have been researched, tested, and proven to improve students' mental health. These recommendations are inter-connected, and so acting on one without acting on the other will be detrimental in the quest to improve student mental health in Ontario.

**WHEREAS:** Implementation of these recommendations must be done in consultation with students, teachers, education unions, children's mental health stakeholders, and other relevant partners and; and

**WHEREAS:** We acknowledge that the government recently took steps to commit to mandatory mental health training for educators and we thank them for listening to students' voices. It is essential that sufficient resources and funding be provided to school boards to ensure all staff recognize when a student needs mental health support and respond appropriately in urgent situations; and

**WHEREAS:** The TCDSB is supportive of the TYC's past and current advocacy efforts;

**THEREFORE BE IT RESOLVED THAT:** The Chair of the Board send a letter addressed to the Minister of Education with a copy to all Toronto MPP's, endorsing the statement of the Toronto Youth Cabinet; and

**BE IT FURTHER RESOLVED THAT:** Such letter be forwarded to the Toronto Youth Cabinet (TYC) no later than October 16, 2023.





REPORT TO

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

## OCSTA BOARD OF DIRECTOR EXPENSES

### Drafted

September 14, 2023

### Meeting Date

October 5, 2023

R. Putnam, Chief Financial Officer and Treasurer

### 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 and Chief Operating Officer

Derek Boyce  
Associate Director of Corporate  
Services and Chief Commercial Officer

Ryan Putnam  
Chief Financial Officer and Treasurer

## **A. EXECUTIVE SUMMARY**

Currently there are two TCDSB Trustees serving on the Board of Directors for the Ontario Catholic Schools Trustee Association (OCSTA). This report recommends an amount be allocated within the central Board budget to support the costs associated with serving as a member of the OCSTA Board of Directors.

## **B. PURPOSE**

This report recommends an annual central budget allocation to support the attendance requirements and active participation at OCSTA meetings and events for TCDSB Trustees who serve on the OCSTA Board of Directors.

## **C. BACKGROUND**

With the resumption of in person gatherings including the Annual General Meeting, regional meetings, seminars and conferences (provincial and national) TCDSB Trustees who serve as a member of the OCSTA Board of Directors incur costs beyond the \$2,000 individual Trustee OCSTA/CCSTA allocation.

Policy T.17 – Trustees Services and Expenditures – Section E – Board Representation Activities – provides that Trustees may be reimbursed through the central Board budget to attend events in their official capacity of representing the Board upon appointment by the Board of Trustees.

Year to date expenses for the two TCDSB Trustees on the OCSTA Board of Directors total \$9,688. This amount includes attendance at the January Trustee Seminar, April AGM, Summer CCSTA Conference and Fall Regional Meeting.

## **D. RECOMMENDATION**

That the Toronto Catholic District School Board approve an annual allocation of \$5,000 per Trustee in the central Board budget for each Trustee serving as a member of the OCSTA Board of Directors.

**Ministry of Education**

**Ministère de l'Éducation**

Capital and Business Support  
Division

Division du soutien aux  
immobilisations et aux affaires

315 Front Street West  
15<sup>th</sup> Floor  
Toronto ON M7A 0B8

315, rue Front Ouest  
15<sup>e</sup> étage  
Toronto (Ontario) M7A 0B8

157-2023-3392

September 18, 2023

Nancy Crawford  
Chair of the Board of Trustees  
Toronto Catholic District School Board  
80 Sheppard Avenue East  
Toronto ON M2N 6E8

Dear Nancy Crawford,

Thank you for your letter dated May 17, 2023, to the Hon. Stephen Lecce, Minister of Education, regarding air conditioning in Toronto Catholic schools. Your letter has been forwarded to me and I am pleased to respond.

As you may be aware, the Ministry of Education (ministry) provides ongoing funding to school boards to address school renewal needs and to conduct the necessary long-term planning to keep schools in a state of good repair. Each year, school boards are allocated approx. \$1.4 billion to repair and renew school buildings and sites. School boards can use some of this funding to install air conditioners in schools. For the 2023-24 school year, the Toronto Catholic District School Board (TCDSB) has been allocated approximately \$65.3 million for school renewal. In addition, as of September 1, 2022, we note that your board was carrying forward \$158.5 million of renewal funding from prior years that was not legally committed. I encourage your board to use these school renewal funds to meet all urgent and priority needs, which can also involve ventilation and air conditioning requirements.

Furthermore, over \$665 million in funding has been allocated to school boards since August 2020 for ventilation improvement measures, including the installation and/or upgrading of Heating, Ventilation and Air Conditioning (HVAC) systems. TCDSB has been allocated approximately \$20.3 million for ventilation improvement measures, including approximately \$11.3 million through the Investing in Canada Infrastructure Program (ICIP).

.../2

While the ministry provides renewal funding to school boards, it is the board's responsibility to determine how to allocate this funding to its schools based on local needs. Under the Education Act, school boards are responsible for the provision of suitable and adequate accommodation for their students and staff in their jurisdiction. This responsibility includes ensuring that each individual school follows all appropriate provincial and municipal health and safety requirements.

Thank you for taking the time to write and sharing your concerns. The ministry is committed to supporting healthy and safe learning environments for students and staff. The ministry also looks forward to continuing to work collaboratively with TCDSB.

Sincerely,

Didem Proulx  
Assistant Deputy Minister  
Capital and Business Support Division



## REPORT TO

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

## VOICES THAT CHALLENGE 2023 CSLIT REPORT – INSPIRING ACTIVE CITIZENSHIP IN CATHOLIC EDUCATION

*So let a man think of us as Christ's servants, and stewards of God's mysteries. Here, moreover, it is required of stewards, that they be found faithful. (1 Corinthians 4:1-2)*

## Drafted

September 18, 2023

## Meeting Date

October 5, 2023

J. Goodluck, Student Trustee, CSLIT Co-Chair

D. Beshai, Student Trustee, CSLIT Co-Chair

A.M. Jorge, Catholic Student Leadership Resource Teacher

M. Caccamo, Superintendent of Nurturing our Catholic Community, Safe Schools, Continuing Education, Policy Review and Development

### 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 shares student perspectives on how positive change can be made within the Toronto Catholic District School Board (TCDSB) community and beyond. It identifies three key pillars of focus that students have deemed relevant and important. This report provides a vision for what the Student Trustees, the Catholic Student Leadership Impact Team (CSLIT) Executive, and the CSLIT General Assembly will strive to achieve during the upcoming academic year, including proposals which address the recommendations brought forward by the outgoing CSLIT Executive Council and outgoing Student Trustee. In addition, this report reflects and fortifies student voice pertaining to the implementation of social justice initiatives.

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

## B. PURPOSE

1. This report complies with the requirement of an annual report to the Board of Trustees based on CSLIT's "*Voices that Challenge*" conference which occurred on Friday May 26, 2023 and a digital survey completed directly by 108 students from 32 TCDSB secondary schools during the President's/Student Council Central event on Friday, March 31st, 2023.
2. The areas of focus raised within the three pillars represent the collective voice of students across the board. The opportunity to present these concerns at the Board level ensures direct involvement and necessary dialogue regarding relevant issues that impact TCDSB students.
3. The Catholic Student Leadership Impact Team, embodies all 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. During the previous academic year, CSLIT's annual *Voices that Challenge* conference was held in-person, at the Catholic Education Centre on May 26, 2023 with 92 TCDSB students from 12 secondary schools in attendance. During this event, students were given the opportunity to advocate for social justice issues. In addition, student voice data was collected digitally from 108 students representing 32 TCDSB secondary schools during the President's/Student Council Central event on Friday, March 31st, 2023.
2. On Friday September 8, 2023, the newly appointed 2023-2024 CSLIT Executive Team consisting of 13 student leaders from 13 different secondary schools convened to review student data collected from the *Voices that Challenge* conference as well as the digital survey. During this time, student leaders focused on the third year of our TCDSB Pastoral Plan, Walking with Christ with Minds of Justice and Peace, gathering as a community of believers to plan the 3 Pillars of Focus with action plans for the upcoming school year.
3. During the first CSLIT meeting of the year, held on Tuesday, September 26, 2023 at the Catholic Education Centre, the new 3 pillars of focus derived from student voice collected during the "Voices That Challenge" conference and digital survey were presented to the student leaders. This General Assembly presentation allowed the Student Trustees to prioritize and create new action plans conducive to this year's educational climate.
4. To foster student success, the pillars of focus and the action items associated with each pillar will be assigned as a collective to the new CSLIT Executive Team and subcommittee members.
5. The practice of recommending initiatives from the *Voices that Challenge* conference through the outgoing Student Trustee and the previous CSLIT Executive Council to the incoming CSLIT Executive Council has become the adopted standard. This allows the current Student Trustees and CSLIT Executive to build upon the success of last year's Executive while developing new priorities enhancing the collective student voice.
6. The current recommendations put forth by the 2023-2024 CSLIT Executive will be more successful with the assistance of different departments and appropriate staff.



