

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

AGENDA DECEMBER 7, 2023

Ida Li Preti, Chair
Trustee Ward 3

Kevin Morrison, Vice Chair
Trustee Ward 9

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Markus de Domenico
Trustee Ward 2

Michael Del Grande
Trustee Ward 7

David Beshai
Student Trustee

Daniel Di Giorgio
Trustee Ward 10

Angela Kennedy
Trustee Ward 11

Teresa Lubinski
Trustee Ward 4

Joseph Martino
Trustee Ward 1

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: 416-222-8282 Ext. 2207

Dr. Brendan Browne
Director of Education

Nancy Crawford
Chair of the Board

**TERMS OF REFERENCE FOR THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC
EDUCATION AND HUMAN RESOURCES COMMITTEE
(APPROVED BY BOARD JUNE 5, 2012)**

The Student Achievement and Well-Being, Catholic Education and Human Resources Committee shall have the responsibility for considering matters pertaining to:

Terms of reference:

- (a) The Multi-Year Strategic Plan in relation to Student Achievement and Well-Being, Catholic Education and Human Resources particularly focusing on the goals of the following pillars of the Multi-Year Strategic Plan: Living Our Values, Student Achievement and Well-Being and Inspired and Motivated Employees
- (b) Plans for the improvement of Student Achievement (Board Learning and Improvement Plans, School Learning and Improvement Plans)
- (c) Program alignment with Catholic Graduate Expectations
- (d) Building Catholic School Communities and strong relationships between School, Home and Church
- (e) Building Safe Schools and programs to support positive school climate
- (f) Program alignment with 21st Century learning fluencies as determined by program staff
- (g) Plans for Nurturing Our Catholic Community and the achievement of the aims and objectives of the Board in the area of Catholic Education
- (h) Program Reviews
- (i) Safe Schools Data
- (j) Continuing Education and Adult Education
- (k) Alternative Education
- (l) International Languages Programs
- (m) School Effectiveness Framework and School Reviews
- (n) System review to ascertain alignment with the deployment of Board resources
- (o) Student Achievement data (EQAO, PISA, local assessments)
- (p) Instructional leadership and practices
- (q) Equity and Inclusion Strategies
- (r) Professional Learning practices
- (s) Succession Planning
- (t) Collective Bargaining and Employee Relations
- (u) Advocacy and political action
- (v) Policy development and revision in the areas of responsibility of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee
- (w) Any matter referred to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee by the Board
- (x) Ratification of Principals, Vice-Principals and Supervisory Officers placement and transfers.

Land Acknowledgement

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

La Reconnaissance du Territoire

Nous témoignons du plus grand respect pour les Peuples autochtones au Canada et nous avons à cœur de souligner que tous les immeubles du Toronto Catholic District School Board sont situés sur les terres traditionnelles de la Nation Anishinabek, de la Confédération de Haudenosaunees et des Wendats. Il est également important de noter que le territoire visé par le Traité 13 est celui des Mississaugas de la Première Nation Credit et que celui de Toronto est protégé par l'accord d'« un plat à une cuillère ». Nous tenons également à rappeler la présence pérenne et l'importance des contributions des Premières Nations, des Metis et des Inuits en Ontario, et dans tout le Canada.

OUR MISSION

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

PUBLIC SESSION

Ida Li Preti, Chair

Kevin Morrison, Vice-Chair

Thursday, December 7, 2023

7:00 P.M.

Pages

1. Call to Order
2. Opening Prayer (Chair or designate)
3. Land Acknowledgement
4. Singing of O Canada
5. Roll Call and Apologies
6. Approval of the Agenda
7. Report from Private Session
8. Declarations of Interest
9. Approval and Signing of the Minutes of the Meeting held November 2, 2023 1 - 14
10. Delegations

11. Presentations	
12. Notices of Motion	
13. Consideration of Motions For Which Previous Notice Has Been Given	
13.a From Trustee Rizzo regarding Ontario Catholic School Trustees' Association (OCSTA)	
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15. Unfinished Business	
16. Matters referred or deferred	
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19.	Inquiries and Miscellaneous	
20.	Updating of Pending List	
20.a	Annual Calendar of Reports and Policy Metrics	157 - 158
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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, NOVEMBER 2, 2023

PRESENT:

Trustees:

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

Student Trustees:

D. Beshai
J. Goodluck

Staff:

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

G. Danfulani
L. DiMarco
K. Dixon
B. Doan
R. Fernandes
M. Loberto
M. Meehan
R. Peterson
S. Vlahos
R. Walo

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

External Guest: A. Robertson, Parliamentarian

3. Roll Call and Apologies

Trustee Di Giorgio was absent.

6. Approval of the Agenda

MOVED by Trustee Martino, seconded by Trustee Tanuan, that the Agenda be approved.

The Motion was declared

CARRIED

7. Report from Private Session

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that the following report from Trustee Li Preti be received:

In PRIVATE Session:

- a) Received a report regarding a legal opinion on Education Development Charges; and
- b) Received a legal briefing on potential litigation.

In DOUBLE PRIVATE Session:

- a) Approved Minutes of Meeting held October 5, 2023

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Student Trustees Beshai and Goodluck wished for it to be recorded that they voted in favour.

8. Declarations of Interest

There were none.

Trustee Rizzo left the horseshoe at 7:29 pm.

9. Approval and Signing of the Minutes

MOVED by Trustee Martino, seconded by Trustee Tanuan, that the Minutes of the Meeting held October 5, 2023 be approved.

The Motion was declared

CARRIED

Trustee Rizo returned to the horseshoe at 7:33 pm.

11. Presentations

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

- 11a) High Performance Athletic Program at James Cardinal McGuigan - A. Della Mora, Associate Director of Academic Affairs and Chief Operating Officer and I. Li Preti, Vice Chair of Student Achievement Committee and Trustee Ward 3) received.**

The Motion was declared

CARRIED

Trustee Martino left the horseshoe at 7:41 pm and returned at 7:43 pm.

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

- 11b) Elementary Catholic Student Leadership Impact Team (CSLIT) Report 2023 - M. Chua and S. Perera Gunawardane, CSLIT Directors of Elementary Affairs** received.

The Motion was declared

CARRIED

Student Trustee Beshai left the horseshoe at 7:50 pm and returned at 7:52 pm.

14. Consent and Review

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

- 17b) Safe Schools Annual Report 2022-2023 – Trustee Rizzo;
- 17c) Education Quality Accountability Office Assessment Results 2022- 2023 – Trustees Crawford and Kennedy;
- 17d) Mathematics Achievement Action Plan – Trustee Crawford;
- 17e) Mental Health Action Plan 2023-2026 – Trustee Rizzo; and
- 17f) Policy S.24 – Combined (Split) Grade Classes for Elementary Schools and September Re-Organization – Trustees Kennedy and Rizzo

MOVED by Trustee Martino, seconded by Trustee D’Amico, that the Items not held be received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

- 17a) Elementary Catholic Student Leadership Impact Team Report 2023;
- 20a) Annual Calendar of Reports and Policy Metrics; and
- 20b) Monthly Pending List

Trustee D'Amico left the horseshoe at 7:55 pm.

17. Staff Reports

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

17b) Safe Schools Annual Report 2022-2023 received.

Trustee D’Amico returned to the horseshoe at 8:08 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D’Amico
de Domenico
Del Grande
Kennedy
Li Preti
Lubinski
Martino
Morrison
Rizzo
Tanuan

The Motion was declared

CARRIED

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

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

- 17c) Education Quality Accountability Office Assessment Results 2022- 2023** received.

Trustee Li Preti left the horseshoe at 8:20 pm and returned at 8:26 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Rizzo

The Motion was declared

CARRIED

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

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

- 17d) Mathematics Achievement Action Plan** received.

Trustee Tanuan left the horseshoe at 9:05 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

Trustee Tanuan returned to the horseshoe at 9:09 pm.

Trustee Morrison left the horseshoe at 9:10 and returned at 9:15 pm.

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

17e) Mental Health Action Plan 2023-2026 received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

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

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

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee D'Amico, that we get additional data for the next annual report to include number of schools in each ward, number of split classes in particular schools, and the population of the school and the ward.

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

In Favour

Opposed

Trustees D'Amico
de Domenico
Del Grande
Kennedy
Lubinski
Martino
Rizzo

Crawford
Li Preti
Morrison
Tanuan

The AMENDMENT was declared

CARRIED

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

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

In Favour

Opposed

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

The Motion, as amended, 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 Crawford, 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
Kennedy
Li Preti
Lubinski
Martino
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 Li Preti, seconded by Trustee Martino, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Kennedy
Li Preti
Lubinski
Martino
Morrison
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Del Grande did not vote/respond.

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

SECRETARY

CHAIR

OCSTA MOTION

Moved by: Trustee Maria Rizzo

**Subject: International Language
Elementary Program**

Whereas, the International Language Elementary (ILE) Program is taught to thousands of students at some school boards including the Toronto Catholic District School Board; and

Whereas this program has been operating for more than forty five years at the the Toronto Catholic District School Board; and

Whereas the cognitive benefits of learning languages include improved memory, critical-thinking, problem solving, enhanced concentration, ability to multitask, better listening skills and better performance in other subject areas; and

Whereas in today's connected world, proficiency in other languages is a vital skill; and

Whereas parents, educators and advocates of International language learning know that children need more, not fewer language skills to compete in a global marketplace; and

Whereas the Province of Ontario no longer funds the International Language Elementary program; and

Whereas no funding was received by the Province of Ontario and the Government of Italy (due to change in policy) to fund ILE.

Be it resolved that the Government of Ontario be requested to reinstate and fund International Language Elementary Programs to school boards who wish to provide ILE to students.

OCSTA MOTION

MOVED BY: Maria Rizzo

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

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 it is acknowledged that the Government of Ontario has made some investments to address youth mental health, but more is desperately needed to deal with this urgent crisis.

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: 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: It is acknowledged 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

THEREFORE BE IT RESOLVED THAT: That OCSTA endorse and advocate to the Minister of Education to continue to build upon what has been done, and go further by supporting students mental health in Ontario by implementing the above.

OCSTA MOTION

MOVED BY: Trustee Maria Rizzo

**SUBJECT: Mental Health and Well Being
and enhanced funding for new
and existing active school travel
initiatives**

Whereas, public health agencies have repeatedly stated the importance of being active for student health and well-being; and

Whereas, reports from public health agencies have disclosed that ten percent or fewer of students get the recommended daily physical activity; and

Whereas, due to transportation pressures, fewer Catholic schools and longer distances result in many more children being transported or driven to school; and

Whereas, cars in school zones present a significant risk to student and staff safety and well-being, as well as increasing traffic congestion and pollution especially in large urban centres; and

Whereas, the Ministry of Education, through school boards, now spends in excess of \$1 billion per year on motorized school transportation (i.e. bussing) that moves only 40percent of students province-wide, yet there is little to no support for the other 60 percent of students' travel; and

**Therefore be it resolved that OCSTA
is) write to the appropriate Provincial and Federal
Ministries (Education, Health, Transport, etc.) to request
proactive communication, education programs and
financial support for active school travel initiatives; and**

**ii) encourage the Premier and Prime Minister to
enhance funding for new and existing active school
travel initiatives; and**

**Further be it resolved that OCSTA invite other school
boards and member associations to advocate to
governments for support and partnerships**

OCSTA MOTION

MOVED BY: Trustee Maria Rizzo

SUBJECT: Electric School Buses

Whereas: Approximately 20,000 school buses carry over 833,000 students to school every day in Ontario; and

Whereas: Over 90% of these buses run on diesel fuel; and

Whereas: Pollution Probe, The Delphi Group and Canadian Partnership for Children's Health and Environment (CPCHE), with the support of the Trotter Family Foundation, have released a new white paper on opportunities for accelerating school bus electrification in Ontario; and

Whereas: In 2021, the Government of Canada launched the Zero Emission Transit Fund, investing \$2.75 billion to support public transit and school bus operators to transition to zero emission vehicles, from planning to purchasing vehicles and building infrastructure; and

Whereas: Air pollution from diesel buses has been linked to serious health and educational impacts on the children they transport each and every day; and

Whereas: The rapid deployment of electric school buses across Ontario's school boards would protect children's health, reduce carbon emissions, and strengthen the province's automotive manufacturing industry; and

Whereas: Beyond the numerous benefits electric school buses can provide, they offer a rich opportunity for community collaboration; and

Whereas: The time to get dirty diesel school buses off the road is now

Therefore be it resolved that OCSTA request the Province of Ontario to take the necessary actions to bring together school boards, school transportation providers, manufacturers across the supply chain, policymakers at the local, provincial, and national levels, and academia conducting research on the benefits and logistics of school bus electrification; and

Be it resolved that OCSTA urge the Government of Ontario accelerate the adoption of electric school buses in the province for the health of children and to contribute to the fight against climate change.



REPORT TO

CORPORATE SERVICES, STRATEGIC
PLANNING AND PROPERTY
COMMITTEE

**CONTRACTOR TENDER AWARD AND CAPITAL
BUDGET APPROVAL FOR ST. ANTOINE DANIEL**

"I can do all this through Him who gives me strength." Philippians 4:13(NIV)

Drafted

November 1, 2023

Meeting Date

December 7, 2023

Marko Lavrisa, Acting Senior Coordinator (Acting), Capital Development

Milka Zlomislac, Superintendent, Capital Development, Asset Management & Renewal

RECOMMENDATION REPORT

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

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



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

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



Brendan Browne
Director of Education

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

Derek Boyce
Associate Director of Corporate
Services and Chief Commercial Officer

Ryan Putnam
Chief Financial Officer and Treasurer

A. EXECUTIVE SUMMARY

This report recommends that a construction contract for St. Antoine Daniel Catholic Elementary School, which includes a childcare, be awarded to Everstrong Construction Ltd. for a total of **\$30,073,452.16** including net HST.

The report also requests approval of the Board of Trustees to submit a request to the Ministry of Education for approval of the use of the Board's Proceeds of Disposition in the amount of \$400,000 to provide forced air conditioning throughout the school. Full air conditioning is not supported by the Ministry's benchmark capital funding.

This report also recommends approval of a revised project budget of **\$33,806,480.00** including net HST, for which funding is available from the Ministry of Education Capital Priorities Grant, Proceeds of Disposition, and the Education Development Fund.

The cumulative staff time required to prepare this report was 37 hours

B. PURPOSE

1. The Toronto Catholic District School Board Purchasing Policy requires Board approval of contract awards for new schools.