## D. EVIDENCE/RESEARCH/ANALYSIS

1. A summary of CSLIT's 2022-2023 actions based on the Pillars of Focus from the 2022 Voices that Challenge Report can be found in the Appendix.
2. The following are CSLIT recommended actions for 2023-2024 (*"For nothing will be impossible with God."* – Luke 1:37):

### **Pillar of Focus #1: Mental Health and Well-Being**

*"Now may the Lord of peace himself give you peace at all times in every way. The Lord be with you all."* -2 Thessalonians 3:16

The collective student voice has again advocated for additional support for Mental Health and Well-Being. As a result, the first Pillar of Focus for the 2023-2024 academic year is to continue to raise awareness around mental health within our community. This year, the CSLIT Executive Team will explore pastoral care through Chaplaincy and faith-based resources as well as student support for addiction awareness, mindfulness, and time management. Additionally, we will continue to collaborate with the Board's Mental Health staff to create relevant and worthwhile programs that support mental health and balance.

### **Pillar of Focus #2: Student Support and Involvement**

*Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.* -Philippians 4:6-7

As a community, it is important that we strive to ensure every student has access to the same resources and opportunities, as we are aware of many challenges throughout our schools. This year, CSLIT will exemplify servant leadership by listening to the various student needs in all our school communities. As reflective thinkers, we will work jointly with TCDSB staff to support learning with a focus on safety both in schools and online. Also, as students experience de-streaming, we want to ensure that students are equipped with learning supports. Further, we will continue to advocate for increased student involvement, namely for Grade 9 students, in Catholic Student Leadership initiatives and events.

### **3. Pillar of Focus #3: Equity and Inclusion**



This year, CSLIT will continue to advocate for students experiencing financial stress. Working together with Board staff, we want to provide resources that support the financial aspects of transportation and menstrual equity in continuation of the Pillar of Focus from the previous academic year.

The TCDSB student body is made up of diverse cultures from all around the world. This year, CSLIT advocates for Board-level support to raise awareness of equity issues in schools and to promote the implementation and continuation of cultural clubs.

The student voice also encourages equity and inclusion for neurodivergent learners and genders, in congruence with the words of Pope Francis:

*“We are all equal – all of us – but this truth is not recognized, this equality is not recognized, and for this reason some people are, we can say, happier than others. But this is not a right! We all have the same rights. When we do not see this, society is unjust. It does not follow the rule of justice, and where there is no justice, there cannot be peace. I would like to repeat this with you: where there is no justice, there is no peace!”*

Finally, we will continue working closely with the Community Relations Department and Superintendent of Equity to support events and initiatives.

### **Additional Board Support**

1. The goal is to build a stronger Catholic Student Leadership community with TCDSB secondary schools. We ask that all Area Superintendents continue to reach out to each secondary school to encourage staff in Administration, the Religion Department, Chaplaincy, and the Student Council teacher moderators to participate in our CSLIT initiatives. Moreover, the CSLIT Executive Team will strive to contact student council presidents at all schools and monthly attendance can be provided to Area Superintendents to monitor if their region is being well represented.
2. The goal is to have continued support of the Elementary Catholic Student Leadership Impact Team (ECSLIT). We ask that all Area Superintendents continue to reach out to their elementary schools to encourage participation in our ECSLIT monthly meetings and other initiatives. Monthly attendance can be provided to Area Superintendents to monitor if their region is being well represented.

## **E. METRICS AND ACCOUNTABILITY**

1. Students should feel supported to create positive change in the world through active participation in the Catholic Social Teachings. The current Student Trustees will be engaging the CSLIT Executive and relevant subcommittees to work with various staff members to address their specific recommendations. Students feel that Board policies must include student voice and perspective when addressing current and relevant local and global issues.
2. The Student Trustees and CSLIT will report annually to the Board on the impact of their initiatives.

## **F. CONCLUDING STATEMENT**

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

## APPENDIX A:

### Summary of CSLIT 2022-2023 Actions:

*“For nothing will be impossible with God.” ~ Luke 1:37*

#### **Pillar of Focus #1: Supporting Special Education**

- On February 8, 2023, 29 students (13 CSLIT Executive Team members and 16 St. Mary’s Catholic Academy student leaders) and staff attended a retreat at L’Arche Daybreak in Richmond Hill. During this time together, the students and staff learned, lived and danced in a community that embodies their mission: “In a world that often sees people with intellectual disabilities as less than whole, L’Arche celebrates their creativity, transparency and great capacity for joy as important gifts to be shared.” ([L’Arche](#))
- On May 19, 2023, 18 student leaders from the CSLIT Executive Team and St. Mary’s Catholic Academy, in collaboration with staff from the TCDSB Special Services Department and St. Mary’s Special Education Department, planned and participated in an Inclusion and Belonging retreat. The morning involved an educational component about Autism including the Autistic student perspective and voice, and the afternoon incorporated community-building with support staff and 10 additional students in the S.T.A.R.S Intensive Support Program. The event created life-long memories and learning for all.
- On June 13, 2023, in support of the Special Education Department at James Cardinal McGuigan, 12 student leaders from Monsignor Percy Johnson and from the CSLIT Executive Team supported a track and field event at the City of Toronto Track and Field Centre at York University. The outcome was a universally accessible event for Special Education students and leadership students exemplifying love of self and neighbor mirrored in the Gospel.

#### **Pillar of Focus #2: Mental Health and Well-Being**

- On September 27, 2022, 219 Catholic Student Leaders from across the Board gathered at the Catholic Education Centre for our first General Assembly of the new academic school year. The structure for this meeting was designed for an hour of information gathering and an hour of socializing in honour of student mental health and well-being. Students enjoyed an evening filled with music, pizza and time to briefly disengage from their studies and divert

their attention from anything that might be causing them tension or anxiety. Moving forward, the structure of general assemblies was modified to emulate this model.

- Throughout the year, working directly with staff from the TCDSB Mental Health Department, the CSLIT Executive Team collaborated and contributed to the development of student posters to be distributed to schools in September of 2023.

### **3. Cultural Appreciation and Diversity**

- On December 14, 2022, 164 Catholic Student Leaders representing 31 schools from across the Board gathered at the Catholic Education Centre for our Christmas General Assembly and social event. Students appreciated multicultural foods and built Gingerbread houses in support of the charity, [Meagan's Hug](#).
- In January of 2023, student leaders filled a movie theatre downtown to attend a special screening and question and answer period with the star of the movie, [14 and Muslim](#), in collaboration with the TCDSB Equity and Community Relations Department.
- As a commitment to integrate diverse keynote speakers in our General Assemblies to inspire and educate our student leaders, both the CSLIT and ECSLIT community hosted [Vanessa Treasure](#) from Hart House at the University of Toronto to demonstrate the valuable connection between mental and physical health.
- In addition, the Voices That Challenge Conference, was proud to invite TCDSB alumni, [Stephen Mensah](#) of the Toronto Youth Cabinet to encourage participation in active citizenship.

### **4. Environmental Stewardship**

- During both our CSLIT and ECSLIT general assemblies, with the collaboration of staff in the TCDSB Printing and Mail Services, the CSLIT Executive Team offered gently used, recycled school supplies such as binders to students to decrease the amount of school supplies that end up in landfills.
- In support of environmental stewardship, the CSLIT and ECSLIT communities, committed to environmentally friendly policies where single use plastic water bottles were not provided and instead encouraged reusable water bottles at all general assemblies and events.

- The CSLIT Executive Team received supplies from the City of Toronto (gloves and garbage bags) to encourage garbage cleanups in their local communities.

## **5. Equity and Accessibility**

- On October 26, 2022, the Catholic Student Leadership Department, in collaboration with the Community Relations/Equity Department and ELL/ESL Departments, supported the TCDSB Secondary Newcomer Conference at the Catholic Education Centre. Students and staff benefitted from a workshop on cultural awareness and social development.
- On November 24, 2022, the Catholic Student Leadership Department in collaboration with the Safe Schools, Health and Physical Education and Outdoor Education Departments, launched the Catholic Leaders Engaging in Active Play (C-LEAP) recess and peer mentoring pilot program. This award-winning pilot program encouraged elementary student leaders in junior and intermediate grades to lead games with primary students during recess time. In the secondary panel, students and staff were encouraged to build new or scaffold existing peer mentorship programs in their schools for educational and social support purposes. The C-LEAP pilot program training was facilitated at over 33 elementary schools and 6 secondary schools across the Board. Additional facilitation for C-LEAP was provided during the Catholic Student Leadership excursions at Olympia Sports Camp in May 2023.
- On March 22, 2023, the CSLIT Executive team hosted a virtual event entitled, Women in Solidarity. During this initiative, female guest speakers with diverse backgrounds, TCDSB alumni and student leaders were brought together in an interactive setting.
- From April 28 to May 7, 2023, over 880 Catholic Student Leaders and staff attended the Catholic Student Leadership excursions held at Olympia Sports Camp in Huntsville, Ontario. While at camp, students participated in faith-filled, kinesthetic and informational activities to bring back to their school communities.
- Working together with Board staff, several meetings were held to discuss resources that support the financial aspects of transportation for students in need. As most students take public transit everyday to get to and from school, transportation costs can accumulate. Staff from the Executive office were very receptive and supportive during this dialogue.



## REPORT TO

STUDENT ACHIEVEMENT AND WELL  
BEING, CATHOLIC EDUCATION AND  
HUMAN RESOURCES COMMITTEEFAIR PRACTICE IN HIRING AND PROMOTION  
POLICY METRIC 2022 - 2023

*"We are putting no obstacle in anyone's way, so that no fault may be found with our ministry."  
2 Corinthians 6:3*

## Drafted

September 25, 2023

## Meeting Date

October 5, 2023

Lynda Coulter, Executive Superintendent of Human Resources, Equity and Leadership

Margherita Di Fonzo, Senior Coordinator, Academic Services, Human Resources

## 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.*



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## **A. EXECUTIVE SUMMARY**

The TCDSB is committed to hiring and promoting the best, most qualified individuals, supportive of its Multi-Year Strategic Plan, subject to its denominational rights and in accordance with the Ontario *Human Rights Code*. The process of recruitment, selection, and promotion at TCDSB is based on ability and qualifications and is conducted in a fair and transparent manner that is free from discrimination, nepotism, and cronyism.

This report provides an annual statistical summary of Human Resources recruitment activity at the TCDSB from September 2022 to June 2023. It also highlights the results of the annual Employment System Review and the constructive action taken “to address the gaps and barriers, including workplace culture and attitudinal barriers, to a diverse and inclusive workforce and work environment.” Fair Practice in Hiring and Promotion H.M. 40 (Evaluation and Metrics)

**The cumulative staff time required to prepare this report was 20 hours.**

## **B. PURPOSE**

1. In alignment with the principles of the Fair Practice in Hiring and Promotion Policy (H.M. 40), the Director of Education has committed to providing an annual recruitment statistical report to the Board.

## **C. BACKGROUND**

1. The staffing actions reflected in this report pertain to the external recruitment and selection of new employees during the academic school year. Staffing actions such as the hiring of teachers at the school level for long term occasional teaching assignments and permanent positions are not included in this report since they are prescribed by the terms of the applicable collective agreement.

## D. EVIDENCE/RESEARCH/ANALYSIS

1. **Employment System Review** - The Human Resources (HR) department in partnership with ICT Services has engaged the services of Deloitte to develop a new HR system strategy and assist with the creation of an RFP for a modern HRIS (Human Resources Information System). The system will include a streamlined recruitment and onboarding platform that should significantly improve the speed of recruitment, expand the pool of diverse applicants to all TCDSB positions and ensure greater accuracy of reports that include tracking an applicant's experience through the hiring process.
2. HR staff continue to work on ways to diversify the TCDSB workforce. While the number of racialized and disabled applicants to the Board continues to increase year over year, like all employers within the province we are reliant on applicants' self-declaring when they apply to a job posting.
3. If the information is not voluntarily shared, it is difficult to collect accurate data that reflects diverse and differently abled candidates' experiences with the Board's recruitment processes from beginning to end. Staff will continue to investigate ways to eliminate barriers that may exist within the recruitment process for members from underrepresented communities and promote the value of self-declaration.
4. **Transparent Recruitment Practices** - The HR department continues to utilize recruitment practices that are open and transparent. Positions are advertised on numerous channels including the Board's website via the Director's Bulletin, Apply to Education, LinkedIn and Indeed (Online job posting sites). Other transparent practices include the provision of assessed competencies to all candidates during interviews.
5. **Application Review** – Standardized procedures, manual in nature until the new online recruitment technology is in place, continue to be used to scrutinize employment applications. These procedures include the use of a template that reflects the required criteria of the position in question relative to the applicant's experience as documented in their application.



6. **Hiring Responsibilities and Conflicts of Interest** – As a standard practice, all interview panel members continue to be required to sign a form indicating that they had no conflicts of interest when discharging their responsibility as a member of an interview panel.
7. **Unsuccessful Applicants** – Applicants who are unsuccessful in their attempt to secure employment with the Board were afforded, subject to the Fair Practices in Hiring and Promotion policy, the opportunity for feedback upon request.
8. **Equity Open House** – HR staff are partnering with the Superintendent of Equity, Diversity, Indigenous Education and Community Relations on the implementation of the TCDSB's Equity Action Plan (EAP). One of the many initiatives that involve human resources and one which is expected to support the outcomes of the EAP is an Open House on October 18, 2023. Members of the Black, Indigenous and LGBTQ+ communities are invited to visit the Catholic Education Centre to meet with Board staff to learn about the variety of employment opportunities available. Visitors to the open house will be encouraged to apply to the Board for consideration for future jobs.

## **E. METRICS AND ACCOUNTABILITY**

1. All TCDSB employment postings include a provision for applicants to self-identify as a member of one or more underrepresented groups. Further, all postings also offer upon request accommodations to the hiring process as may be required by applicants. A review of the diversity and inclusion statement along with the barrier free recruitment and selection statement was recently undertaken by HR staff. See below for the updated statements that appear on all TCDSB postings:

### **Diversity and Inclusion:**

*The TCDSB is committed to fostering a diverse workforce. We especially welcome applications from individuals who would contribute to the further diversification of our staff, including but not limited to, those who are Indigenous, Black, 2SLGBTQ+, and racialized. You are invited to voluntarily indicate if you identify as such a person. This information will be kept confidential.*

**Barrier-Free Recruitment and Selection:**

*The TCDSB is committed to creating an accessible and inclusive organization. We are committed to providing barrier-free and accessible employment practices in compliance with the Accessibility for Ontarians with Disabilities Act (AODA). Should you require code protected accommodation through any stage of the recruitment process, please make them known when contacted and we will work with you to meet your needs. Disability-related accommodation during the application process is available upon request. Learn more about the TCDSB Fair Hiring Policies and Accommodation Process. <https://5il.co/1dkld>*

- The following statistical data reflects the work of recruitment staff who are tasked with finding individuals to fill a variety of TCDSB positions. Data from the 2022-2023 school year followed by the data from the 2021-2022 school year has been included for comparison purposes.

**ANNUAL RECRUITMENT STATISTICS**  
**SEPTEMBER 2022 TO JUNE 2023**

<b>Group</b>	<b>Candidates Interviewed</b>	<b>Successful in Interview</b>	<b>Unsuccessful in Interview</b>	<b>Debriefs Granted</b>
Occasional Teachers	292	265	27	0
Caretakers	15	14	1	0
Secretaries	175	157	18	0
Designated Early Childhood Educators	9	8	1	0
Educational Assistants	227	190	35	0
Library Technicians	11	7	4	0
Non-Union	153	49	104	3
APSSP	30	19	11	0
Uncertified French Teachers	7	6	1	0
Uncertified Music Teachers	1	1	0	0
<b>Totals</b>	<b>920</b>	<b>716</b>	<b>202</b>	<b>3</b>

**ANNUAL RECRUITMENT STATISTICS**  
**SEPTEMBER 2021 TO JUNE 2022**

<b>Group</b>	<b>Candidates Interviewed</b>	<b>Successful in Interview</b>	<b>Unsuccessful in Interview</b>	<b>Debriefs Granted</b>
Occasional Teachers	336	305	31	0
Caretakers	184	143	41	0
Secretaries	141	132	9	0
Designated Early Childhood Educators	55	44	11	0
Educational Assistants	117	108	9	4
Library Technicians	10	9	1	0
Non-Union	108	27	81	7
APSSP	40	20	20	0
Uncertified French Teachers	12	10	2	0
Uncertified Music Teachers	0	0	0	0
<b>Totals</b>	<b>1003</b>	<b>798</b>	<b>205</b>	<b>11</b>

**F. CONCLUDING STATEMENT**

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



## REPORT TO

STUDENT ACHIEVEMENT AND WELL  
BEING, CATHOLIC EDUCATION AND  
HUMAN RESOURCES COMMITTEEEDUCATION REQUIREMENTS FOR APPLICANTS  
TO VICE PRINCIPAL AND PRINCIPAL SHORTLIST

*"We put not obstacle in anyone's way, so that no fault may be found with our ministry."  
Second Corinthians 6:3*

## Drafted

September 25, 2023

## Meeting Date

October 5, 2023

Lynda Coulter, Executive Superintendent, Human Resources, Equity and Leadership  
Margherita Di Fonzo, Senior Coordinator, Academic Services and Recruitment

## RECOMMENDATION REPORT

**Vision:** *IN GOD'S IMAGE: Growing in  
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## A. EXECUTIVE SUMMARY

This report revisits the Board's mandatory requirement of the commencement of a master's degree for application to the position of vice principal, and the completion of a master's degree within three years of the appointment to the position of principal within the Toronto Catholic District School Board (TCDSB).