C. BACKGROUND

1. **Benchmark funding was approved in November 2016 for the construction of a replacement school for St. Antoine Daniel Catholic School.** The Ministry of Education providing funding for a 510 pupil place school plus 5 room child care in the amount of \$13,220,104.
2. **The Board approved an award of contract to LGA Architects on October 12, 2017** to provide consulting services for the construction of a replacement school for St. Antoine Daniel Catholic School and Child Care.
3. **An application for Municipal Site Plan Approval was submitted on August 21, 2020.** Following the receipt of the Notice of Approval Conditions (NOAC) on October 4, 2022, Site Plan Agreement was executed on 23 June 2023.
4. **A request for Approval to Proceed to Tender (ATP) was made on June 13, 2022 and the Ministry granted ATP on July 28, 2023, thirteen months**

after the request. The Ministry approved ATP funding, including demolition of the existing school in the total amount of \$30,714,207 based on the third-party costing at the time of the request.

5. **The construction tender closed on October 31, 2023.** With the lowest construction bid price, the project budget exceeded the project funding approved by the Ministry. Board staff and the consultant team have worked with the lowest bidder to itemize costs eligible for Education Development Charges funding and to identify costs reductions so that a revised request for funding from the Ministry is not required.
6. **Award of the contract is required in advance of the end of the tender 90-day irrevocable period on January 29, 2024.**
7. **The anticipated school start date is September 2, 2025.**

D. EVIDENCE/RESEARCH/ANALYSIS

1. **A prequalification of general contractors was completed in February 2022 following Board policy and good construction practice.** A Request for Qualification (RFSQ-004-21) was used to pre-qualify general contracts for 5 new elementary schools, including St. Antoine Daniel. Submissions were scored according to the Board's approved prequalification matrix and nine (9) general contractors were prequalified through the process.
1. **Tender T-011-24 for the St. Antoine Daniel School was issued to the pre-qualified contractors on September 26, 2023 and closed on October 31, 2023.** Seven (7) prequalified bidders attended the mandatory site visit and six (6) bids were received.
2. The bids received are summarized in Table 1 below:

Table 1 - T-011-24 Bid Analysis of Submitted Bids (net HST excluded):

General Contractor	Base Bid Price
Everstrong Construction Ltd.	\$29,825,000.00
Garritano Bros. Ltd	\$29,999,294.90
Pre-Eng Contracting Ltd.	\$30,350,000.00
JR Certus Construction Co. Ltd.	\$32,124,000.00
Corebuild Construction Ltd.	\$32,930,000.00
Remo General Contracting Ltd.	\$36,700,000.00

3. **The lowest bidder meeting the Board’s specifications is Everstrong Construction Ltd.**
4. **An alternative price was requested in the tender for air conditioning of the entire school building.** Full air conditioning is not included in the Ministry’s benchmark funding. Because the base bid exceeded the approved funding, an alternative funding source to proceed with full air conditioning must be provided. It is recommended that a request for use of the Board’s Proceeds of Disposition, in the amount of \$400,000 (excluding taxes) be made to the Ministry. It is recommended that the Alternate Price of \$310,000 (excluding taxes) be accepted as part of the final contract value.

E. METRICS AND ACCOUNTABILITY

1. The Ministry of Education ATP letter approving funding for the St. Antoine Daniel School and Child Care is provided in Appendix A.
2. Following the close of the tender, Board staff negotiated with the lowest successful bidder, to find cost reductions to ensure the overall project budget remained within the approved Ministry funding. As a result, the Board is not required to request additional funding from the Ministry to award the construction contract, which may have caused delays to the start of construction.
3. The revisions to the Bid Price are as follows;
 - a. Original Bid Price - \$29,825,000 (excl. net HST)
 - b. Alternate Price for Air Conditioning – ADD \$310,000 (excl. net HST)

- c. Value Engineering – DEDUCT \$697,400 (excl. net HST)
 - d. Revised Contract Value - \$29,437,600 (excl. net HST)
 - e. ADD net HST of \$635,852
 - f. Revised total is \$30,073,452.
4. Table 2 below, outlines the revised project budget a per the tender results and the approved funding.

Table 2 – Project Budget and Funding Breakdown

Table 1 - St. Antoine Daniel Replacement School - Project Budget					<i>30-Nov-23</i>	
<i>Funding Breakdown</i>					Total Costs	
	Capital Priorities + FDK	Child Care	POD	EDC Site Prep/ Demolition 100%		
A. Total Consulting Fees and Expenses	\$871,589	\$126,595		\$118,558		\$1,116,742
B. Total Other Soft Costs	\$599,237	\$61,038		\$25,019		\$685,294
C. Construction Costs						
Tender	\$21,488,628	\$2,930,268		\$4,341,800	\$28,760,696	
Allowance	\$525,920	\$71,716		\$398,424	\$996,060	
Cooling System - add alternate price			\$316,696		\$316,696	
C. Total Construction	\$22,014,548	\$3,001,984	\$316,696	\$4,740,224	\$30,073,452	
D. Contingency Allowance	\$1,340,702	\$119,128	\$91,944	\$379,218	\$1,930,992	
TOTAL PROJECT COST	\$24,826,076	\$3,308,745	\$408,640	\$5,263,019	\$33,806,480	
APPROVED FUNDING	\$24,826,076	\$3,308,745	\$0	\$2,579,386	\$30,714,207	
Estimated Funding Deficit	\$0	\$0	-\$408,640	-\$2,683,633	-\$3,092,273	

5. At the time of the request for Approval to Proceed, the EDC eligible project costs were estimated to be \$2,579,386 This was based on a March 2022 costing completed by the Cost Consultant. Based on the October 2023 construction tender and itemized costing provided by the contractor for EDC eligible construction scope of \$4,740,224 (plus contingency of \$379,218), the total EDC eligible costs are determined to be \$5,263,019.00. This site is 100% EDC eligible. Staff confirmed that the Ministry is not required to confirm or approve increases in EDC's.

6. The project budget will be monitored through the Board's financial systems and audit processes and the financial status will be reported to the EDU annually.

F. STAFF RECOMMENDATION

1. That a construction contract for the St. Antoine Daniel Replacement School and Child Care be awarded to Everstrong Construction Ltd. in the amount of \$29,437,600.00 plus net HST of \$635,852.16 for a total of **\$30,073,452.16**.
2. That a request for use of \$400,000 (excluding tax) of the Board's Proceeds of Disposition for the provision of air conditioning of the entire school be submitted to the Ministry of Education for approval.
3. That a revised project budget of **\$33,806,480.00** including net HST be approved as detailed in Table 2.

Ministry of Education**Ministère de l'Éducation**

Capital and Business Support
Division

Division du soutien aux
immobilisations et aux affaires

315 Front Street West
15th Floor
Toronto ON M7A 0B8

315, rue Front Ouest
15^e étage
Toronto (Ontario) M7A 0B8

July 28, 2023

Dr. Brendan Browne
Director of Education
Toronto Catholic District School Board
80 Sheppard Avenue East
Toronto, ON M2N 6E8

Dear Dr. Browne,

The ministry has received Toronto Catholic District School Board's request for an Approval to Proceed (ATP) to tender in the amount of \$30,714,207 for the construction of the new 510 pupil place St. Antoine Daniel Catholic Elementary School (CES) including a five-room child care centre with 88 licensed spaces in Toronto and a request for Minister's approval to demolish the former St. Antoine Daniel Catholic Elementary School (SFIS#3881) under *s. 194(4) of the Education Act*.

The ministry has reviewed the supporting information provided by the school board and, based on our review, the ministry grants your board for the ATP in the amount of \$30,714,207 with the additional funding as shown in the table below for the construction and demolition:

St. Antoine Daniel CES	Construction	Demolition	Total
Project IDs:	40-127	40-171	
Funding Program:			
Capital Priorities	\$9,877,457		\$9,877,457
Full Day Kindergarten	\$771,380		\$771,380
Child Care Capital	\$2,571,267		\$2,571,267
Subtotal	\$13,220,104		\$13,220,104
Additional Funding:			
Capital Priorities	\$13,506,784	\$670,455	\$14,177,239
Child Care Capital	\$737,478		\$737,478
Education Development Charge	\$2,579,386		\$2,579,386
Subtotal - Additional Funding	\$16,823,648	\$670,455	\$17,494,103
Total Funding	\$30,043,752	\$670,455	\$30,714,207

The Minister also grants your board the approval to demolish the former St. Antoine Daniel CES (SFIS# 3881) building under *s. 194(4) of the Education Act*.

The additional funding approval is subject to the Lieutenant General in Council's approval of a future Grants for Student Needs regulation amendment.

Your board is responsible and will be held accountable for implementing appropriate measures to ensure that the total cost of the project remains within the approved revised allocation of \$30,714,207. Your board must ensure that funding is available to meet the financial commitment of the project tender prior to awarding the contract.

Your board's tender document for this project should be structured in such a way as to allow separate tenders for optional components of the design in order to allow the board to accept only the components that would fit within the approved project costs. The board should be prepared to reject portions of or the entire tender and may need to re-design the project such that the costs do not exceed the approved project funding.

The Ministry understand the five-room child care centre with 88 licensed spaces include 1 infant room with 10 licensed spaces, 2 toddler rooms with 30 licensed spaces, and 2 preschool rooms with 48 licensed spaces. The ministry would like to remind you that the Child Care Capital funding allocation you have received for this project can only be used to address the capital costs related to the implementation of child care.

Please refer to the attached **Appendix A - Communications Protocol**, for detailed requirements regarding public communications, events and signage related to the project.

Should you have any questions regarding this issue, please contact your capital analyst, Matthew Anderson at (647) 278-3760 or via email at matthew.anderson@ontario.ca.

Sincerely,

Original signed by:

Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

c: Paul Bloye, Director, Capital Program Branch
Derek Boyce, Associate Director of Facilities, Business and Community Development,
Toronto Catholic District School Board
Shanley McNamee, General Manager, Children's Services, City of Toronto



REPORT TO

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

REPORT BACK ON 2022-2023 BOARD IMPROVEMENT AND EQUITY PLAN (BIEP)

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

Drafted	Meeting Date
November 20, 2023	December 7, 2023

Dr. Brandy Doan-Goss, Head of Research and Analytics
 Cristina Fernandes, Executive Superintendent, Student Achievement, Innovation and Well Being

INFORMATION REPORT

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

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



MULTI-YEAR STRATEGIC PLAN
 2022 - 2025

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



Brendan Browne
 Director of Education

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

Derek Boyce
 Associate Director of Corporate Services and Chief Commercial Officer

Ryan Putnam
 Chief Financial Officer and Treasurer

A. EXECUTIVE SUMMARY

This report provides feedback on the implementation of the TCDSB Board Improvement and Equity Plan for the 2022-2023 school year. The plan outlined a continued commitment to ensure student success through: improved student learning; equity of student outcomes especially for underserved students; and, the creation of school environments that are safe and conducive to student well-being.

The TCDSB plan continued to promote Catholic faith formation and pastoral care to support students. This annual report provides an update on the work of the 2022-23 Board Improvement and Equity Plan that informed the work at each school and includes anecdotal analysis of school improvement planning implementation. The report also provides next steps in addressing student achievement and well-being through the transition to a Board Student Achievement Plan.

The cumulative staff time required to prepare this report was 30 hours.

B. PURPOSE

1. The TCDSB is committed to providing students with learning opportunities that honour who they are as children of God and help them to reach their ultimate God-given potential in an environment that supports not only their academic learning, but their overall well-being.
2. In the Fall of 2021, the Ministry provided every board with a template for a Board Improvement and Equity Plan (BIEP). The template identified multiple student data points that address demographic data with the intention of identifying learning opportunities for underserved and/or marginalized students.
3. This report provides feedback on the implementation of the TCDSB 2022-2023 BIEP to date, given that BIEP work continued from the previous year.
4. This report also includes School Improvement and Equity Plan (SIEP) data that reflects the work of schools at the local level that informs the BIEP.

C. BACKGROUND

1. The Ministry of Education requires that every school board create a Board Improvement and Equity Plan (BIEP). The TCDSB 2021-22 BIEP was

developed in alignment with the Multi-Year Strategic Plan (MYSP) and was informed by the Pastoral Plan and the Equity Action Plan.

2. On September 20, 2021, the Ministry of Education presented a draft overview of a new school board planning tool to assist with the creation of the local Board Improvement and Equity Plan (BIEP).
3. As part of TCDSB’s ongoing commitment to faith formation, the BIEP is supported by the three-year Pastoral Plan which provides ongoing nurturing of our Catholic Community. In 2022-2023 the pastoral plan focus on “Walking with Christ with Hearts of kindness and love” supported the implementation and refinement of the Board Improvement and Equity Plan.
4. Our Catholic faith priorities continue to be a key element of promoting student growth, typically supported through the work in the classroom and at the school and board levels. This is evident in the catechetical program, the seasonal prayers, liturgies and the TCDSB virtues of the month.
5. In addition to Catholic faith formation, the priorities of the TCDSB MYSP are well aligned with the Ministry directed priorities of the BIEP as can be seen in Table 1.

Table 1: Board Improvement and Equity Plan Priorities	
Priority	Description
A. Achievement	<ul style="list-style-type: none"> ○ Improve math achievement ○ Improve literacy achievement
B. Human Rights and Equity	<ul style="list-style-type: none"> ○ Support the implementation of de-streaming ○ Promote culturally responsive pedagogy and instructional equity
C. Mental Health, Well-Being and Engagement	<ul style="list-style-type: none"> ○ Improve student mental health and well-being ○ Improve student, parent and community engagement
D. Transitions And Pathways	<ul style="list-style-type: none"> ○ Improve graduation rates ○ Improve student readiness for future success

6. The Ministry designed the standardized BIEP framework to assist district school boards to:
 - a. identify local actions that will lead to improved achievement, equity, well-being and transitions for all students;
 - b. increase accountability and standardize commitments for addressing human rights and equity across the education system;

- c. capture the experiences and outcomes of Indigenous students, Black and other racialized groups of students, students with disabilities and/or special education needs (non-gifted), 2SLGBTQ+ students and students from low-income households.
- 7. The TCDSB worked over the last two years to align data collection practices with requirements outlined by the Ministry. Some of this work was evidence through the Student Census completed in early 2023.
- 8. Schools used the BIEP priorities to create corresponding School Improvement and Equity Plans (SIEP). See Appendix A.
- 9. BIEP performance was monitored by the following Key Performance Indicators:
 - a. SIEP implementation process and reporting
 - b. Professional Learning Plan Analysis – what schools did with their release days
 - c. Student Outcomes:
 - i. EQAO and OSSLT achievement in 2022-2023 as compared to the established baseline in 2021-2022.
 - ii. Credit Accumulation rates for secondary Grade 9 and 10 students (including 2021-2022 disproportionality analyses that examines credit accumulation by race or disability if possible to determine if some groups are being underserved)
 - iii. Destreaming Analysis of Secondary Students (including 2021-2022 disproportionality analyses by race and/or disability if possible to determine if some groups are being inequitably streamed)

D. EVIDENCE/RESEARCH/ANALYSIS

A) School Improvement and Equity Plans Implementation and Process

1. Schools were required to report back on the implementation of their 2022-2023 goals at the end of May 2023. Principals were asked to complete questions on progress to date and submitted student work samples of learning to each area Superintendent.
2. The SIEP process involves principals working with their local school teams to develop goals and strategies aligned with the BIEP priorities to meet the needs of their local school community. Schools were required to create an achievement goal and had the opportunity to create one or more additional

supporting goals selected from the three other priorities of the BIEP (e.g., Mental Health and Well Being, Human Rights and Equity, and Transitions & Pathways).