The report recommends that the education requirements for the position of principal and vice principal as outlined in regulation 176/10 of the *Ontario College of Teachers' Act* be incorporated into all future postings to address the continued shortage of qualified applicants.

The application of the education requirements as outlined in the regulation will remove the current barrier to those seeking school leadership and will enable a greater number of candidates to interview for vice principal. It will also address system succession planning needs associated with anticipated administrator attrition rates as our analysis reveals that 19% of current elementary and secondary administrators are eligible to retire within 5 years.

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

## B. PURPOSE

This report recommends the application of the education requirements outlined in regulation 176/10 of the *Ontario College of Teacher's Act* be followed in all future TCDSB principal and vice principal postings for shortlists.

There is an urgent need to increase the number of applicants for these administrative positions considering projected attrition trends and a concern relating to the work intensification.

## C. BACKGROUND

1. In the past, the Toronto Catholic District School Board (TCDSB) has required all applicants to commence a masters' degree to be granted an interview for the position of vice principal. Further, a vice principal must have completed a

- master's degree within three years of the appointment to the position of principal.
2. Over the last five to ten years, the cost and time commitment associated with the completion of a master's degree while fulfilling teaching and/or administrative duties have become a barrier to talented teachers seeking to become school leaders.
  3. Regulation 176/10 *Teachers' Qualifications, Ontario College of Teachers' Act* outlines the College's education requirements for principals. In addition to a post-secondary degree (undergraduate degree), certification in three divisions (primary, junior, intermediate, senior), and five years of teaching experience, candidates must hold **any one** of the following:
    - a. Two specialist or honour specialist qualifications
    - b. One specialist or honour specialist qualification and successful completion of at least one half the number of graduate post-secondary credits required to qualify for a master's degree...
    - c. A master's degree for which the candidate was required to complete at least 30 graduate post-secondary credits or their equivalent or a doctorate...
    - d. Successful completion of at least 30 graduate post-secondary credits or their equivalent....
  4. Candidates who meet the above noted education requirements are eligible to take the Principals' Qualification Program parts one and two offered by CPCO.
  5. The Board requires applicants for placement on a vice principal shortlist to have completed the Principals' Qualification Program part one, while applicants for placement on a principal shortlist must have completed both parts one and two of the Principals' Qualification Program.
  6. In comparison to the regulation's education requirements for principals, s. 35 of regulation 176/10 requires supervisory officers to hold a master's degree.

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

1. Table 1 below lists the number of elementary and secondary principal retirements in the past four (4) years, and the subsequent need to place acting principals into elementary and secondary schools.

**Table 1**

Year	ES Principal retirements as of June 30 of the academic year	SS Principal retirements as of June 30 of the academic year	ES and SS Acting Principals or Retired Administrator during the academic year
2019-2020	8	6	2
2020-2021	8	9	3
2021-2022	22	9	8
2022-2023	22	10	1

**Note:** *Table 1 highlights the fact that retirement rates and administrator leaves are creating a need for additional shortlisted candidates.*

2. During the past two school years, the Board's principal and vice principal short lists have had to be replenished four times. The process to replenish the short lists is not only time consuming and labour intensive but has also not resulted in drawing enough qualified applicants to meet the needs of the system. Currently all four of the Board's short lists require replenishment as temporary and permanent vacancies remain following last spring's staffing process. A fall posting seeking applicants for all four principal and vice principal shortlists is expected to be issued shortly.
3. A demographic analysis of the number of current administrators who will be eligible to retire within the next 5 years reinforces the importance of succession planning.

Of the total number of administrators (Principals and Vice Principals)  
**19% are eligible to retire (Service Factor of 85) as of September 30, 2023:**

- 69% of these administrators are from the elementary panel and
- 31% are from the secondary panel.
- 70% are females and
- 30% are males.

4. During the spring of 2023, elementary school teachers were asked to share what barriers they felt were preventing them from seeking formalized leadership opportunities. A great many teachers spoke about the fact that having to obtain a master's degree was problematic for them in terms of financial investment and work-life balance trade-offs.

*"I would love to seek further leadership opportunities (Vice Principal, then principal) but I do not have a master's degree. This is a huge barrier for myself, as well as other wonderful employees with excellent leadership potential.... The cost of a master's program as well as the time it takes to complete is a huge barrier for all, but especially impacts women and people of colour. This requirement is not the norm at other school boards."*

*".... I feel like the system is designed to benefit the childless or men who are not taking on family responsibilities. This essentially cuts women with children out of leadership opportunities. Also, I think the board values educational degrees over experience. 20 years plus of teaching experience is far more valuable than barely any classroom experience and a master's degree...."*

*"The requirement for a master's degree is a barrier for many. Obtaining a master's degree is costly and for some staff (when coupled with high cost of living, lack of pay raises, etc) creates a real financial barrier...."*

5. Similar comments were made by secondary school teachers surveyed in January 2021:

*"Emphasis on a master's degree, rather than experience and leadership qualities leads to the promotion of those who are qualified on paper but who may otherwise be unsuitable while preventing experienced teachers who would be excellent administrators from considering the jump to a VP role."*

*"The requirements and financial stress of spending potentially tens of thousands of dollars to qualify for a position that truly needs more hands-on training rather than academic advancement is a huge roadblock in my opinion...."*

It's clear from the data, that among this group of educators, the Board's master's degree requirement was seen as a barrier to formal leadership. This is likely to be especially true for those educators who have school-aged children at home, caring for elderly family members, or for those individuals who may not have the financial ability to pay for graduate studies.



## **E. METRICS AND ACCOUNTABILITY**

The Human Resources Department will monitor and assess the recommendation in this report through on-going collaboration with the Executive Superintendent of Human Resources, Equity and Leadership.

## **F. STAFF RECOMMENDATION**

Staff recommends that the Board adopt the education requirements as outlined in regulation 176/10 of the *Ontario College of Teachers' Act* for all future TCDSB shortlist postings for vice principals and principals.



## REPORT TO

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

## REPORT ON THE TUTORING PROGRAM 2022-2023

*If then there is any encouragement in Christ, any consolation from love, any sharing in the Spirit, any compassion and sympathy, make my joy complete: be of the same mind, having the same love, being in full accord and of one mind. - Phillipians 1:1-2*

Drafted

September 14, 2023

Meeting Date

October 5, 2023

Cristina Fernandes, Executive Superintendent, Student Achievement, Innovation and Well-Being

## INFORMATION REPORT

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Chief Financial Officer and Treasurer

## A. EXECUTIVE SUMMARY

The report provides a summary of the implementation of the TCDSB Tutoring Program that was created to support learning recovery for students in response to learning losses that took place during the Covid-19 Pandemic.

With the knowledge that our students encountered many barriers to learning during the multiple closures and interruptions caused by the pandemic, staff was intentional in using this funding to create purposeful opportunities to meet the needs of students in the areas of literacy and mathematics both in the elementary and secondary panels. Special consideration was given to students with Individual Education Plans (IEPs) and English Language Learners (ELL) through intentional programming.

With the goals of the Multi-Year Strategic Plan (MYSP) to guide the work, staff ensured that tutoring funding addressed the inequities of access to programming in a way that was both community based and culturally responsive.

**The cumulative staff time required to prepare this report was 16 hours.**

## B. PURPOSE

1. This report provides a final update on the learning recovery action plan that allowed staff to implement tutoring supports for TCDSB students with Ministry designated tutoring funds.
2. The report outlines the parameters used by schools to identify and support students from Kindergarten to Grade 12 and the intentional approaches that provided services to students with special needs, English language learners and struggling learners.