3. The creation and implementation SIEPs included classroom and school-based data to support the work of student instruction and professional learning for teachers. Available demographic data, survey responses from Ministry of Education mandated climate and safe school surveys and achievement data were used to inform contextual local school goals.
4. As part of the SIEP process, Catholic School Parent Councils had the opportunity to review and give input on the local school plans in the Fall of 2022 before the plans were finalized and posted to each school's website.
5. Schools were asked to prioritize an achievement goal as a first priority for the school improvement plans. Therefore, the vast majority (82%) of schools focused their instructional efforts in the area of Mathematics. Where local needs dictated, Principals focused on Literacy (9.5%) and a smaller number (8%) focused on other goals such as a combination of both Literacy and Numeracy for distinct grades or a focused on de-streaming approaches in secondary schools.
6. In addition to the achievement goal, schools in 2022-2023 could select goals from the three other priorities of the BIEP that met their local school community need. Schools created a goal within their SIEP addressing the specific priority. Human Rights and Equity was the focus of the majority of schools (75.6%) as their secondary goal, followed by Mental Health and Well-Being (18.4%), and six percent chose Pathways and Transitions.

B) Professional Learning Analysis of Release time for SIEP Development and Implementation

7. As part of the Professional Learning Plan shared at the Student Achievement and Well-Being Committee in December 2022, we conducted an analysis of the release days. In the 2022-2023 school year, every school was provided release days to plan, implement and monitor their School Improvement and Equity Plan. These release days were provided based on school enrolment and equity factors to ensure schools who may have been underperforming received additional resources to implement strategies to support staff learning.
8. Schools were required to submit a plan along with their request for local teacher release days to address their SIEP development, planning or monitoring goal. Approximately 40% of release time was used to develop the plan while the remaining were used to implement and monitor the implementation of the strategies.

9. Of the code days used to implement the plans, it was observed that 87.2% of release time was used to support Mathematics and 12.8 % to Literacy, Early Reading and other specified curriculum areas. (See Appendix A)
10. In line with what we expected, approximately 70% of schools used the release time to focus on a variety of high-yield assessment practices including descriptive feedback, and collaborative learning. Approximately 36% of schools focused on effective direct instruction techniques such as differentiated instruction, and small-group instruction. Schools could choose more than one method of high-yield practices, and some chose to focus on both assessment and instruction hence the overlap in percentages.
11. Release time analysis demonstrated how principals were supporting teachers with implementing rigorous instructional and assessment strategies with their teachers in classrooms to address student learning and achievement. It also helped us to determine where schools were leveraging available resource teachers and facilitator/coaches, and, how schools were deploying educational technology tools.

C) Student Outcomes

12. EQAO reading, writing and math both Grade 3 and 6 (document high level changes from baseline). The sustained focus on mathematics in elementary yielded increases in achievement.
13. EQAO Grade 9 Mathematics – students participating in this assessment showed a gain of 5% over the previous year. This result was also just above the provincial achievement level.
14. Ontario Secondary School Literacy Test (OSSLT) - TCDSB students participating in the assessment for the first time achieved at 4% higher than the students in 2021-2022.
15. Credit accumulation data
 - In 2021-2022: 90.1% of our grade 9 students had 8 or more credits by the end of August 2022 and are on track to graduate; 95.9% of grade 10 students had 16 or more credits by the end of August 2022 and are on track to graduate.
 - In 2022-2023: 89.4% of Grade 9 students had 8 or more credits by the end of August 2023 and are on track to graduate; and, 83.7% of Grade 10 students had 16 or more credits by the end of August 2023.

E. METRICS AND ACCOUNTABILITY

A) Future Actions

1. In June 2023, the Ministry of Education introduced the Better Schools and Student Outcomes Act. The act provided direction with respect to Student Achievement reporting. This plan was presented to the Board of Trustees at the September 2023 Student Achievement and Well Being, Catholic Education And Human Resources Committee Meeting. While TCDSB awaits further direction from the Ministry of Education on the Student Achievement Plan implementation, we continue to align our work with the priorities listed in the plan through the work of the SIEP.
2. In 2023-2024, schools continue to receive release time to support implementation of each school's goals. Both Literacy, Math and Student Success departments continue to support schools in implementing these goals.
3. A Math Achievement Action Plan is currently being implemented in TCDSB. To support Early Reading and De-Streaming, additional action plans are being developed to support the implementation of these achievement priorities.
4. For 2023-2024, staff will continue to work to implement the current goals using the resources that have been available through ministry initiatives for Mathematics (coaches and facilitators) Early Reading (facilitators) and De-streaming (facilitators).
5. We have expanded the Learning and Leading Principals initiative to include 24 principals that are learning side by side with superintendents and are sharing best practices with their colleagues at monthly Principal Meetings.
6. Additionally, as we respond to the Ministry requirements, we are in the process of developing a Board Student Achievement Plan (BSAP) that aligns with both the TCDSB MYSP, the Equity Action Plan, the Mental Health Plan, and the Special Services Action Plan. A draft plan will be circulated appropriately for parental input to finalize the Board's Student Achievement Plan for 2024-2025.
7. The final BSAP plans will be shared with the Board of Trustees, posted on the TCDSB site and, will replace the BIEP for 2024-2025.

F. CONCLUDING STATEMENT

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

Appendix A

School Report Back on 2022-2023 SIEP Goals

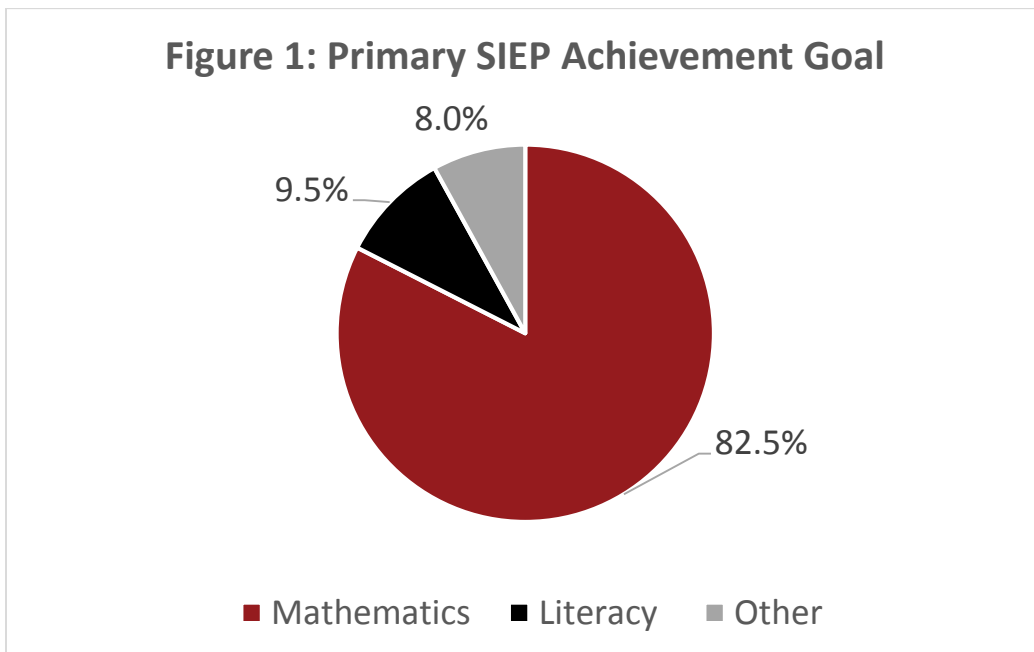
This appendix contains feedback collected from schools with respect to their School Improvement and Equity Plans (SIEP).

All schools had to create an Achievement Goal and at least one other goal from the three remaining priorities of the Board Improvement and Equity Plan (BIEP).

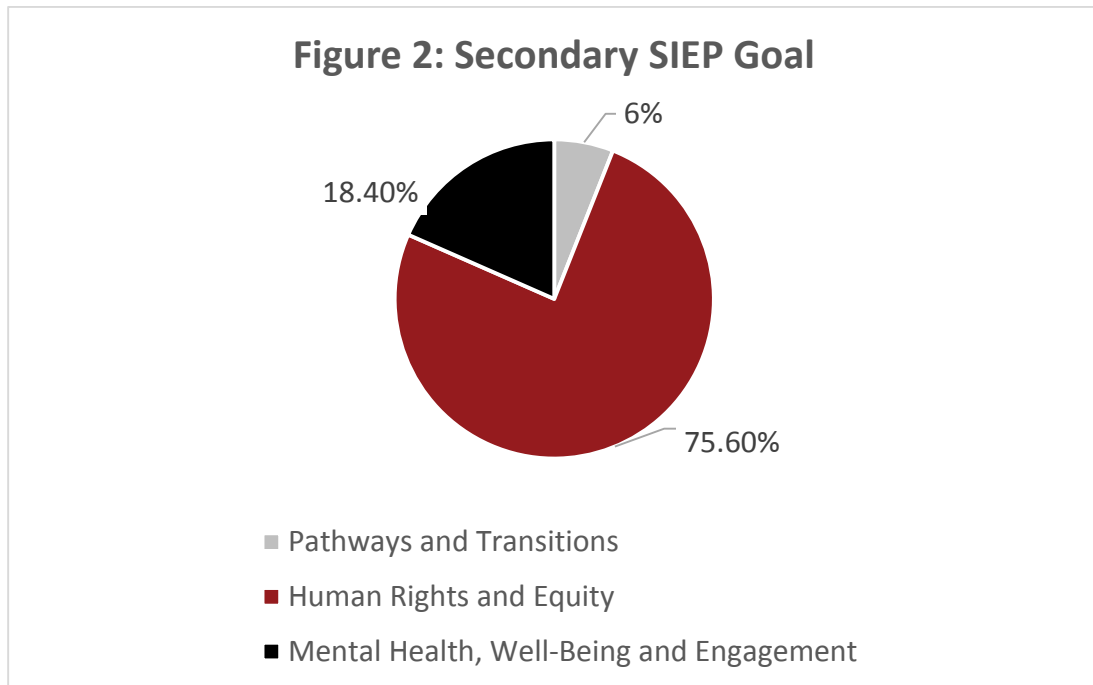
The four areas of the BIEP include:

- A. Achievement
- B. Human Rights and Equity
- C. Mental Health, Well-Being and Engagement
- D. Transitions And Pathways

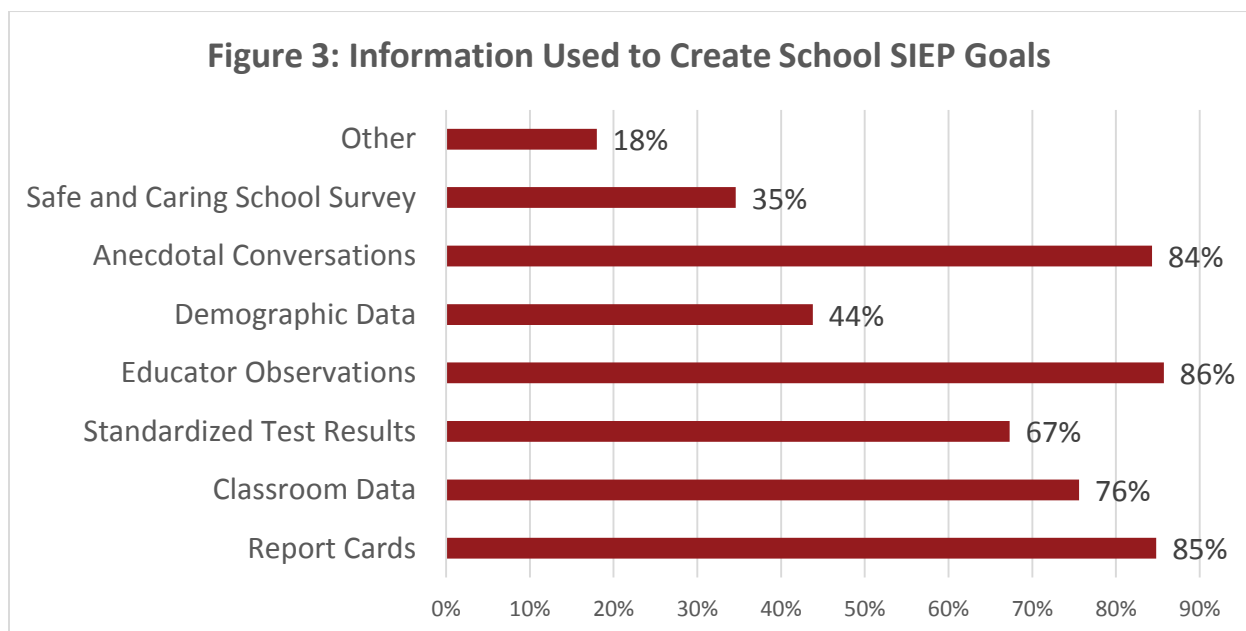
Schools were required to create one achievement goal in the area of need in their community. 82.5% created a Mathematics goal (See Figure 1). The other category created goals that may have overlapped with literacy or numeracy and an additional subject area.



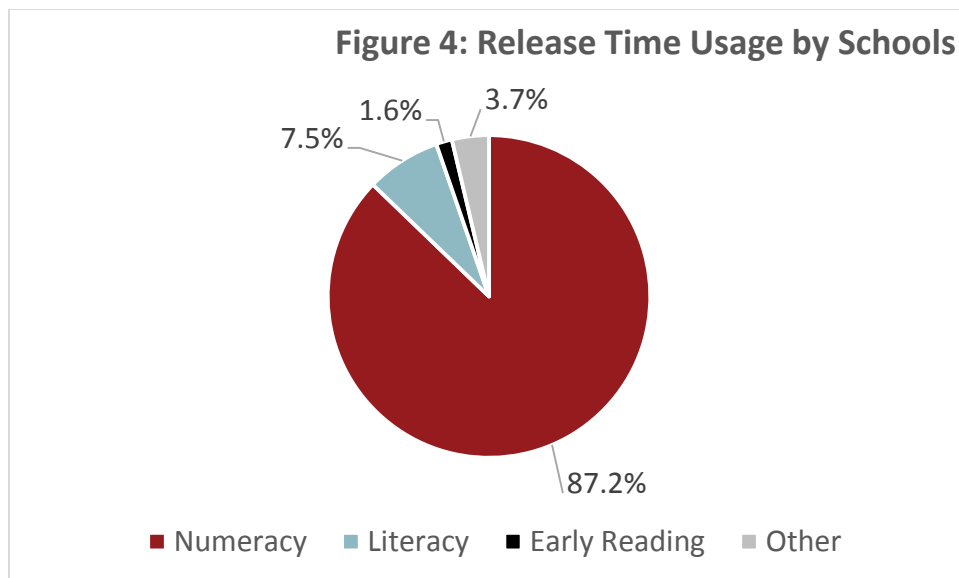
In addition to the achievement goal, each school was also required to select a secondary goal in one of three areas (Equity, Mental Health, Well-Being and Engagement, and Pathways and Transitions). See Figure 2.



School teams were able to review information from a variety of different sources. (See Figure 3).



Schools were provided with Release time to support the SIEP in their school. Figure 4 demonstrates how this time was used in schools.



Alignment of SIEP goals to BIEP Priorities

Below are samples of the work that was taking place in schools including strategies collected from release day requests. These requests were vetted by the school Superintendent and the central team to ensure alignment with system priorities.

“Focus on engaging in weekly authentic problem solving opportunities, greater opportunities to engage in small group work, a focus on use of reading strategies to deconstruct the language in math problems, build and use consistent math vocabulary throughout the grades, continue to build and model a growth mindset, provide verbal feedback, one-to-one conferencing, assessments with a focus on Independent and small group instruction, co-planning and co-teaching with math resource teacher by staff to support educator learning and understanding, in order to better support student learning, and weekly tips shared on Staff communication by administrator re: high yield strategies and thinking classroom.”

“Use of hands-on manipulatives, use of technology, descriptive feedback, small group instruction, direct instruction.”

“Engaging in math talk, demonstrating prior knowledge about the concept, use of self-reflection chart to determine prior knowledge, use of slides on the board and visual about Canadian currency (use of visuals), direct teaching - structured activities broken down into

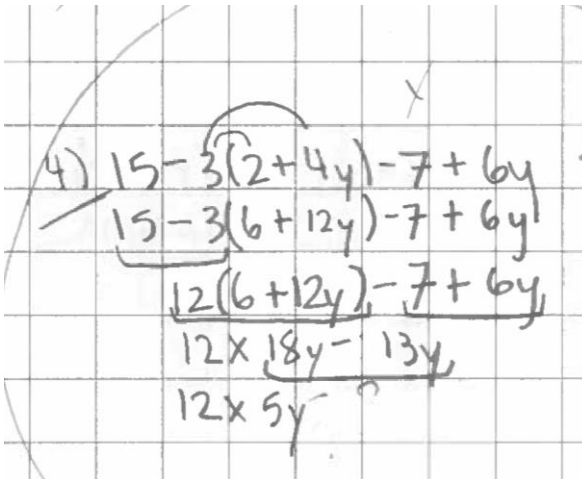
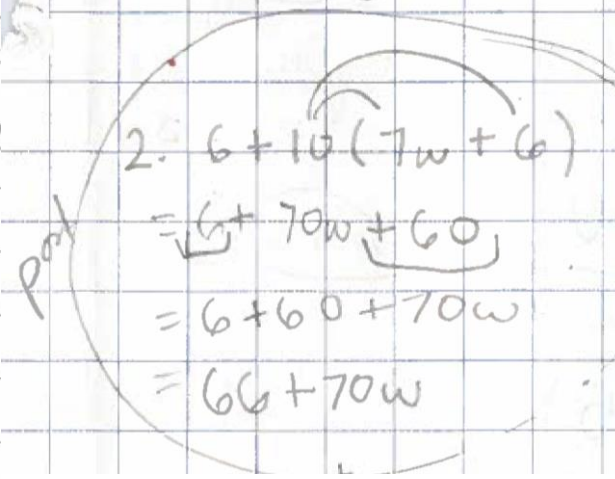
small steps, showing their work/findings on the board, use of real-life experiences, practice independently to show what they learned.”

“Small group instruction, direct instruction, math conversations, descriptive feedback, use of math coach.”

“Literacy Resource Teachers working providing staff with strategies when working ESL and ELL learners, staff using Math Up resources, C.U.B.E.S. , Math Conversations, explicit teaching of literacy skills (particularly how it pertains to math), focused teacher collaboration, following the scaffolding approach leading to gradual release. □Made use of EDWIN, specifically for resources regarding programming material. Evidence and monitoring tools for student work, Knowledgebook (grades 3-8), MathUp assessments, improvement cycles.”

Collection of Work Samples

In May 2023, Principals collected work samples from the same student to look at their learning in the area of their achievement goal. An example is provided below.

Sample of a Pre assessment Task with a focus on Algebra	Sample of a Post Assessment Task with a focus on Algebra
	
<p>Student applies the distributive property ineffectively and leading to an incorrect answer.</p>	<p>Student applies the distributive property effectively leading to a correct answer.</p>

The gains made between pre assessment and post assessment are a result of the implementation of a variety of strategies between sample collection.



REPORT TO

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

2023-2024 K-12 Professional Learning Plan to Support Student Achievement and Well-Being

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

Proverbs 21:5

Drafted

Meeting Date

November 27, 2023

December 7, 2023

Cristina Fernandes, Executive Superintendent of Student Achievement, Innovation & Well-Being
 Lori DiMarco, Superintendent of Curriculum Leadership & Innovation; Academic ICT
 Kimberly Dixon, Superintendent of Mathematics Curriculum & Innovation
 Dr. Brandy Doan-Goss, Head of Research and Analytics

INFORMATION REPORT

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

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



MULTI-YEAR STRATEGIC PLAN
 2022 - 2025

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



Brendan Browne
 Director of Education

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

Derek Boyce
 Associate Director of Corporate Services and Chief Commercial Officer

Ryan Putnam
 Chief Financial Officer and Treasurer

A. EXECUTIVE SUMMARY

This report provides an overview of the central K-12 professional learning plan for teachers. The plan outlines the use of Ministry and Board financial resources to facilitate professional learning in TCDSB schools in order to support student achievement and well-being. This plan assists schools in the implementation of their School Improvement and Equity Plans (SIEP). The professional learning plan also supports the implementation of the new Board Student Achievement Plan (BSAP) and the Multi-Year Strategic Plan (MYSP). The plan is created in alignment with the TCDSB Pastoral Plan, TCDSB Equity Action Plan, TCDSB Special Services Action Plan, TCDSB Mathematics Achievement Action Plan and the TCDSB Mental Health Action Plan. The Professional Learning plans are found in Appendices A to U.

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

B. PURPOSE

This annual report outlines the central professional learning initiatives for teacher professional learning that support the Board Student Achievement Plan (BSAP 2023-2024), as metrics continue to be collected.

C. BACKGROUND

1. Fall 2023 – Central Staff have been engaged in the development and refinement of the professional learning plans to align with ministry direction, as prescribed by the BSAP expectations provided by the Ministry of Education.
2. Consultation occurs annually with federation partners at Joint Professional Development Committee meetings.
3. Funding to support this professional learning is provided by the Ministry of Education, mainly through Grants for Student Needs (Student Success) and specific Priority and Partnerships Funding (PPF).
4. Professional Learning Plans for Numeracy and Literacy are informed by EQAO assessment data. The 2021-2022 results constitute a new baseline for EQAO assessments due to changes in the administration of the assessment. Results from 2022-2023 assessments were released in October 2023 and central and school-based staff have begun the tracking for trends as outlined in the EQAO Annual

Report presented at the November 2, 2023 Student Achievement and Well-Being Committee of the Board meeting.

5. As outlined in the above-noted EQAO report: TCDSB Reading and Writing results continue to be strong, with students scoring above the provincial average. This foundation continues to influence outstanding results on the Ontario Secondary School Literacy Test (OSSLT) as the percentage of successful students increased over the previous year congruent with the provincial results.

Literacy strategies will intentionally focus on early reading strategies and the application of assessments to determine student needs, to target instruction.

6. Numeracy strategies intentionally target the three areas of priority as identified in the Mathematics Achievement Action Plan: <http://www.tcdsb.org/tcdsb-math-achievement-action-plan-digital>
7. Numeracy and literacy strategies are intentionally embedded throughout the professional learning plans of all subject areas, where applicable.

D. EVIDENCE/RESEARCH/ANALYSIS

1. In June 2023, the Ministry of Education introduced a Student Achievement Plan for each District School Board that will be informed by specific data and include consultation with parent/guardian stakeholders. This plan will be put in place by June 2024 for the 2024-2025 school year. The priorities in this plan are aligned with the TCDSB’s current Board Improvement and Equity Plan (BIEP). Each initiative this year (see appendices) is aligned to a BIEP priority. See Table 1 on the next page.

Table 1	
Priority	Focus
Achievement	<ul style="list-style-type: none"> • Improve math achievement • Improve literacy achievement
Human Rights and Equity	<ul style="list-style-type: none"> • Support the implementation of de-streaming • Promote culturally responsive pedagogy and instructional equity
Mental Health, Well-Being and Engagement	<ul style="list-style-type: none"> • Improve student mental health and well-being • Improve student, parent and community engagement

Pathways and Transitions	<ul style="list-style-type: none"> • Improve graduation rates • Improve student readiness for future success
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2. Central Staff, together with Research staff, review board data to determine the progress toward achievement of priorities identified through the goals and action plans outlined in the BSAP and the MYSP. The TCDSB professional learning plan is informed by a revised Data Plan, and incorporates key Ministry initiatives.
3. The EQAO assessments administered in 2021-2022 served as a standardized baseline. The 2022-2023 school year results were released in October 2023. The EQAO annual report was presented at the November 2023 Student Achievement and Well-Being, Catholic Education and Human Resources Committee meeting.
4. Equitable assignment of resources and support for literacy and numeracy professional learning will be differentiated according to the needs of the school, the school's exposure to socio-economic stressors and as identified using current achievement data, based on EQAO scores from 2021-2022 and 2022-2023.
5. Mathematics priority schools have been identified by the Ministry of Education, using 2021-2022 EQAO data. Numeracy professional learning is focused on the three priorities outlined in the Mathematics Achievement Action plan: ensuring fidelity to the new curriculum, supporting teacher content knowledge for teaching and knowing the learner.
6. Literacy professional learning is focused on evidence-based approaches that emphasize direct, explicit and systematic instruction of foundational knowledge and skills in the elementary Language curriculum and the de-streamed Grade 9 English courses. Literacy support is provided through a variety of methods to assist with the implementation of the new (2023) Gr 1 to Grade 8 Language curriculum and the new Gr 9 De-streamed English course. A detailed plan for literacy and early reading support is included in Appendix B.
7. The 2023-2024 K-12 Professional Learning Plans for teachers are multi-faceted and have the following components:
 - a. Mathematics (Appendix A)
 - b. Literacy and Early Reading Supports in the Classroom (Appendix B)
 - c. Literacy (Appendix C)
 - d. Early Reading K-3 (Appendix D)
 - e. Nurturing Our Catholic Community (Appendix E)
 - f. Indigenous, Equity & Comm Relations (Appendix F)
 - g. Supporting English Language Learners (Appendix G)

- h. French as a Second Language (Appendix H)
- i. Safe Schools (Appendix I)
- j. The Arts - Dance, Drama, Music, Visual Art (Appendix J)
- k. Specialist High Skills Major (Appendix K)
- l. 21st Century Learning (Appendix L)
- m. Science, Social Studies, Eco Schools (Appendix M)
- n. Student Success (Appendix N)
- o. Catholic Student Leadership (Appendix O)
- p. Health & Physical Education and Outdoor Education (Appendix P)
- q. Co-operative Education (Appendix Q)
- r. Dual Credit (Appendix R)
- s. Experiential Learning (Appendix S)
- t. Guidance, Transitions and Career Education (Appendix T)
- u. Ontario Youth Apprenticeship Program (Appendix U)

E. METRICS AND ACCOUNTABILITY

1. The BSAP establishes provincial education priorities, goals and performance indicators to support continuous quality improvement, especially in underserved communities.
2. With the use of a Common Professional Learning Feedback Form at all professional learning sessions, we will collect data on teacher learning. This collected information is shared with the research department and is used to:
 - inform the need for further professional learning;
 - inform the need to adjust workshop content / focus;
 - determine impact of the professional learning
3. To monitor impact, we track:
 - the number of educators who voluntarily attend professional learning offerings;
 - the quality of professional learning provided through feedback from those who participated in training;
 - the alignment of the professional learning provided with Ministry of Education curriculum standards and expectations;
 - the accuracy of school learning plans to address student needs based on student data that is collected (e.g., triangulation of data based on observations, conversations and student work);
 - and report on trends of board-wide data (e.g., report card data, EQAO performance trends, attendance, school-level socioeconomics and school climate data).

4. Professional learning outlined in this plan supports the goals articulated in local school SIEP plans. Schools have developed their SIEP to guide the achievement focus in their communities. Most schools will continue to implement numeracy, literacy, and de-streaming goals.
5. The board central team and school teams will continue to be engaged in collecting and analyzing data as per the direction of the Ministry BSAP.
6. Under the direction of the Principal and with the oversight of the School Superintendent, school teams will follow an annual process to develop and monitor the SIEP.
7. School Superintendents report back to Education Council on the monitoring of school plans.