## C. BACKGROUND

3. On February 17, 2022, The Ministry of Education issued a Learning Recovery Action Plan for Students that:
  - a. addressed the impact that the COVID-19 pandemic had on the learning development and mental health of students, staff, and families across the province;
  - b. included investments to provide opportunities for small group tutoring with an average ratio of five students to one tutor; and
  - c. provided approximately \$7.6M in funding for the TCDSB to implement tutoring supports between April 1, 2022 and December 31, 2022

4. Delivery of tutoring funding was provided in two phases:
  - a. Phase 1 (\$ 2.1 Million)– April 1, 2022 to August 31, 2022
  - b. Phase 2 – (\$5.5 Million) -September 6, 2022 to December 31, 2022
5. In December of 2022, the Ministry extended the timeline to run the program until March 31, 2023.
6. In March 2023 the timeline to run the program was further extended permitting district school boards to continue to support the program until the end of June 2023.
7. In total, the program ran from April 2022 to June 2023. The extensions to the timelines were welcomed and allowed TCDSB to continue to implement the program for the full 2022-2023 school year.
8. This funding provided boards the opportunity to offer tutoring in small groups during the day, before and after school, on weekends, and in the summer.
9. Tutoring parameters implemented included:
  - a. average group size of 5 students (smaller average groups for students who would benefit from more attention based on need);
  - b. options to access tutoring at a variety of times to meet student need including after school, on weekends and in the summer;
  - c. prioritization of math and literacy skills and other foundational learning skills; and
  - d. the delivery of small group tutoring with local community partners and third parties that supported learning in a trusted environment grounded in the language, culture and community norms for students.
10. The provision of tutoring was offered first to students who had demonstrated learning gaps as demonstrated through the following criteria:  
 Secondary Schools:
  - a. Students struggling with credit accumulation.
  - b. Students who were unsuccessful in de-streamed Math in grade 9
  - c. Grade 9 students with only one or two credits by end of First Semester
  - d. Students in Grade 10 with fewer than 10 credits by end of First Semester

- e. Grade 11 students with a credit count below 20 by end of First Semester
- f. Students in credit bearing courses with Non-Applicable Individual Education Plans (N/A IEPs) or Identifications
- g. Students that required culturally responsive supports
- h. Students with high absenteeism

Elementary Schools:

- i. Students achieving "D" or receiving "I" on report cards
  - j. Students with Non-Applicable IEPs or Identifications
  - k. Students requiring culturally responsive supports
  - l. Students with high absenteeism
11. Although preference was given to students whose learning needs fell into the categories explained above, other students with demonstrated needs were also provided additional tutoring supports (e.g., ELL learners).

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

### **TCDSB Programming:**

1. The TCDSB approached this project with an understanding that students and families required a variety of opportunities to avail themselves of the resources to optimize student learning.
2. Provisions were made to endeavour to support any student that required or asked for tutoring. Students were able to participate in one or more of the multiple offerings.
3. Students requiring specialized special education supports/interventions were provided access to a variety of programs.
4. Programming initiated included both school-based and non-school based options. For a full list of programs offered, please refer to Appendix A.
5. School based options focused mainly on after-school programming, summer programming and weekend online programming.
6. Non-school based programming had students avail themselves of online options through a variety of tutoring providers that included, culturally relevant community organizations and specialty organizations.

7. Students had the ability to participate in multiple programs as required/needed. (e.g. Summer, After School and Online Community provider tutoring)
8. Every elementary school was given the opportunity to participate in the after-school program.
9. Summer learning was made available to students in concentrated locations across the system with access to air-conditioned learning environments. (9 locations in 2022 and 7 in 2023).
10. Students attending schools with the highest social economic stressors (SES) were offered the opportunity to participate first in the summer learning program. Students from schools in higher SES areas were invited to participate after the initial call.

**Partnership Programming:**

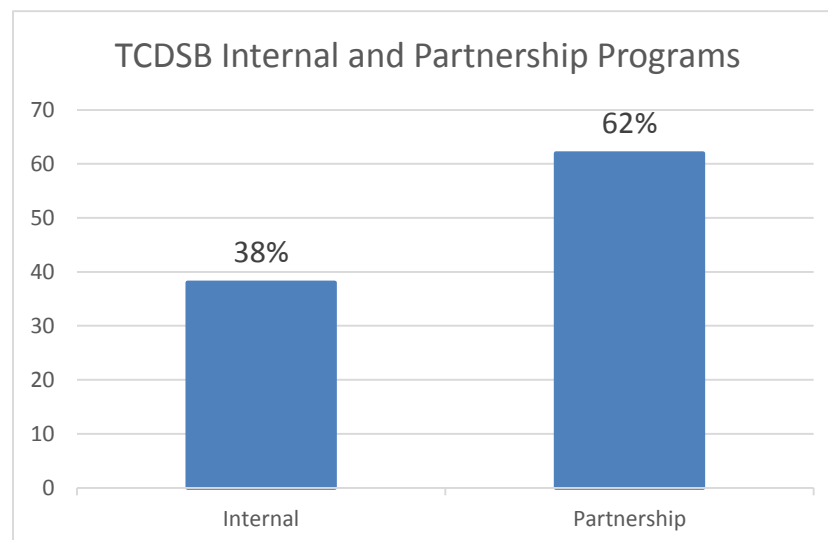
11. Outreach was made to many tutoring providers and community organizations to ensure a wide range of providers that had the capacity to expand as needed or to provide specialty services. Partners were also able to contact the TCDSB to offer their services.
12. Throughout implementation of the program, the TCDSB identified 25 providers listed in Appendix B. Providers went through a vetting process through our Partnership Department to ensure compliance with legislation regarding working within a vulnerable sector and the ability to meet TCDSB student/school needs.
13. A variety of community partners were selected to ensure the provision of culturally relevant and responsive learning opportunities to the most underserved communities.
14. Most organizations opted for an online learning format, however we had a few that offered in-person tutoring.
15. Every TCDSB school received a bank of hours that could be used to support students through community tutoring providers. Once the bank of hours was used, schools were able to request additional hours. No school was turned away and we were able to fulfil all demands for additional tutoring that schools requested for the duration of the program.
16. Schools were provided guidelines for student selection for participation in this program that included a variety of factors (credit accumulation; IEPs, culturally responsive needs; absenteeism; low or failing marks in different subject areas).

17. In addition, parents were able to contact the school to request support for their child. Upon receipt of parent/guardian consent, schools were able to reach out to community-based programs to establish the tutoring support.
18. Students were able to access one-hour sessions once, twice or three times per week with a recommended duration of five to ten weeks. If a student required additional support, it could be augmented as necessary.
19. Tutoring providers were able to communicate regularly with parents/caregivers and the school to deliver support to the student in their specific area of need. Ongoing and regular dialogue between parents and tutoring partners enhanced the student learning experience.

## **E. METRICS AND ACCOUNTABILITY**

1. The TCDSB was able to spend all the funding provided for tutoring within the timelines provided by the Ministry of Education and serviced over 15,000 students.
2. Figure 1 shows that 38% of the funding supported programming to students through TCDSB delivered programs while 62% was provided through Community Providers.

**Figure 1: Tutoring Provision**



3. Students were able to access one-hour sessions one or more times a week through our community partners. Programming offered within TCDSB ranged from five sessions to twenty. More hours were made available based on need and student progress.

4. Tutoring group sizes ranged from one to eight students but typically averaged at five students per session.
5. Students had the opportunity to participate in multiple programs offered in a variety of ways. Appendix C provides a summary of student participation across the programs offered within the TCDSB.
6. Students participating in the Summer Learning Program received snacks and their families received food vouchers through the Angel Foundation for Learning to ensure students were ready for learning and to support families as they prepared to return to school.
7. To ensure access to appropriate supports, the summer learning program provided access to students with IEPs access to Educational Assistants, Assessment Programming Teachers, and Social Workers to ensure not only academic program supports but also social emotional supports.
8. Where possible, the summer learning program offered opportunities for administering psychological assessments for students on the waitlist at the summer program school while they were attending in the summer.
9. As part of the tutoring program implementation, TCDSB was able to purchase resources and tools (e.g., Lexia and Knowledgehook tutoring credits) to support students during the implementation of tutoring that were in line with the “Right to Read” recommendations as well as aligned with the new math curriculum. These resources and tools will continue to augment student learning beyond the project timeline within classrooms in the areas of early literacy and junior/intermediate numeracy.
10. Feedback from parents, staff, and students was positive and the programs were well received. Families observed significant changes in their child’s abilities as this intervention supported their learning. Appendix D provides a sampling of the feedback received.
11. In summary, the tutoring program aligned perfectly with the learning, equity and well-being goals outlined in the MYSP and has provided students with the opportunity to receive supports in their areas of need, both academically and within the social emotional domain.