F. CONCLUDING STATEMENT

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

Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Total # Days
High Impact Instructional Practices in Primary Math (featuring Mathology and Zorbits) (MAAP Priority action #1, #2, #3)	One day review of the resources available to support Primary math instruction	1-2	75	1	1	75
Mathematics Learning in the Early Years (MAAP Priority action #1, #2, #3)	-ELP teams -station-based exploration of resources and strategies to support early years mathematics instruction (collaboration with Early Years RT)	ELP	75	1	1	75
High Impact Instructional Practices in Junior and Intermediate Math (featuring MathUP and KH) (MAAP Priority action #1, #2, #3)	One day review of the resources available to support Junior and Intermediate math instruction	3-8	75	1	2	150
Reimagining the Inclusive Mathematics Classroom UDL and Differentiating Instruction in the Math Classroom (partnership with Special Services) (MAAP Priority action #1, #2, #3)	-strategies for supporting diverse learners -2 part session open to classroom and SE teachers (day 1: UDL, Learning Cycles and Assessment; 2. Consolidating Learning, Implementation, and Future Planning)	SE and grade 4-8	75	1	2	150
Learning Cycles (P/J/I) (MAAP Priority action #1, #2, #3)	Sharing of information re: -explore the curriculum expectations and HIIP, with foci on monitoring strategies and tools, as well as CRRP, UDL and DI	1-8				
Data Dunkers Coding (partnership with 21C) (MAAP Priority action #1, #2)		8-9				14
Girls Who Game Coding (MAAP Priority action #1, #2)	Supported by Dell Canada, celebration day on International Women's Day March 8th to showcase club projects	4-8	20	1	1	20
Introduction to Building Thinking Classrooms in Grades 6-8 (MAAP Priority Action 1, 2, 3)	2 part session -new to BTC -introduction to the 14 practices and how this can impact thinking and learning in an elementary classroom -fostering inclusive classrooms (DI)	6-8	75	1	3	225

Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Total # Days
Supporting ELLs in the Mathematics Classroom (MAAP Priority action #1, #3)	-strategies to support MLLs in the classroom -probably 2 days -can incorporate book study: Teaching Math to Multilingual Students	4-8	30	1	2	60
Indigenous Ways of Knowing Mathematics (Equity Action Plan: Part A) (MAAP Priority action #1, #3)	3 day offering focused on Lessons From the Earth and Beyond (Isaac Murdoch) - Partnership with Indigenous Education Dept	1-8	30	1	3	90
Book Study on Choosing to See, by Pamela Seda (Equity Action Plan: Part B) (MAAP Priority action #2, #3)	Engage math department (RTs, leads, coaches, facilitators) in book study centred on anti-black racism in coaching and instructional leadership -Book already purchased	various	0	0	0	0
NTIP: Building teacher capacity in Mathematics Instruction (MAAP Priority action #1, #2, #3)	A focus on Assessment and HIIP. As requested by NTIP/Performance Management Coordinator (funded through their department)	K-8	33			
Elementary Principal Support (MAAP Priority action #1 #2, #3)	Supporting Principals with the development and operationalizing their SIEP. A focus on engaging staff, collaborating with staff & building capacity (tools and resources) with staff. As requested throughout the year	K-8	168	0	0	0

Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Total # Days
<p>MAAP: Priority Action #1,2,3 Pedagogical Content Knowledge and Support of Student Achievement in Grade 9 De Streamed Classes</p>	<p>To support Grade 9 MTH1W teachers and De Streamed In School Facilitators in developing their understanding and implementation of Thinking Classroom Pedagogy & High Impact Instructional Practices and Curriculum through co-planning and co-teaching. Special considerations to growth mindsets, CRRP, SEL, DI, UDL, Equity embedded learning (ELL/MLL, Students with an IEP).</p> <p>Note: 2 Sessions per Semester (Nov 2023 and Jan 2024) (Feb 2024 and April 2024)</p> <p>Examples of Tools & platforms:</p> <ul style="list-style-type: none"> - Using manipulatives to enhance and support learning - Using KnowledgeHook for Assessment and for Learning Cycles Monitoring - Using DESMOS Activities in Math - Coding in New Math Curriculum - Gizmos Mathematics implementation 	<p>MTH1W (Grade 9)</p>	<p>33</p>	<p>3</p>	<p>4</p>	<p>396</p>
<p>MAAP Priority Action # 1,2,3 Mathematics Instruction in the Transition Years</p>	<p>Bring together intermediate teachers (gr. 7-10) to strengthen the continuum of curriculum between panels</p> <ul style="list-style-type: none"> -content and pedagogical knowledge -trajectory of content 	<p>7-10</p>	<p>75</p>	<p>1</p>	<p>4</p>	<p>300</p>
<p>MAAP Priority Action #2 Cultivate and Develop Math Leadership to build capacity in schools.</p> <p>Participants: All Secondary Schools</p>	<p>Mathematics Department Heads will engage and collaborate in learning sessions. (SIEP, EQAO, Learning Cycles, HIIP, MAAP, etc.)</p> <p>Timeline: 3 sessions: Oct, Feb, and May</p>	<p>9-12</p>	<p>33</p>	<p>1</p>	<p>3</p>	<p>99</p>

Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Total # Days
<p>MAAP Priority Action #2,3 Building Capacity in Implementation of a School Professional Learning Plan</p>	<p>Intentional support for schools to reinforce their learning plan through the Numeracy and Literacy Coaches and Resource Teachers by providing resources, co-planning, and co-teaching opportunities. Timeline: Throughout year, as requested</p>	<p>7-9</p>	<p>60</p>			
<p>MAAP Priority Action #2: Math Action Team to attend OAME 2024 May 2-4, 2024</p>	<p>"Opportunity for Math Action Team (6 Resource Teachers, Elementary & Secondary Board Math Lead, Superintendent of Mathematics) to attend the OAME 2024 Mathematics Conference in Kingston. - Engage in professional learning across divisions K-12 - Support implementation of the 2020/2021 curriculum -Support building teacher capacity in integrating current mathematics research pedagogy - \$460 conference fee for 2.5 days (May 2, 3, 4) - Consider possibility of TCDSB teachers who have been accepted to present - they may require OT coverage (these teachers may be coaches or facilitators who will not need OT coverage) -OAME 2022 Budget: \$75000 budgeted -OAME 2023 Cost: 76 registrations \$33 640.00 (50 shared registrations = 100 teachers AND approx 26 RTs) - OAME 2024 Projected Registration Cost for Math Action Team: 9 x \$460 = \$4140</p>	<p>K-12</p>		<p>9</p>		
<p>MAAP Priority Action #2 NTIP: Building teacher capacity in alignment with Board Improvement Equity Plan</p>	<p>A focus on Assessment and HIIP. As requested by NTIP/Performance Management Coordinator (funded through their department)</p>	<p>9-12</p>	<p>33</p>			

Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Total # Days
Secondary Principal Support	Supporting Principals with the development and operationalizing their SIEP. A focus on engaging staff, collaborating with staff & building capacity (tools and resources) with staff. As requested throughout the year	9-12	33			
MAAP Priority Action #1 Demystifying EQAO	Supporting Mathematics Departments in order to ensure fidelity to the curriculum in order to improve mathematics achievement in MTH1W (1 code per school per semester)	9	33	2	1	66
MAAP Priority Action #3 Book Study Secondary RT: <i>Coaching for Equity: Conversations that Change Practice</i>	Professional Development for RT, book already purchased	K-12				
MAAP Priority Action #1: LOYOL	Providing Support and Resources to build capacity of our teachers to have access to relevant and responsive learning opportunities	9-12				

Literacy professional learning is focused on evidence-based approaches that emphasize direct, explicit and systematic instruction of foundational knowledge and skills in the elementary Language curriculum and the de-streamed Grade 9 English courses. Literacy support is provided through a variety of methods to assist with the implementation of the new (2023) Gr 1 to Grade 8 Language curriculum and the new Gr 9 De-streamed English course.

- The Literacy Team consists of six K to Gr 12 Resource Teachers and the Early Reading Team;
- The Early Reading Team (2 Early Reading Lead Teachers and 19 Early Reading Facilitators) were hired for this school year, utilizing dedicated funding from the Ministry of Education;
- In addition to being supported by the Literacy Team, secondary schools are supported by a De-streaming Team consisting of 2 De-streaming Lead Teachers, 4 centrally assigned De-streaming Facilitators and 24 Local De-streaming Teachers who were hired for this school year, utilizing dedicated funding from the Ministry of Education; The De-streaming Team supports English and Literacy across the curriculum, in addition to a number of other subjects.
- The TCDSB continues to offer the Fifth Block Reading Intervention program and the Empower Reading program at various schools across the system.
- The Early Reading Lead Teachers have created two print resources for all schools:
 - TCDSB Foundations of Language Kto2
 - Early Literacy Formative Assessments Kto2
- The Early Reading Lead Teachers are developing a booklet about early reading for parents that will be made available in print through the school and digitally on the TCDSB website.
- The Literacy and Early Reading Teams have undergone extensive training on:
 - the Ontario Human Rights Commissions “Right to Read” report; and
 - the International Dyslexia Association “Basics of Decoding & Spelling Instruction”.
- The Early Reading Team has also been trained on Lexia Core5 Reading: a research-proven program that accelerates the development of literacy skills for students of all abilities, helping them make the critical shift from learning to read to reading to learn (Note: The Special Services Department has used Lexia Core 5 and Lexia PowerUp Literacy for many years with students with specific learning needs);

- The Early Reading Team prepared and delivered a one hour pre-recorded inservice on new approaches to teaching reading for All K to Grade 3 teachers, Designated Early Childhood Educators, Library Technicians and other staff on the October 6 Professional Activity Day;
- The Literacy Team prepared a one hour inservice on the new Language curriculum that was delivered in every school by the Principal on the October 6 Professional Activity day.
- In October and November, every elementary school received a visit by two Early Reading Facilitators who met with the Principal and all K to Gr 3 teachers. The Early Reading Facilitators provided job embedded professional learning related to early reading strategies and also worked with students and teachers to model explicit teaching strategies.
- All K to Grade 3 teachers, Designated Early Childhood Educators, Library Technicians and other staff will participate in a one hour professional learning session on the December 8 Professional Activity day to learn about a resource of formative assessment tools for reading and differentiating instruction to the individual needs of their students. This session will be delivered through a live stream video conference by our Early Reading Team.
- All Grade 4 to Grade 8 teachers will participate in a one hour professional learning session to be delivered by Principals on the December 8 Professional Activity day related to the new Language curriculum. This session will be developed by the Literacy Team.
- In December, the Early Reading Team and the Assistive Technology Team from the Special Services Department will pair up and visit every elementary school to:
 - introduce Gr 1 teachers to the Lexia Core5 Reading application;
 - work with Gr 1 teachers to assess every Gr 1 student to determine if students are on-track and to provide specific intervention and practice resources;
 - demonstrate how Lexia Core5 Reading can be used to deliver differentiated literacy instruction;
 - collect data to determine the needs of each school for additional support from the Early Reading Team.
- The Literacy Team, the Early Reading Team and the Assessment and Programming Teachers from the Special Services Department will undergo training for the implementation of the TCDSB selected reading screener from the Ministry of Education approved list of screeners (Note: the Ministry of Education

has made it optional for teachers to use screeners during the 2023-2024 school year, however teachers are responsible for the assessment of reading for all of their students);

- Using data indicating the school's exposure to socio-economic stress factors, school enrolment data and data collected through Lexia Core 5 Reading with Gr 1 students, the Early Reading Team will be deployed to support all schools with reading support. Supports will vary in each school based on the need as determined through all relevant data.
- The Early Reading Team will introduce the TCDSB selected screener to interested teachers.
- All Grade 9 teachers will participate in a one hour professional learning session to be delivered by the Principals on the February 1 Professional Activity day related to the Gr 9 de-streamed English course and Literacy across the curriculum. This session will be developed by the Literacy Team.
- The Literacy Team and the De-streaming Team will support Secondary School literacy needs through job embedded learning, Department Head meetings, Literacy Lead meetings, Librarian meetings, and by providing various inservices.
- Central Staff and Field Superintendents will focus on supporting schools with instructional equity for Literacy-through continued learning, informed by the work of Shane Safir & Jamila Dugan and equitable leadership practices in *Street Data*; as outlined below:
- Principals – continued professional networking and learning in Early Reading and Literacy:
 - through the support of a team of centrally trained school Leading and Learning Principals who will lead learning in their areas to develop and align capacity in instructional leadership;
 - the direct engagement of the Principal in co-designed success criteria, goal setting and the analysis of student work.
- Principals, Teachers and Students – continued learning in early reading and through the application of:
 - Lexia Core5 Reading for all Gr 1 students;
 - Lexia Core5 Reading and Lexia PowerUp Literacy for Gr 2 and higher students with identified learning needs;
- TCDSB selected screener, to be selected from a Ministry of Education approved list of evidence based early reading screening tools

- All other details about professional learning opportunities being offered for Literacy are outlined in Appendix C and for Early Reading are outlined in Appendix D.

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Achievement	BOARD INITIATIVES	Curriculum focused learning experiences that support the curriculum and celebrate culture, innovation and historical events. Some examples include: International Women's Day, Holocaust Education Month, Earth Day, Indigenous Storytelling, other. EDWIN collaboration is embedded in many educational board initiatives through virtual sessions, challenges, units, culminating projects, professional development, other. Curriculum Departments include: Social Studies/History, ESL, NCC, Arts, Equity, and Indigenous where applicable September - June	K - 12	ALL	ALL	0	0
Equity and Human Rights	NTIP Equitable Assessment PD	2 sessions will be provided for new teachers on Oct 25 and Jan 10 . Session will cover using equitable practices for assessment. Occasional teachers provided through NTIP.	1-9	50	50		0
Achievement	Literacy Instruction and the New Curriculum	3 sessions (maximum 75 teachers) will be provided to review and will cover using evidence based and systematic instruction to deliver effective and measureable literacy instruction on Nov. 20 and Nov.23, Dec 1	4-6	166	1	1	166
Achievement	Training for NEW 5th Block Teachers	Training will focus on the student selection process and administering the initial assessment measures. Inservice Date: September 6, 2023	NEW 5th Block Teachers	5	1	1	5
Achievement	PD for ALL 5th Block Teachers	Examine key changes made to the 5th Block Program to align with the newly released Language Curriculum (2023). Introduce new resources and provide opportunities for collaborative lesson planning. Invite guest speaker, Lee-Ann Lear, author of SyllaSense, to highlight effective teaching strategies when using decodable books, as well as, fundamental concepts in Grapheme/Phoneme Correspondence, Morphology, and Orthographic Conventions. Inservice Date: September 25, 2023 Ongoing PD through 5th Block Mentorship	ALL 5th Block Teachers	44	40	1	40

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Achievement	Job Embedded PD Through the 5th Block Mentorship	5th Block Teachers will receive support and professional development in all Program component areas through in-class visits from the 5th Block Mentor Team. Ongoing (September - June)	5th Block Teachers	44	1		
Achievement	PD for ALL 5th Block Teachers	Provide professional development and opportunities for collaborative learning focused reading fluency, vocabulary development, and reading comprehension, using the strategies in Lindsay Kemeny's "7 Mighty Moves". Inservice Date: March 6, 2023 Ongoing PD through 5th Block Mentorship	ALL 5th Block Teachers	44	40	1	40
Mental Health, Well-being and Engagement	Culturally Diverse Read Alouds	Two new picture books that are culturally diverse and inclusive will be added to the 5th Block Inventory. The 5th Block Mentor Team will create the lesson plans and model the delivery during in-class visits. Fall Session - "Festival of Colours" by Kabir & Surishtha Sehgal Winter Session - "Viimi's New Kamiks" by Nadia Mike	ALL 5th Block Teachers	44	1		
Achievement	Job embeded-PD classroom visits	In person support for educators and principals to assist in the understanding and implimentation of the new Language curriculum. Ongoing	K-8	166	ALL	0	0
Achievement	Live Literacy Support	Provide monthly virtual support to address questions and concerns. Ongoing	K-8	166	ALL	0	0
Achievement	Invitational Learning Series on the New Language Curriculum	Invitational sessions will focus on a variety of topics such as Morphology, Cross Curricular, CRRP UDL, Differentiated instruction and differentiated assessment. Ongoing	4-8	166	ALL	0	0
Mental Health, Well-being and Engagement	Mental Health & Literacy	In collaboration with Edwin, provide a series of literacy-based webinars and activities to support student mental health and well-being. March	4-12	166	ALL	0	0
Achievement	SORA Advantage Accounts for Elementary Schools	Roll out of Sora Advantage accounts. Training through Sora. Library Techs and Principals.	K-8	166	0	0	0

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Achievement	Jewish Heritage and Holocaust Awareness	In collaboration with the Azriel Foundation and the Toronto Holocaust Museum grade 6 teachers will engage in Holocaust Educational Training to support the new curriculum changes. Timeline Jan.-June	6	50	1	13	13
Achievement	Library Technician PD	Updates on changes to curriculum, selecting and deselecting library resources (OLA), SORA, and CRR texts (publisher visit).	K-8	166	0	0	0
SECONDARY							
Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Achievement	English Department Heads Meeting / Literacy Leads	1 per semester; 2:00-4:00 pm; virtual; unpacking new de-streamed curriculum ; connection to Grade 10-12 curriculum; Lesson Design; equitable assessment, OSSLT.	9-12	33	33	33	0
Achievement	Live Literacy Support	Monthly; staggered times; designed based on 'themes' that arise from FAQs	9-12	33	33	33	0
Equity and Human Rights	Invitational Book Club	Monthly; virtual - focus on Indigenous Knowledge and Ways of Knowing (explicit connections to Strand A; overlap in priorities; possible text: ' Indigenous Writes: A Guide to First Nations, Metis, and Inuit Issues in Canada ' by Chelsea Vowel OR 21 Things You May Not Know About The Indian Act: Helping Canadians Make Reconciliation With Indigenous Peoples A Reality by Bob Joseph. Semester 2	9-12	33	33	33	0
Achievement	Job-embedded PD Classroom Visits	In-person support for educators and principals to assist in the understanding and implementation of the new Language curriculum. Ongoing/as-needed.	Grade 9	33			
Equity and Human Rights	Sankofa Series	A PD Series to support literacy assessment and instruction grounded in Gholdy Muhammed's framework and the Sankofa series of texts. November 2023-January 2024	4-10	All	50		
Equity and Human Rights	Equity Public Speaking Contest K-12	K-12 students invited to write/create/share on an equity/social justice topic of their choice. Registration process 50 max. November 2023 - January 2024	K-12	All	1-2	2	
Achievement	Learning About the Holocaust - Grade 6	Grade 6 Teachers engage in a full-day session to learn about the Holocaust; includes visit/tour of the Toronto Holocaust Museum, plus resources. January - June	Grade 6	All	50	1	

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Achievement	Learning About the Holocaust - Grade 10	Grade 10 Teachers engage in a full-day session to learn about the Holocaust; includes visit/tour of the Toronto Holocaust Museum, plus resources. January - June	Grade 10	All	50	1	
Achievement	Implementing Literacy Strategies in the English De-streamed Classroom	Collaborative planning using a variety of teaching strategies (UDL, HIIP, DI) to support de-streaming in English. Collaborate with central resource staff to support subject-specific strategies & lesson design.	Grade 9 Teachers	33	5 max per school	2	
Achievement	Implementing Literacy Strategies in the Geography De-Streamed Classroom	Collaborative planning using a variety of literacy strategies [UDL, HIIP, DI] to support de-streaming in Geography classrooms. Collaborate with the De-Streaming Leads and Literacy department.	9	33	2 per school	3	6
Equity and Human Rights	Symposium: Addressing Homelessness Through Design Thinking	Students apply design thinking to address homelessness. Timeline: April - May	7 - 9	ALL	10	1	10
Equity and Human Rights	Celebrating Black Excellence & Identity	A day of learning with author Lawrence Hill based on short story: "So What Are You, Anyway?" February 2024	TBD	TBD	TBD	TBD	1
Achievement	Teacher Librarian Meetings	1 per semester; 2:00-4:00 pm. Assessing needs and providing support.	9-12	33			
	Reading for the Love of It	Conference for elementary teachers with presentations that include new literacy skills that teachers can take back to their classrooms. Feb 2024	1-8	166	166	166	1
	Reading for the Love of It	Conference for secondary teachers with presentations that include new literacy skills that teachers can take back to their classrooms. Feb 2024	9-12	33	33	33	1
	Reading for the Love of It	Conference for resource teachers to attend. Presentations will include new literacy skills that resource teachers can take back to schools. Feb 2024			30		

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Achievement	TCDSB Resource supports for Educators TCDSB Foundations of Learning K-2	Introducing the system to evidence based instruction. Aligning resources to updated Language Curriculum (2023). Timeline: September-June	K-3	163			
Achievement	Facilitator Professional Development	Facilitator Training in International Dyslexia Association, Lexia, professional learning related to coaching and mentoring and early reading screeners Timeline: September-June	K-3	163			
Mental Health, Well-being and Engagement	Grade 1 Pre-5th Block Targeted Support	Conduct a focused collaborative inquiry a 5th Block school. Select struggling readers in Grade 1 for early intervention and close monitoring, using Lexia Core 5 digital reading program. Determine if students can meet the 5th Block selection criteria by Feb. 2024. Timeline: November-February	Grade 1	163	4		
Achievement	LEXIA Core 5 Digital Reading Tool	Facilitators and Teachers trained in Lexia Core 5 digital reading program to support grade 1 classrooms (teachers and students) in evidence based foundational early reading instruction. Timeline: November - June	Grade 1	163			
Achievement	Reading Screening Tools Data Collection and Professional Development	Use Early Reading screening tools to collect mid and post student reading data K-3. Timeline: January- June	K-3	163	4	0.5	326
Equity and Human Rights	Comprehension; Understanding and Responding to Texts	This 2 day collaborative inquiry will explore and examine the educational resource - The Knowledge Gap. The goal of this collaborative inquiry includes: shifting thinking from a skills-focused approach to literacy instruction towards a knowledge focused instruction to address the inequities that exist in knowledge acquisition and lesson design. This inquiry will be in collaboration with the Social Studies/Science department. Timeline: January - May	Grades 2 & 3	19	2	2	76
Achievement	Formative Assessment Webinar for Teachers K-3	Introducing the system to the updated formative assessment aligned with Language Curriculum (2023). This will be conducted through a board wide webinar and follow up through facilitator support in area of schools. Timeline: December-June	K-3	164	ALL K - 3	0	0

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Mental Health, Well-being and Engagement	SSPA (Secondary Principals, Religion Department Heads, and Chaplains)	September 26, 2023	9-12	33	2	1	44.5
Mental Health, Well-being and Engagement	Year 3 Pastoral Plan In-Servicing for Elementary Religion Reps	October 17-19, 2023	K-8	100	1	1	105
Achievement	When Faith Meets Pedagogy	October 27-28, 2023	K-12	70	1	1	69
Mental Health, Well-being and Engagement	Secondary Christian Meditation	November 1, 2023	9-12	33	1	1	23
Mental Health, Well-being and Engagement	Elementary Christian Meditation	January 2023	K-8	164	1	1	45
Achievement	GIFGIC Kindergarten In-Service	November 2023 (4 days)	K	164	1	1	114
Mental Health, Well-being and Engagement	St. Anne Christian Meditation	December 2023	K-12	1	1	1	20
Equity and Human Rights	World Interfaith Harmony Week Event (partnership with Archdiocese of Toronto and Mary Ward Centre)	February 29, 2024	9-12	5	5	1	5
Mental Health, Well-being and Engagement	Ordinandi Youth Event	March 19, 2024	9-12	33	1	1	15
Mental Health, Well-being and Engagement	Anne Marie D'Amico Day of Kindness and Love	April 23, 2024	K-12	197			
Future Success: Pathways and Transitions	ACCTS (A Catholic Call to Action)	April 30, 2024	9-12	10	1	1	
Mental Health, Well-being and Engagement	Catholic Education Week	May 5-10, 2024	K-12	197			
Equity and Human Rights	Peace Walk/Archbishop's Mass	May 8, 2024	9-12	33	1	1	
Equity and Human Rights	National Family and Life Week	May 13-17, 2024	K-12	197			
Equity and Human Rights	Laudato Si' Week	May 20-24, 2024	K-12	197			
Mental Health, Well-being and Engagement	Religion Subject Council/Chaplaincy Retreat	May 15, 2024	9-12	33	2	1	33
Achievement	Culminating Year 3/Launch of new Pastoral Plan (2024-2027)	June 6, 2024	K-12	197	0	0	0

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Equity and Human Rights	IECR: Equity Champions	October, January, February	K-12	160	1	1.5	240
Equity and Human Rights	IECR: Sankofa Series	November to May	4-12	50	1	3	150
Equity and Human Rights	IECR: 2SLGBTQ+ Curriculum	November and April	4-8; 9-12	100	1	1	100
Equity and Human Rights	IECR: Locally-Directed Code Days for SIEP Implementation	2022-23	K-12	30	1	2	60
Equity and Human Rights	IECR - Bodyswaps	October to June	Board				
Equity and Human Rights	IECR: Affinity Groups BSAs Symposiums	March 1, 2024	7-12	30	1	1	30
Equity and Human Rights	IECR: Affinity Groups GSAs Symposium	May 1, 2024	7-12	40	1	1	40
Equity and Human Rights	Equity Career Fair	October 25, 2023	7-12	50			14
Equity and Human Rights	Safe Schools: Hacking School Discipline (secondary)	October 18, 2023					
Equity and Human Rights	Safe Schools: Hacking School Discipline (elementary)	October 23, 2023					
Equity and Human Rights	Safe Schools: Bullying Awareness & Prevention	November 8, 2023					
Equity and Human Rights	Safe Schools / NTIP: Hacking School Discipline	November 23, 2023					
Equity and Human Rights	Safe Schools: Anti-Racist & Anti-Oppressive Classroom	November 29, 2023					
Equity and Human Rights	Safe Schools: Relational Aggression & the Joy Project	December 6, 2023					
Equity and Human Rights	Safe Schools: Creating Empathy in the Classroom	December 13, 2023					
Equity and Human Rights	Safe Schools: Class Meetings - Restorative Approach	January 24, 2024					
Equity and Human Rights	Safe Schools: Deconstructing Implicit Bias	April 3, 2024					
Equity and Human Rights	Safe Schools: The Power of Language in Building Safe Schools	May 1, 2024					
Equity and Human Rights	NTIP: Equitable Assessment for All (Secondary)	May 8, 2024					
Equity and Human Rights	Safe Schools: Sitting in Your Discomfort	May 15, 2024					
Equity and Human Rights	Safe Schools: Restorative Practices & Creating Prog Discipline Plans	May 30, 2023					
Equity and Human Rights	Safe Schools: JOY Project Celebration	June 5, 2023					
Equity and Human Rights	NTIP: Anti-Racist & Anti-Oppression	October 10, 2023					
Equity and Human Rights	NTIP: 2SLGBTQ+ Inclusion and Curriculum	November 14, 2023					
Equity and Human Rights	NTIP: Equitable Assessment for All (Elementary)	January 10, 2023					
Equity and Human Rights	NTIP: Anti-Asian Racism & Philippine Students	January 31, 2023					
Equity and Human Rights	NTIP: 2SLGBTQ+ Inclusion and Curriculum	March 19, 2023					
Equity and Human Rights	IECR: Newcomer Conference (Elementary)	October 18	Grades 5-8	10	1	1	1
Equity and Human Rights	IECR: Newcomer Conference (Secondary)	October 19	Grades 9-12	12	1	1	1
Equity and Human Rights	IECR: B.R.A.V.E. Conference	November 29	Grades 9-12	10	1	1	1
Equity and Human Rights	IECR: Antiracism Conference (elementary)	April 17	Grades 5-8	15	1	1	1
Equity and Human Rights	IECR: Antiracism Conference (secondary)	April 18	Grades 9-12	15	1	1	1
Equity and Human Rights	IECR: Tamil Student Symposium	January 17	Grades 9-12	10	1	1	1
Equity and Human Rights	IECR: Proudly Pinoy	June 5	Grades 6-12	10	1	1	1
Equity and Human Rights	IECR: Filipino Expose	June 6	Grades 6-12	10	1	1	1
Equity and Human Rights	IECR: Asian Heritage	May 9	Grades 6-12	10	1	1	1
Equity and Human Rights	IECR: Asian Roundtable	May 14	Grades 7-12	10	1	1	1
Equity and Human Rights	IECR: Asian Arts	May 1	Grades 6-12	40	2	1	2
Equity and Human Rights	IECR: Cricket Festival and Camps	June 4	Grades 9-12	10	1	1	1
Equity and Human Rights	IND: TRC Symposium– Open Doors to Reconciliation	Sep 29, 2023	Grades 9-12	5	10	1	1
Achievement	IND: NAC ,11 & NBA PD	Nov 2023 to June 2024	Grades 10-12	27	N/A		
Equity and Human Rights	IND: MMIWG2S Symposium	May 5, 2024	Grades 9-12	5	10	1	1