## **F. CONCLUDING STATEMENT**

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



**Table 1: Programs in the TCDSB**

<b>TCDSB Tutoring In-School/Summer Programming</b>		
<b>Focus Group</b>	<b>Timeline</b>	<b>Intervention</b>
Kindergarten	Summer 2022 & 2023	LEAPS (Learning, Empathy, Adaptability, Play, Social Skills) focused on Social Emotional Learning
Primary (Gr. 1-2)	After school (Spring 2022, Winter 2022, Spring 2023)	Literacy programming focusing on Reading Readiness Focus on Phonics instruction and basic literacy skills
Primary (Gr. 1-2)	Summer 2022 & 2023	Literacy programming Focus on Phonics instruction and basic literacy skills
Primary (Gr. 3)	After school (Spring 2022, Winter 2022, Spring 2023)	Numeracy Programming Focus on building Mathematics skills and competencies.
Primary (Gr. 3)	Summer 2022 & 2023	Literacy and Numeracy Programming Focus on Reading and Math skills
Primary/Junior (Gr. 3 & 4)	After school (Spring 2022, Winter 2022, Spring 2023)	Literacy Focus Reading Fluency and Comprehension
Primary/Junior (Gr. 3, 4 & 5)	Summer 2022 & 2023	Literacy and Numeracy Focus on Reading Comprehension and Mental Math skills
Junior (Gr. 5 & 6)	After school (Spring 2022, Winter 2022, Spring 2023)	Literacy and Numeracy Focus on Reading Comprehension and Mental Math skills
Junior (Gr. 6)	After school (Spring 2022, Winter 2022, Spring 2023)	Numeracy and Mental Math Strategies
Primary/Junior/Intermediate (KG to Gr. 8)	Summer 2022 and 2023	Online Synchronous Summer tutoring Incremental Subject Specific Modules (Literacy, Math)
Elementary (Gr. 1-8)	Saturday/Weekend 2022 and 2023	Online Subject specific focus modules (Math, Language, Science)
Elementary (Gr. 1-8)	Spring 2023	English as a Second Language

## Appendix A: Tutoring Programming Opportunities for Students

		Focus on communication skills through online sessions
Elementary French	After School Spring 2022 & 2023	French Literacy

**Table 2: Specialty Programming**

Unique TCDSB Offerings		
Focus Group	Timeline	Focus
Junior Intermediate (Gr. 6, 7, & 8)	Summer 2022	Instrumental Music Program
Intermediate (Gr. 7)	Summer 2022 & 2023	Pathways focused programming with Skills Ontario
Intermediate (Gr. 7)	Summer 2022	Pathways focused programming with Skills Ontario for Indigenous students
Secondary (Gr. 9 & 10)	Summer 2022	Indigenous course for secondary schools focused on Indigenous Ways of Knowing

**Table 3: Tutoring with Community Partners**

TCDSB Partnerships with Community Tutoring Providers		
Focus Group	Timeline	Intervention
All Students (KG to Gr. 12) available through every TCDSB school	May 2022 to June 2023 Online after school, evenings, weekend and summer	Individual or small group (5 students) instruction by community partners Focus on Numeracy and Literacy in elementary with subject specific supports for secondary students Single or multiple sessions were provided based on student needs and school requests
All Students (Gr. KG to Gr. 12)	May 2022 to June 2023	Site based in-person tutoring (school or community provider site)

## Appendix A: Tutoring Programming Opportunities for Students

Elementary Students with specific needs in decoding	June 2022 to June 2023	Focused Reading support for non-readers
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## Appendix B: Community Providers of Tutoring Supports

<b>Community Providers for the TCDSB 2022-2023 Tutoring Program</b>
1648800 Ontario Inc. O/A Oxford Learning Centre
2533551 Ontario Inc.O/A Oxford Learning Don Valley
BCK Educational Services Inc. O/A Oxford Learning Centre
Frontier College
Genius Nation
Horizons Commercial Canada Inc. O/A Oxford Learning Centre
LEARNstyle.Inc
Metanoia Community Foundation (Narra)
Midaynta Community Services
Power to Girls Foundation
Prep Academy Tutors: Prep Academy Tutors Inc., 2648343 Ontario Inc. Prep Academy Tutors West Toronto, TCD Barnicke Inc. Prep Academy Tutors Midtown Toronto)
San Romanoway Revitalization Association
Tara Johnson O/A The Progressive Centre
Teachers on Call Inc.
Teachers to Go Inc.
TMBUK2 Education Inc.
Tutor Bright Inc.
Tutor Doctor: O'Connor Educational Services 10251313 Canada Inc. O/A Tutor Doctor North West Toronto, KH Educational Services Ltd., Life Learning)
Youth Association for Academics, Athletics and Character Education (YAAACE)
YES Home Stay

## Appendix C: Student Participation in Tutoring Programs

Student Participation in Tutoring Programs			
Program Offered	Timeline	Providers/Staff	Number of Student Users*
Online Kindergarten to Gr. 5	April 2022 to July 2023	394 Teachers	5500
After School Program	May 2022 to May 2023	634 Teachers	4,292
Summer Learning (KG- Gr. 5)	Summer 2022 and Summer 2023	157 Teachers and DECEs	1,193
Online Partnership (Secondary School students)	May 2022 to June 2023	Tutoring Partners (varied)	1,144
Online Partnership (Elementary School Students)	May 2022 to June 2023	Tutoring Partners (varied)	3,680
Other Specialized Programming	May 2022 to June 2023	4 Teachers	65
<b>Approximate Number of Students Served</b>			<b>15,874</b>
*Students were able to participate in more than one listed program over the period of the project.			

## Appendix D: Tutoring Feedback from Parents, Staff and Students

### Parent Feedback:

*"In the beginning it was a little hard for my son in grade 1 to focus online but then he did well. The fact that it was a small group in the class also helped."*

*"It's a big help for the parents and some other kids. For some parents that they have no time to teach their kids. Thank you so much. God bless you😊"*

*"The program offered to my special needs son, an opportunity to increase his reading skills, communication skills and social skills. Those areas were challenging for my son and he had more difficulties. Tutoring boosted his confidence, it helped him improve his reading comprehension skills, increase decoding accuracy and increase his ability to spontaneously share his knowledge and make friends. I would like to recognize the importance of this program. It provided consistency, academic guidance and connection. It made a difference on my son's development and positively change his academic performance by building his self-esteem. In conclusion, I am grateful for the support he received and I hope he able to have this amazing program again in the near future. It was a rewarding experience for my child."*

*"It's really a great tool for learning Math and English. And it helped my kid in improving her ways in problem solving."*

*"Thank you for offering a summer learning program facilitated by TCDSB staff. As parents of a young French immersion learner, we were very concerned that our child was falling behind in reading, writing and math. My child loved attending class each day with a new teacher who offered innovative strategies to reinforce what he had learned the previous year, while simultaneously introducing new concepts. He specifically mentioned that he had never thought of math equations, as "part-part, whole" or to balance each side. In addition, he experienced specific exposure to long and short vowel sounds to support his literacy skills through fun activities such as word maps and ladders. To assist in his learning, he received many tools including notebooks, sketchbooks, a math kit and even crayons. The snack program was greatly appreciated, and the field trip was the highlight of the summer. To have such high quality, curriculum-related summer programming delivered by professional educators for FREE in Toronto, was an amazing experience for us all as a family. Thank you and thank God for all of you and your continued dedication to education."*

## Appendix D: Tutoring Feedback from Parents, Staff and Students

### Staff feedback:

Teacher:

*"After observing and evaluating the needs of our needs, the grade 1/2 teachers and the social worker collaborated. Our Social Worker worked with the students on self regulation strategies (e. g., identifying feelings and how our body feels in the moment, breathing techniques, and mindfulness strategies)."*

*"We encouraged parents to provide feedback, suggestions, and concerns throughout the program. This feedback loop allowed us to address parental needs and better tailor our approach to meet the unique needs of each child."*

*I think it is important for parents to learn about their child's learning through the Meet and Greet and Celebration of Learning. Also communicating with them about their learning in daily basis. Students were excited to showcase their work to their parents."*

DECE:

*"I think the communication that parents receive about the achievements and progress of their children are well planned, The " Celebration of Learning" I absolutely adore, the parents can see physical evidence of their child's learning in the presence of their child, where they can explain their own creative processes."*

### Student Feedback:

*"My tutoring program was awesome because if there's an upcoming test, they help us practice for the test. If we have homework, they would ask us if we need help and if we have extra time, we would play Blockit."*

*"The tutoring program was great because after the classes if we have time, they let you play Kahoot. [quiz game] The games are based off of the lessons we learned. I became the best in spelling and grammar. I would like to have tutoring again."- Student in Grade 7*

Site Lead

*"A mother came to school to let us know her son was sick and would be absent but he was very upset he could not come to school. She said its summer-and he wants to come to school."*



REPORT TO

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

### 2023 ANNUAL REPORT: SMOKE AND VAPOUR FREE SPACE POLICY B.B.04

*"Let the wise also hear and gain in learning, and the discerning acquire skill." ~ Proverbs 1:5*

#### Drafted

September 18, 2023

#### Meeting Date

October 5, 2023

Michael Caccamo, Superintendent, Nurturing our Catholic Community, Safe Schools, Continuing Education, Religious Accommodations, Policy Review and Development

#### 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 Facilities,  
Business & Community Development

Ryan Putnam  
Chief Financial Officer & Treasurer



## **A. EXECUTIVE SUMMARY**

According to the TCDSB Policy B.B. 04 Smoke and Vapour Free Space, the TCDSB is committed to the provision of a smoke, vapour and tobacco free environment in all premises and on all properties, owned and/or operated by the Board. The data relating to the 2022/2023 academic year indicate an increase in incidents and suspensions for secondary students for infractions of this policy, and a minimal increase for elementary student infractions.

**The cumulative staff time required to prepare this report was 20 hours.**

## **B. PURPOSE**

Consistent with Policy B.B. 04, an annual report is presented to the Board of Trustees by staff detailing the compliance and infractions of TCDSB policy B.B. 04.