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Equity and Human Rights	IND: CTA: Edwin- Open Doors to Reconciliation Education Packages	Sep 2023 - June 2024	Grades SK-12				
Equity and Human Rights	IND: Niggaan Sinclair 5 Part Series- W/educational packages & Webinars	Sep 2023 - June 2024	Grades 4-12				
Equity and Human Rights	IND: Indigenous Storytellers in the Classroom	Sep 2023 - June 2024	Grades SK-12				
Future Success: Pathways and Transitions	IND: Virtual Elders in Residence	Sep 2023 - June 2024	Grades 4-12				
Equity and Human Rights	IND: Que-Rock- Making Your Letters Dance/ Hip Hop Medicine Wheel Teachings	Sep 2023 - June 2024	Grades SK-12				
Equity and Human Rights	IND: Knowledge Keeper - Diane Montreuil Workshops	Sep 2023 - June 2024	Grades SK-12				
Mental Health, Well-being and Engagement	IND: Safe Schools- WRAP Recorded Sessions- Indigenous Teachings	Oct 2023 - June 2024	Grades SK-3				
Equity and Human Rights	IECR: Newcomer Conference	Oct 2023 - June 2024	Grades 6-12				
Equity and Human Rights	IND: Mi'kMaw Human Rights Lawyer/ Journalist - Indigenous Human Rights Issues Webinar Series w/ Social Studies Dept.	Oct - Nov 2023	Grades 8-12				
Equity and Human Rights	IND: Art Matters! - 'Oh Canada' What does Reconciliation Look Like - TCDSB Project	Oct 2023 - Jan 2024	Grades SK-12				
Future Success: Pathways and Transitions	IND: CTA: Lacrosse CTA# 84-w/ Exhibit w/ Sports Hall of Fame	Nov 2023 - June 2024	Grades SK-12				
Equity and Human Rights	IND:Treaties Educational Pkgs and Indigenous Speaker	Nov 2023	Grades 4-12				
Mental Health, Well-being and Engagement	IND: Indigenous Family Gathering Dinner	Dec 2023	Grades SK-8				
Equity and Human Rights	Safe Schools- Human Trafficking through an Indigenous Lens	Jan - May 2024	Grades 8-12				
Equity and Human Rights	IND: MMIWG2S Symposium	May 5, 2024	Grades 9-12				
Mental Health, Well-being and Engagement	IND: Indigenous Games- Celebration for National Indigenous Peoples Day	June 2024	Grades 4-12				
Equity and Human Rights	IND: Two- Spirit Ceremony Symposium	June 2024	Grades SK-12				
Mental Health, Well-being and Engagement	IND: Indigenous Family Picnic	June 2024	Grades SK-12				
Equity and Human Rights	IND: Legacy of Hope Display in foyer of CEC	Jan - June 2024	Grades 9-12				
Equity and Human Rights	IND: Indigenous Film Fest. Student Outreach	Nov. 2023	Grades 9-12				
Equity and Human Rights	IECR: Portuguese Heritage Cultural Expose Tentative @ Loretto College	June 2024	Grades SK-12	5	5		
Achievement	IECR: Grant and Burseries for Portuguese Students provided by FPCBP						
Equity and Human Rights	IECR: Hispanic Heritage Month celebration @ St Joseph College	Oct 24	Grades 4-12	7	1	1	1
Equity and Human Rights	IECR: LatAm Youngpreneurs Conference @ BMTM	Apr 2024	Grades 9-12	7	1	1	1
Equity and Human Rights	IECR: Italian HM celebration TBD	June 2024	Grades SK-12	10	1	1	1
Equity and Human Rights	IECR: Polish HM HM celebration TBD	May 2024	grades sK-12	10	1	1	1
Equity and Human Rights	IECR: TKAMB Mirvish English Class trip (Free) 30 students	May 2024	Grades 9-12	30			
Equity and Human Rights	IECR: Celtic HM celebration TBD	March 2024	grades sK-12	10	1	1	1
Equity and Human Rights	IECR: Holodomor bus	Nov 2023	Grades 4-12	5	1	1	1
Equity and Human Rights	IECR: Networking- mentoring LatAm ss	April 2024	Grades 9-12	5	1	1	1

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Total # Days
Achievement	ESL Teacher Professional Learning - Elementary	Facilitate a day of professional learning focusing on programming and assessment for English language learners. Timeline: September - June	K-8	35	1	1	35
Achievement	Supporting Multilingual Learners in the Regular Classroom	Facilitate a day of professional learning focusing on programming and assessment for English language learners that are not supported directly by an ESL teacher. Teachers from schools that do not have an ESL teacher allocation, but have seen a rise in English Language Learners, will be invited. Timeline: September - June	K-8	35	1	1	35
Achievement	Secondary Teacher Meetings - ESL Teachers, English Department Heads, and Literacy Leads	Meeting to discuss and provide information on policies, procedures and supports for English Language Learners; lesson design and accommodations; equitable assessment, OSSLT accommodations for ESL students. Timeline: 1 per semester; 2:00 - 4:00pm virtual	9-12	33	33	33	
Equity and Human Rights	Supporting Department Heads - Student Success Department (Guidance, Student Success, Destreaming Facilitators)	Professional learning sessions for department heads to promote innovative lesson design, fair and equitable assessment practices, and respond to FAQ's related to supporting English Language Learners in secondary schools. Timeline: September - June	9-12	ALL	32	0	0
Achievement	Live ESL Support - Virtual Learning Sessions	Monthly; staggered times; topics generated based on interest and teacher feedback. Timeline: September - June	K-12	ALL	ALL	0	0
Equity and Human Rights	New Teacher Induction Program (NTIP) Professional Learning	Professional learning sessions focused on building understanding of English Language Learners' needs, and creating creating responsive, language rich learning experiences to support multilingual students in the classroom. Timeline: December - March	K-12	ALL	50	1	50

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Total # Days
Achievement	Literacy Instruction and the New Curriculum	Professional learning to support teachers (classroom and ESL teachers) to deliver effective and measurable literacy instruction. Timeline: November - April	4-6	166	166	1	164
Achievement	Job-embedded Professional Learning School Visits	In person support for educators and principals to assist in providing instructional strategies to support English Language Learners in the classroom based on their English proficiency level. Focus - Ensuring equitable scheduling, programming and assessment for English Language Learners Timeline: September - June (upon teacher or principal request)	K-12	ALL	ALL	0	0
Mental Health, Well-being and Engagement	Newcomer Conference	October 18 (Elementary) - October 19 (Secondary) Conference to welcome newcomers to the TCDSB. This student-centred conference will include opportunities for students to network, make peer connections, and participate in a variety of workshops and activities. Timeline: October	5-12	ALL	60	1	60
Achievement	Supporting Multilingual Learners in the Mathematics Classroom	Professional learning focusing on strategies to support English language learners in the mathematics classroom. Inquiry will be ongoing in term 2, with release time for teachers for 2 professional development days, and job embedded in school support. Timeline: January - June	4-8	30	30	2	60
Mental Health, Well-being and Engagement	Multilingual Learner Student Symposium: Honouring and Celebrating Multilingual Learners' Voices	This symposium will engage English language learners in digital literacy explorations that focus on self-advocacy, communication and digital literacy skills. Timeline: March - June	7-9	ALL	15	1	15

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Total # Days
Achievement	Literacy Experiences for English Language Learners - Board Initiatives	Learning experiences to support the curriculum and celebrate culture, innovation and English language proficiency and development of language skills. Some examples include: Creation of Student Identity Texts and Multilingual Children's Books Teachers and students to participate in the learning sessions together. Timeline: September - June	4-12	ALL	0	0	0
Achievement	Exploring Lesson Design through Differentiated Instruction	This 2 day learning session will engage teachers in effective lesson design to maximize student learning through universal design principles. Timeline: February - March	7 - 10	ALL	40	2	80
Equity and Human Rights	Sankofa Series	Provide a series of PD to support literacy assessment and instruction grounded in Gholdy Muhammed's framework and the Sankofa series of texts. Timeline: November - April	4-10	50	50	1	50
Future Success: Pathways and Transitions	Student Achievement Impact Team Meetings	Support Student Achievement Impact Teams in secondary schools to track and monitor Grade 9 English Language Learners in ESL courses and de-streamed courses. Timeline: November - June	9	32	4		

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Total # Days
Future Success: Pathways and Transitions	Correcteurs Teacher Training for DELF	Teacher Training for DELF (diplôme d'études en langue française) - the official diploma awarded by the French Ministry of Education in France to certify the competency of candidates outside of France in the French language. (4 days in October)	K-12	24	24	2	48
Future Success: Pathways and Transitions	Grade 8 DELF Pilot	DELF trained teachers in Core, Extended and Immersion programs to co-plan and prepare students to take the DELF test at the end of grade 8. By not waiting until grade 12, students will be incentivized to continue in their FSL studies throughout high school. The data from this testing will help inform elementary and secondary FSL teachers and to ease the transition between the two panels.	8	6	1	4	24
Mental Health, Well-being and Engagement	French Film - French Cultural Event (Winter)	French Cultural Event - The main goal of the event is to provide students with opportunities to learn and use French, and to experience French cultures in a fun and engaging way. Pre and post curricular tasks will be available to teachers to enhance and extend learning.	9-12				
Mental Health, Well-being and Engagement	French music and drama - French Cultural Event (Spring)	French Cultural Event - The main goal of the event is to provide students with opportunities to learn and use French, and to experience French cultures in a fun and engaging way. Pre and post curricular tasks will be available to teachers to enhance and extend learning.	K-4				
Mental Health, Well-being and Engagement	French music and drama - French Cultural Event (Spring)	French Cultural Event - The main goal of the event is to provide students with opportunities to learn and use French, and to experience French cultures in a fun and engaging way. Pre and post curricular tasks will be available to teachers to enhance and extend learning.	5-8				

Achievement	Concours d'art oratoire	2024 Concours d'art oratoire, the French public-speaking event for Gr. 9-12 students studying French as a Second Language (FSL - Core, Extended and Immersion) in Ontario. This is an opportunity to help integrate public speaking into a regular classroom activity and celebrate the outstanding French language arts achievements of students. TCDSB board-wide competition in March 2023 for secondary students. Provincial competition will be held on Saturday, May 4, 2024, at Glendon Campus, York University in Toronto by Canadian Parents for French (CPF). Elementary level activities and competitions at the school level are supported by CPF resource material.	9-12	15				
Achievement	Secondary French Department Heads Meetings	Secondary Department heads meetings: 1 per semester; 2:00-4:00 pm; virtual; unpacking new grade 9 de-streamed curriculum; connection to Grade 10-12 curriculum; Lesson Design, equitable assessment, OSSLT.	9-12	32	1	0	0	
Achievement	Implementing FSL De-Streaming Strategies	Grade 9 Core French collaborative planning using a variety of teaching strategies (UDL, HIIP, DI) to support de-streamed classes. Support FSL strategies and unit development.	9	32	5	1	160	
Achievement	Camerise - Ministry of Education 2022-23 Official Languages in Education Program for Pilot 2023-24 with York University Glendon Campus	The Camerise Deep Dives: Camerise's support for teacher training in collaborative, inclusive and culturally sensitive pedagogies - 1) FSL and Art & 2) Copains Globaux - to engage and facilitate student use of French language skills in authentic and contextual ways	4-12					
Achievement	French immersion PD - Foundations of Reading resource supports for Educators	September to June, 19 school visits-Introducing K-4 French Immersion teachers to evidence based instruction for the Foundations of Reading in anticipation of the updated Language Curriculum for FSL.	K-4	19	3	1	57	

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Mental Health, Well-being and Engagement	Threat Assessment Part 1: Theory	This professional learning increases participants' understanding of the threat assessment process that is designed to support students in crisis and to develop appropriate interventions and scaffolding that are culturally relevant and trauma informed. Held on October 17, 2023 and February 6, 2024.	K - 12	200	25/All Schools	1	25
Mental Health, Well-being and Engagement	Addressing Challenging Behaviour in Adolescents	This professional learning assists participants in developing an understanding of challenging youth behaviour. Practical intervention strategies will be discussed including how students can access support. Held on October 18, 2023.	9-12	33	25/All Schools	1	25
Mental Health, Well-being and Engagement	Effective Classroom Management: Hacking School Discipline (9 Ways to Create a Culture of Empathy, Responsibility Using Restorative Justice)	This professional learning is based on the resource Hacking School Discipline (9 Ways to Create a Culture of Empathy, Responsibility Using Restorative Justice). Topics addressed include strategies on how to build a culture of responsible students and independent learners. Held on October 24, 2023.	K-8	168	25/All Schools	1	25
Mental Health, Well-being and Engagement	C-L.E.A.P. Initiative (Catholic Leaders Engaging in Active Play)	This program is designed to promote positive school climate, reduce conflict at recess and develop leadership skills among junior and intermediate students. Held on November 2, 2023.	5-8	168	25/All Schools	1	25
Mental Health, Well-being and Engagement	Bullying Awareness, Prevention, Intervention & Supports	This professional learning, rooted in our Catholic faith, emphasizes the dignity of all persons, the importance of addressing bullying behaviours, promoting healthy relationships, and nurturing inclusion in our school communities. Held on November 8, 2023.	K-8	168	25/All Schools	1	25
Mental Health, Well-being and Engagement	Threatening, Worrisome Behaviours and Interventions	This professional learning introduces the topic of Threat Assessment and how this process relates to students who are presenting with worrisome behaviours. Held on November 9, 2023.	K-12	200	25/All Schools	1	25
Mental Health, Well-being and Engagement	Resolution Conference and Mediation Circles (RCMC) Facilitator Training (Part 1)	This professional learning promotes the use of restorative practices to effectively respond to and address incidents involving conflict among students. Held on November 15, 2023 and March 7, 2024.	K-12	200	25/All Schools	1	25
Mental Health, Well-being and Engagement	How to Create an Anti-Racist and Anti-Oppressive Classroom	This professional learning centres on self-reflection and implicit bias, culturally responsive pedagogy, understanding children and trauma, and practical strategies to create anti-racist and anti-oppressive classrooms in keeping with our Catholic teachings. Held on November 29, 2023.	K-12	200	25/All Schools	1	25

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Mental Health, Well-being and Engagement	Understanding Relational Aggression: J.O.Y. Project Leadership for Girls	This professional learning will address the topic of Relational Aggression, including its origin, as well as interventions and strategies. A component will include the J.O.Y Project, an after-school club to assist female students in developing healthy relationships, provide a safe place for them and teach them alternatives to relationally aggressive behaviours. Held on December 6, 2023.	7-12	200	25/All Schools	1	25
Mental Health, Well-being and Engagement	Empathy: The Social Emotion	This professional learning will address key concepts and strategies that reinforce empathic behaviour in students. Held on December 13, 2023.	K-8	168	25/All Schools	1	25
Mental Health, Well-being and Engagement	Elementary and Secondary Students with Special Needs: Understanding and Responding to Behaviour	This professional learning provides elementary and secondary educators with a foundational understanding of the motivations underlying student misbehaviour. Held on January 10, 2024.	K-12	200	25/All Schools	1	25
Mental Health, Well-being and Engagement	Class Meetings: A Restorative Approach	This professional learning is designed to better understand how class meetings can serve as a valuable component of a school-wide bullying awareness, prevention, and intervention plan. Held on January 24, 2024.	K-8	168	25/All Schools	1	25
Mental Health, Well-being and Engagement	Tools to Support Self-Regulation	This professional learning explores the relationship between self-regulation and the brain. Additional areas of focus include tools to recognize implicit bias, the trauma-informed approach, and strategies to promote culturally sensitive environments. Held on January 25, 2024.	K-12	200	25/All Schools	1	25
Mental Health, Well-being and Engagement	Art as a Tool to Promote Focus and Calm	This professional learning, developed for classroom teachers, uses the style of Neurographic art as a reflective activity to turn stress into calm. This practice will help students to develop skills to better self regulate, de-escalate and problem solve. Held on February 20, 2024.	K-12	200	25/All Schools	1	25
Mental Health, Well-being and Engagement	Anti-Sex Trafficking of Youth: Trauma-informed Prevention and Intervention	This professional learning on the topic of Anti-Sex Trafficking of Youth focuses on gaining an understanding of human trafficking, acquiring the knowledge and skills to identify students who may be at risk, and to provide appropriate intervention and supports, including access to TCDSB and community resources. The Indigenous perspective will also be a key area of focus. Held on February 22, 2024 and May 9, 2024.	K-12	200	25/All Schools	1	25