## **C. BACKGROUND**

1. TCDSB Policy B.B. 04 was revised in May 2016 to include, under the evaluation and metrics section, the requirement of an annual report detailing compliance and infractions of this policy. The policy was further revised in March 2019 to include references to vaping and the use of cannabis.
2. The Tobacco Enforcement Department of the Toronto Public Health Department does not publicly release the total number of school infractions under the Smoke Free Ontario Act.
3. Data was collected from the Safe Schools Progressive Discipline Platform to provide an analysis of smoking-related discipline imposed during the 2022/2023 academic year on students.
4. Annually, TCDSB principals have been responding to a survey containing questions related to the compliance and number of infractions associated with this policy.
5. In September 2023, the survey was administered once again.

## D. EVIDENCE/RESEARCH/ANALYSIS

1. This year's results indicate an increase in incidents and suspensions for secondary students, and a minimal increase for elementary students. The data reflects an increase in staff monitoring and vigilance, in response to trends of increased substance use by students at the secondary level. The chart below indicates the number of incidents and suspensions since 2013-2014 in both elementary and secondary schools:

Year	Elementary School Totals		Secondary School Totals	
	Incidents	Suspensions	Incidents	Suspensions
2013-2014	5	1	120	88
2014-2015	2	2	113	69
2015-2016	3	2	78	66
2016-2017	4	1	65	47
2017-2018	0	0	64	44
2018-2019	29	8	74	45
2019-2020	N/D	N/D	N/D	N/D
2020-2021	5	5	0	0
2021-2022	20	8	86	47
2022-2023	19	10	162	93*

*\* This reflects an approximate average of 3 suspensions per secondary school.*

2. Highlights from the 2022-2023 survey are included below:
  - Surveys were completed by all elementary and secondary schools
  - 46.9% of respondents (92 schools) indicated a requirement for additional signs at the entrances and exits of their locations
  - There were 131 student discipline issues recorded into the Progressive Discipline Incident Log involving 27 schools
  - Schools communicate the policy on smoking/vaping mainly through the following channels (shown as a % of the respondents):
    - Staff meetings (61.7%)
    - Student Agenda books (37.2%)
    - PA announcements (33.2%)
    - Newsletters (40.8%)
    - Emails (34.7%)
    - Assemblies (37.2%)
    - Other (16.8%)

3. Schools will continue to build awareness among students, parents and staff about the Board's policies on smoking/vaping through an increased use of communication and engagement strategies as listed above.
4. Environmental Support Services has considered the possible use of technology to detect vaping in student washrooms. This would be cost and operationally inhibitive.
5. Environmental Support Services will continue to work with all schools through their area Service Quality Supervisors (SQS) to ensure that the proper signage is posted at each entrance and location for their school building. Posting of additional signage specific to vaping in washrooms is also being considered.
6. Strategies and resources are shared with administrators and staff to address smoking and vaping concerns. Vigilance and frequent monitoring by administrators and staff (in-person and via video hallway surveillance), as well as the implementation of progressive discipline measures, where appropriate, continue to be emphasized. Curriculum and professional learning resources have been shared with administrators and staff relating to substance use, misuse, addictions, and related behaviours.
7. The Health and Physical Education, Curriculum, Mental Health and Well-being, Nurturing our Catholic Community and Safe Schools Departments continue to help support student safety, promote healthy decision-making for students, and prevent and/or delay smoking, recreational cannabis use and vaping through initiatives, activities and events for administrators, teachers, support and clinical staff, students and parents.
8. Staff will work with the Student Trustees and the Catholic Student Leadership Impact Team (CSLIT) to develop awareness building strategies discouraging substance use.

## **E. METRICS AND ACCOUNTABILITY**

An annual report as required by Policy B.B. 04 which is presented to the Board.

## **F. CONCLUDING STATEMENT**

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



## REPORT TO

STUDENT ACHIEVEMENT AND WELL  
BEING, CATHOLIC EDUCATION AND  
HUMAN RESOURCES COMMITTEEREQUESTS FOR RELIGIOUS ACCOMMODATIONS  
2022-2023

*All these blessings shall come upon you and overtake you, if you obey the Lord your God  
Deuteronomy 28:2*

Drafted

September 18, 2023

Meeting Date

October 5, 2023

Michael Caccamo - Superintendent of Nurturing our Catholic Community, Safe Schools,  
Continuing Education, Policy Review and Development, and Religious Accommodations

## INFORMATION REPORT

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2022 - 2025

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## A. EXECUTIVE SUMMARY

This report provides the number and type of requests for religious accommodation within the Toronto Catholic District School Board schools from September 2022 to June 2023. Data for this report were collected using a survey and interviews with school Principals. Since 2012, there have been relatively few formal requests for religious accommodation, including exemptions.

**The cumulative staff time required to prepare this report was 20 hours.**

## B. PURPOSE

1. This report fulfils the obligation in the TCDSB Religious Accommodation Policy S.22 that religious accommodation requests will be monitored and reported in an annual report to the Board of Trustees.
2. The obligation for honouring requests for religious accommodation is also articulated in the TCDSB Opening and Closing Exercises Policy S.S.02 (<https://www.tcdsb.org/Board/Policies/Documents/SS02.pdf>).

## C. BACKGROUND

1. Arising from an Ontario Human Rights Tribunal case, the Simcoe Muskoka Catholic District School Board published its Practice and Procedure around Religious Education Exemptions. The TCDSB received this document on October 16, 2017. As recommended by the Ontario Catholic School Trustees' Association, the TCDSB reviewed the document and confirmed that its own policies and procedures meet all statutory requirements.

## D. EVIDENCE/RESEARCH/ANALYSIS

1. There were 14 schools that reported student requests for religious accommodation in 2022-2023. The total number of requests reported were 74, with the greatest number of religious accommodations requested for "religious dress".
2. A summary of all requests is provided in *Appendix A*. Accommodations have been made in accordance with the *TCDSB Religious Accommodation Policy S.22* and within the provisions of the Education Act, Section 42(11) and 42(13) (<https://www.ontario.ca/laws/statute/90e02#BK50>).

3. When requests for religious accommodation are received, Principals engage in discussions with students and parents/guardians. In addition, Principals consult with their Area Superintendent as well as the Superintendent responsible for religious accommodation requests oversight.

## **E. METRICS AND ACCOUNTABILITY**

1. Principals will dialogue with their Area Superintendents and, when necessary, consult with the Superintendent responsible for religious accommodation requests oversight.
2. In June 2024, Principals will be asked to provide data on religious accommodation requests received in the 2023-2024 school year.
3. Senior Staff report to Board annually in the Fall of each school year regarding the data on religious accommodation requests collected in June of the previous school year.

## **F. CONCLUDING STATEMENT**

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

## Religious Accommodations Survey 2023

Administrators were asked to provide details on all requests for Religious Accommodations in their school during the 2022-2023 school year.

	<b>Number of Schools</b>
<b>Schools with Requests for Religious Accommodation</b>	<b>14</b>
<b>Elementary Schools with Requests for Religious Accommodation</b>	<b>2</b>
<b>Secondary Schools with Requests for Religious Accommodations</b>	<b>12</b>
<b>Total Requests</b>	<b>74</b>

<b>How many students made requests for each of the following?</b>	<b>Requests</b>			<b>Accommodated</b>			<b>Not Accommodated</b>
	<b>E</b>	<b>S</b>	<b>T</b>	<b>E</b>	<b>S</b>	<b>T</b>	
a) School opening and closing exercises	1	1	2	1	1	2	0
b) Leave of absence for Religious Holy Days		16	16		16	16	0
c) Prayer	1	6	7	1	6	7	0
d) Dietary requirements		5	5		5	5	0
e) Fasting	1		1	1		1	0
f) Religious dress		23	23		23	23	0
g) Modesty requirements in physical education		2	2		2	2	0
h) Participation in daily activities	1	6	7	1	6	7	0

i) Exemption from the Religion course		11	11		11	11	0
j) Other	0	0	0				
<b>TOTALS</b>	<b>4</b>	<b>70</b>	<b>74</b>	<b>4</b>	<b>70</b>	<b>74</b>	<b>0</b>

E: Elementary

S: Secondary

T: Total



## 2023 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)	Corporate Services	Annual Chief Financial Officer Overview	Chief Financial Officer and Treasurer
2	February (A)	Corporate Services	Multi-Year Financial Forecast	Chief Financial Officer and Treasurer
3	March (A)	Corporate Services	Budget Framework and Consultation Plan	Chief Financial Officer and Treasurer
4	March (A)	Corporate Services	Consensus Student Enrolment Projections	Associate Director Corporate Services
5	March (A/P)	Corporate Services	Transportation Annual Report and S.T.01 Transportation Policy Metric	Associate Director Corporate Services
6	April (A)	Corporate Services	Ministry Funding Overview	Chief Financial Officer and Treasurer
7	April (Q)	Corporate Services	Mid-Year Budget Status Report	Chief Financial Officer and Treasurer
8	May (A)	Corporate Services	Preliminary Budget Estimates	Chief Financial Officer and Treasurer
9	June (P)	Corporate Services	B.R.01 Rental of Surplus School Space and Properties Policy Metric	Associate Director Corporate Services
10	June (A)	Corporate Services	Recommended Budget Estimates	Chief Financial Officer and Treasurer
11	June (A)	Corporate Services	Delegated Authority Report	Chief Financial Officer and Treasurer
12	September (A)	Corporate Services	Delegated Authority Update Report	Chief Financial Officer and Treasurer
13	September (A)	Corporate Services	Annual Procurement Plan	Chief Financial Officer and Treasurer
14	September (A)	Corporate Services	Capital Program Update	Associate Director Corporate Services

## 2023 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

<b>15</b>	October (Q)	Corporate Services	Budget Update: Enrolment and Staffing	Chief Financial Officer and Treasurer
<b>16</b>	October (A)	Corporate Services	Trustee Honorarium Report	Chief Financial Officer and Treasurer
<b>17</b>	October (A)	Corporate Services	Capital Renewal Program Report	Associate Director Corporate Services
<b>18</b>	November (A)	Corporate Services	Audited Financial Statements	Chief Financial Officer and Treasurer
<b>19</b>	November (P)	Corporate Services	Enrolment Report and S.A.01 Admission and Placement Policy Metric	Associate Director Corporate Services
<b>20</b>	December (A)	Corporate Services	Revised Budget Estimates	Chief Financial Officer and Treasurer
<b>21</b>	December (A)	Corporate Services	Annual Legal Fees Report	Chief Financial Officer and Treasurer
<b>22</b>	December (A)	Corporate Services	Annual Investment Report	Chief Financial Officer and Treasurer
<b>23</b>	December (A)	Corporate Services	Annual Audit Committee Report	Chief Financial Officer and Treasurer
<b>24</b>	February (A)	Regular Board	School Year Calendar	Associate Director Academic Services
<b>25</b>	March (A)	Regular Board	Preliminary Staffing Projections Report	AD Academic Services and CFO/Treasurer
<b>26</b>	September (P)	Regular Board	A.06 Advocacy Policy Metric	Chief Financial Officer and Treasurer
<b>27</b>	October (P)	Regular Board	H.M.33 Acceptance of Hospitality or Gifts Policy Metric	Chief Financial Officer and Treasurer
<b>28</b>	November (A)	Regular Board	Ongoing Exit and Entry Student Survey	Associate Director Corporate Services
<b>29</b>	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
<b>30</b>	November (A)	Regular Board	Multi-Year Strategic Plan Annual Report	Director of Education

## 2023 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

<b>31</b>	December (A)	Regular Board	Director's Annual Report	Director of Education
<b>32</b>	January (A)	Student Achievement	Equity Action Plan Annual Report	Director of Education
<b>33</b>	January (A)	Student Achievement	Annual Mental Health and Wellbeing Report	Associate Director Academic Services
<b>34</b>	January (P)	Student Achievement	A.36 Accessibility Standards Policy Metric	Associate Director Academic Services
<b>35</b>	February (P)	Student Achievement	S. 19 External Research Policy Metric	Associate Director Academic Services
<b>36</b>	March (A)	Student Achievement	The Angel Foundation for Learning Annual Report and Presentation	Associate Director Academic Services
<b>37</b>	April (A)	Student Achievement	Annual EPAN Schools Allocations	AD Academic Services and CFO/Treasurer
<b>38</b>	April (A)	Student Achievement	Non-Resident VISA Student Fees	AD Academic Services and CFO/Treasurer
<b>39</b>	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
<b>40</b>	June (P)	Student Achievement	B.B.04 Smoke & Vapour Free Policy Metric	Associate Director Academic Services
<b>41</b>	September (P)	Student Achievement	H.M.40 Fair Practice in Hiring and Promotion Policy Metric	Associate Director Academic Services
<b>42</b>	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services
<b>43</b>	September (P)	Student Achievement	H.M.14 Harassment and Discrimination Policy Metric	Associate Director Academic Services
<b>44</b>	September (P)	Student Achievement	H.M.19 Conflict Resolution Policy Metric	Associate Director Academic Services
<b>45</b>	September (P)	Student Achievement	T.07 Community Engagement Policy Metric	Director of Education
<b>46</b>	September (P)	Student Achievement	A.37 Communications Policy Metric	Director of Education

## 2023 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

<b>47</b>	October (P) (5 Year Cycle)	Student Achievement	International Languages Program Report (Next Reporting Date of October 2027)	AD Academic Services and CFO/Treasurer
<b>48</b>	October (A)	Student Achievement	Board Improvement and Equity Plan (BIEP)	Associate Director Academic Services
<b>49</b>	October (A/P)	Student Achievement	S.22 Religious Accommodation Policy Metric	Associate Director Academic Services
<b>50</b>	October (A)	Student Achievement	Student Trustees: Voices that Challenge - CSLIT	Associate Director Academic Services
<b>51</b>	November (A/P)	Student Achievement	Annual Safe Schools Report and S.S.12 Fresh Start Policy Metric	Associate Director Academic Services
<b>52</b>	November (A)	Student Achievement	Annual EQAO and OSSLT Assessments Report	Associate Director Academic Services
<b>53</b>	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
<b>54</b>	November (A)	Student Achievement	CPIC Annual Report	Associate Director Academic Services
<b>55</b>	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Policy Metric ECSLIT	Associate Director Academic Services
<b>56</b>	November (P)	Student Achievement	S.24 Combined (Split) Grade Classes for Elementary Schools Policy Metric	Associate Director Academic Services
<b>57</b>	December (A/P)	Student Achievement	Accountability Framework for Special Education and S.P.01 Special Education Programs and Services Policy Metric	Associate Director Academic Services
<b>58</b>	December (P)	Student Achievement	S.10 Catholic School Parent Council Policy Metric	Associate Director Academic Services
<b>59</b>	December (A)	Student Achievement	Staff CPIC Annual Report	Associate Director Academic Services

# STUDENT ACHIEVEMENT AND WELL BEING

## PENDING LIST TO OCTOBER 5, 2023

#	Date Requested & Committee/ Board	Report Due Date	Destination of Report Committee/ Board	Subject	Delegated To
1.	December -2022 Regular Board	November 2027	Student Achievement	That an international Languages report be presented in public session at the Student Achievement and Well-Being Committee or appropriate Committee or Board every 5 years <b>(From the Governance and Policy Committee: International Languages (Elementary) Report S.P.05)</b>	Associate Director of Academic Affairs and Chief Operating Officer
2.	January – 2023 Student Achievement	January 2024	Student Achievement	That the Assessment of All Board Owned and Operated Buildings be submitted to the Board for contemplation; and  That Staff bring a report to Board on the number of people who have taken sensitivity training and the goal to promote it in the system <b>(Annual Report on the Accessibility Standards Policy (A.36))</b>	Associate Director of Corporate Services and Chief Commercial Officer & Associate Director of Academic Affairs and Chief Operating Officer
3.	March 30, 2023 Student Achievement	May 2024	Student Achievement	<b>WHEREAS:</b> Orthodox students prior to the mid 1980's were admitted in Toronto Catholic District School Board (TCDSB)/Metropolitan Separate School Board (MSSB) elementary schools;	Director of Education

#	Date Requested & Committee/ Board	Report Due Date	Destination of Report Committee/ Board	Subject	Delegated To
				<p><b>WHEREAS:</b> Orthodox alumni of TCDSB elementary schools have school age children whom they wish the opportunity to experience the Catholic school environment they once had the privilege of being educated in;</p> <p><b>WHEREAS:</b> The Catholic Church and faith has always encouraged evangelization;</p> <p><b>WHEREAS:</b> The Ontario Catholic Bishops wrote to the then TCDSB Chair of the Board in March 2001 regarding their advice on admissions of Orthodox students;</p> <p><b>WHEREAS:</b> Neighbouring GTA Catholic school boards permit Orthodox student admissions to elementary schools with certain provisions and;</p> <p><b>WHEREAS:</b> Pope Paul VI was the first Pope since the ninth century to visit the East, labeling the Eastern Churches as sister Churches. They produced the Catholic-Orthodox Joint declaration of 1965 during the Second Vatican Council. Orthodox students are permitted and welcomed to attend Catholic schools in accordance with the papal encyclical Ut Unum Sint (1995) proclaimed by Pope John Paul II.</p>	

#	Date Requested & Committee/ Board	Report Due Date	Destination of Report Committee/ Board	Subject	Delegated To
				<b>THEREFORE BE IT RESOLVED:</b> That the Director provide a report one year after the policy is implemented ( <b>Consideration of Motion from Trustee Del Grande regarding Admission and Placement of Elementary Pupils Policy (S.A.01) be amended such that Christian Orthodox Children be Permitted to Attend Toronto Catholic District School Board (TCDSB) Elementary Schools</b> )	