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Mental Health, Well-being and Engagement	Trauma: Impact and Interventions	This professional learning provides an understanding of trauma in the lives of children. Areas of focus include (i) literature and research on trauma's effect on the brain and its impact on behaviour and learning; (ii) a trauma-informed lens with which to view emotionally dysregulated students; and (iii) practical classroom interventions and strategies. Held on February 29, 2024.	K-12	200	25/All Schools	1	25
Mental Health, Well-being and Engagement	Physical Activity to Promote Student Wellness	This professional learning focuses on the Brain Gym program which helps students to increase self-responsibility and self-empowerment which leads to better decision-making skills that promote positive student behaviour. Held on March 6, 2024.	1-6	168	25/All Schools	1	25
Mental Health, Well-being and Engagement	Deconstructing Your Implicit Biases	This professional learning focuses on reflective activities that lead to a better understanding of one's own implicit biases which include our attitudes towards others or stereotypes of people without our conscious knowledge. This new self-awareness will help to nurture safe, caring, inclusive and equitable school climates in our communities. Held on April 3, 2024.	K-12	200	25/All Schools	1	25
Mental Health, Well-being and Engagement	Creating a Trauma Informed Classroom: Strategies and Supports	This professional learning will review guiding principles and how they can be used to create a culturally relevant, physically, and emotionally safe and caring learning environment. Held on April 11, 2024.	K-12	200	25/All Schools	1	25
Mental Health, Well-being and Engagement	Threat Assessment Part 2: Practical Training	The aim of this professional learning is to increase awareness for practical application when completing preliminary and full threat assessments. Held on April 16, 2024.	K-12	200	25/All Schools	1	25
Mental Health, Well-being and Engagement	The Power of Language in Building Safe School Climates	This professional learning will increase awareness, knowledge, and skills around the power of language in building inclusivity in school communities. It will also provide the foundational knowledge to empower staff to be builders of safer spaces. Held on May 1, 2024.	K-12	200	25/All Schools	1	25
Mental Health, Well-being and Engagement	Supporting Students Outside of Your Lived Experience	This professional learning will focus on examining one's own identity and learning how to support diverse groups of students in our communities. It will also review the steps involved in creating affinity groups in schools. Held on May 15, 2024.	K-12	200	25/All Schools	1	25
Mental Health, Well-being and Engagement	J.O.Y. Project Year End Celebration	Schools who participate in the J.O.Y. Project will attend a year-end celebration to further enhance learning through various workshops and activities. Held on June 5, 2024.	4-12	200	25/All Schools	1	25

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Mental Health, Well-being and Engagement	Bullying Awareness and Prevention Week Launch: Symposiums (Secondary)	Secondary Student Ambassador Symposium will be held in the fall of 2023 (during Bullying Awareness and Prevention Week). Highlights of this event will include emphasis on Gospel values, inclusion and presentations related to healthy relationships, positive school climate, and empathy. Held on November 23, 2024.	9-12	33	25/All Schools	1	25
Mental Health, Well-being and Engagement	Bullying Awareness and Prevention Week Launch: Symposiums (Elementary)	Elementary Student Ambassador Symposium will be held in the fall of 2023 (during Bullying Awareness and Prevention Week). Highlights of this event will include emphasis on Gospel values, inclusion and presentations related to healthy relationships, positive school climate, and empathy. Held on November 22, 2023.	6-8	Approx. 20-25	25/All Schools	1	25
Mental Health, Well-being and Engagement	Spring Symposiums (Secondary)	Secondary Student Ambassador Symposium will be held in the spring of 2024. This event will continue to focus on themes related to our Gospel values, inclusion, healthy relationships, positive school climate, and empathy. Held on April 23, 2024.	9-12	33	25/All Schools	1	25
Mental Health, Well-being and Engagement	Spring Symposiums (Elementary)	Elementary Student Ambassador Symposium will be held in the spring of 2024. This event will continue to focus on themes related to our Gospel values, inclusion, healthy relationships, positive school climate, and empathy. Held on April 24, 2024.	6-8	Approx. 20-25	25/All Schools	1	25

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Equity and Human Rights	"Oh Canada" Allyship and Action Through Art Show	Student led art show for all Secondary Students to support Truth and Reconciliation Calls to Action. The show will open on December 7 at the Catholic Education Centre with Student Leaders and in collaboration with the Indigenous Education Team. The works of art will travel across Superintendency Areas following the direction of the Medicine Wheel. Teachers and audience members will experience the active allyship of our students as they comment on the effects of colonization.	9-12	10	1	1	10
Future Success: Pathways and Transitions	Digital Painting, Careers in Digital Art in association with Experiential Learning in collaboration with Experiential Learning.	3 session workshops to lead students in Adobe Creative Cloud to develop facility in digital painting using the Creative Process	9-12	32	1		0
Future Success: Pathways and Transitions	Digital Drawing in association with Experiential Learning	3 session workshops to lead students in ProCreate to develop facility in digital drawing using the Creative Process	7-8	167	1	1	0
	Alpha Education Art Show - Making Art/Making Change	8 session learning experience for Secondary art students in Equity, Diversity and Inclusion combined with Making Art Making Change. 4 EDI sessions were executed in 3 TCDSB Secondary Schools with Alpha Education, raising student awareness of unconscious bias, microaggression and marginalization. Making Art Making Change, in tandem with Alpha Education, provided 4 art-making periods to give students a voice. A collaborative show from over 400 students throughout the GTA was mounted at the Ontario Science Centre on Oct. 20, 2023.	9-12	32	1	1	0
Mental Health, Well-being and Engagement	LOYOL - Drama (Puppetry/Spoken Word...)	Drama day for teachers to explore the Drama curriculum through a variety of disciplines with workshops facilitated by industry professionals.					
Future Success: Pathways and Transitions	LOYOL - Music A.I. chatGPT	Music Teacher, Andrew Mercer, will provide insight into incorporating A.I. (chat GPT) in teaching music classes. Teachers will learn how to promote a variety of careers in digital music.					
	LOYOL - Visual Art Explore the day with CLAY	Come join us and explore the potential of working with clay. A great day for teachers of all levels. All those in attendance will get a chance to get a hands on experience and experiment with various techniques. You'll have access to an experienced artist instructor at the Cardinal Carter Art room, .					

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Mental Health, Well-being and Engagement	LOYOL - Theatre Technology on a small budget	St Patrick High School teacher, Josh Mansker, will host a LOYOL session designed to support all Drama Teachers in making the best lighting and sound choices for their limited budgets. He will provide training to those who have limited experience with the technical side of production to ensure optimal use of existing equipment.	9-12	32	1		
Equity and Human Rights	Drumming Across Cultures	1 session workshop held 3 times to reach each area of the city (West, Central, East) January 2024 3 presenters - Indigenous, African, Asian explore the similarities in drumming expression. Appreciation vs. Appropriation, Generating an individual response to the drumming in each of the cultures represented. Pre, during and Post lesson material provided to teachers for preparation and follow up.	K-12	200	1	1	90
Mental Health, Well-being and Engagement	Elementary Dance with Empower Movement	Empower Movement - Identifying Learning Goals and curriculum connected dance activities to promote well-being and engagement. January	K-8	20	1	1	20
Mental Health, Well-being and Engagement	Elementary Drama and Art Puppetry Workshop with Adam Proulx	October 30 STEAM activity using found items to create a moving puppet Teachers will learn to incorporate puppetry to facilitate Social Emotional Learning	K-8	10	1	1	10
Equity and Human Rights	Secondary Visual Art - Grade 10 Indigenous Focused Arts Course. Appreciation vs. Appropriation	Que Rock will lead creative activities for teachers and share his Indigenous culture and explain how teachers can appropriately include Indigenous Material.	9-12	20	2	1	20
Equity and Human Rights	Secondary Dance - Multicultural Exploration of Dance	Ballet Creole exists to create, preserve, and present dance works that testify to the rich heritage of African and Caribbean cultures as they interface with European traditions. Performance and Workshop for Teachers	9-12	20	1	1	20
Future Success: Pathways and Transitions	Drama Workshops for Teachers and Students	Industry professionals will provide a choice board for teachers to gain experience in preparing for the yearly National Theatre School Drama Festival. Wardrobe, Make-up, lighting and sound are just some of the areas covered in the day of learning for teachers and students. The Arts Dept. will support the vision of Lynise Reedy and Sara Pedrosa, teachers from St Patrick's and Notre Dame	9-12	32	1	1	0
Equity and Human Rights	Ontario Music Educators Association Conference	Music Conference offered to Music teachers. Teachers will choose from over 90 workshop sessions. November 3	K-12	5	1	1	5

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Achievement	Using Edwin in Arts Classrooms	Edwin will provide guidance to using their resource in the classroom, focussing on Drama, Dance, Music and Visual Art. Presentations will be shared using short instructional videos. ongoing	K-12				
Mental Health, Well-being and Engagement	When Faith Meets Pedagogy	Members of the Nurturing Catholic Communities and the Arts Depts collaborate with the Catholic Curriculum Corporation to mount a Youth Forum and Adult conference. Students and teachers learn from keynote speakers and workshop presenters about how to live out our Catholic Faith in the world around us. This three day conference ran from Oct 26-28, 2023.	K-12	196	1	1	0
Mental Health, Well-being and Engagement	Elementary Dance with Empower Movement	Empower Movement - Identifying Learning Goals and curriculum connected dance activities to promote well-being and engagement. January	K-8	20	1	1	20
Mental Health, Well-being and Engagement	Elementary Drama and Art Puppetry Workshop with Adam Proulx	October 30 STEAM activity using found items to create a moving puppet Teachers will learn to incorporate puppetry to facilitate Social Emotional Learning	K-8	10	1	1	10

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher
Pathways and Transitions	Experiential Learning: Take TECH Conference for Elementary Teachers	Educator PD Sessions focused on EL, skilled trades, Tech Courses and hands-on curriculum Timeline: March 2024	7 & 8	30	30	1
Pathways and Transitions	Experiential Learning: Take TECH Conference for Elementary Guidance and Special Education Teachers	Educator PD Sessions focused on EL, skilled trades, Tech Courses and hands-on curriculum Timeline: March 2024	7 & 8	15	15	1
Pathways and Transitions	Specialist High Skills Major (SHSM) Sector Days for Collaboration between SHSM Liaison Teachers and Programs	Educator PD session focused on reviewing SHSM ministry, board and school data, sharing resources and best practices. Timeline: April 2024	11 & 12	30	4	1
Pathways and Transitions	Ontario Vehicle Innovation Network (OVIN) / Ontario Council for Technology Education (OCTE) Future Forward	Promoting the Automotive & Mobility Sectors to our elementary students. OCTE is currently applying for a big grant from the Ontario Vehicle Innovation Network (OVIN) to be able to bring hands-on student activities to Grades 5-12. Timeline: September-December 2023	5 - 12	50	1-2	0
Pathways and Transitions	In-School SHSM 101 and Program Review for Schools	In-school educator PD focused on building capacity and strategies for sustainability in program delivery and student tracking, monitoring and support. Timeline: Ongoing	11 & 12	30	4-16	1
Pathways and Transitions	In-School New Specialist High Skills Major (SHSM) Program Application Workshops	Meet with school teams to prepare school application for a new SHSM program. Timeline: October-December 2023	11 & 12	7	4	2
Pathways and Transitions	In-School New Program Implementation and School Support	In-school educator PD focused on building capacity and strategies for sustainability in program delivery and student tracking, monitoring and support. Timeline: May 2024	11 & 12	7	4	2
Pathways and Transitions	Technology Educator Think Tank (TETT)	A centrally organized group of technology teachers that will support all tech-educators in our board. Focus will be on providing support for current tech courses, as well as examining the implementation of the new (Grade 9/10) tech requirements. Timeline: Ongoing	9 - 12	10	1	1
Pathways and Transitions	Technology Education Outreach: Post-Secondary Pathway connection with Apprenticeship/College/Workplace Providers	Provide an opportunity for self-directed PD for Tech Teachers to connect with post-secondary pathway connections in their local communities (e.g. Local Unions, Apprenticeship, Colleges, Workplaces). Timeline: Ongoing	9 - 12	30	2	1
Pathways and Transitions	Ontario Council for Technology Education (OCTE) Spring Conference for SHSM Tech Teachers	A province-wide Spring event hosted by OCTE and supported by the Ministry of Education Timeline: May 2024	11 & 12	10	1	2
Pathways and Transitions	Ontario Council for Technology Education (OCTE) Fall Conference for Central Pathways Team - Specialist High Skills Major and Experiential Learning (SHSM and EL)	A province-wide Fall event hosted by OCTE and supported by the Ministry of Education Timeline: October 2023	11 & 12	0	0	0
Human Rights and Equity	Partnership with Indigenous Education, Equity, and Community Relations - Certification Course for Specialist High Skills Major (SHSM) Students	Anti-Oppression and Allyship Certification Workshop developed utilizing Ontario Council for Technology Education (OCTE) resources and incorporating EAP and TCDSB priorities. Timeline: March 2024	11 & 12	2	2	2
Mental Health, Well-being and Engagement	Partnership with Mental Health Services	Mental Health Awareness Certification Workshop developed using TCDSB Mental Health resources and community partners. Timeline: April 2024	11 & 12	2	2	2
Pathways and Transitions	Lunch and Learn with Tech Teachers	Review of OCTE Conference Materials, Resources and Technology Education Updates for teachers Timeline: November 2023	9 - 12	30	1	0

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher
Pathways and Transitions	Leaders of Your Own Learning (LOYOL) PD - SHSM Pathway & Transitions: Application for New Programming	Are you interested in learning more about the SHSM Pathway? Are you considering offering a NEW SHSM Program at your school, and want to learn about the application process? Do you have general questions about Pathways programs? If so, please join the SHSM Central Team (Zeljka Adzija, Marta Vitale and Lendyl D'Souza) who will walk with you through the process. Timeline: February 2024	9 - 12	30	1	0
Pathways and Transitions	Ontario Secondary School Certificate (OSSC) / Certificate of Achievement (COA) / Intensive Support Program (ISP) Certification/ Awareness Opportunities - Pilot SHSM and Special Education Partnership	Providing awareness training to our secondary school students with multiple exceptionalities (i.e. non-credit bearing students, students working towards an OSSC diploma). The intent of these experiences is to provide our students with a variety of career exploration opportunities and job-readiness skills. These experiences count toward their OSSD/SHSM diploma. Timeline: Ongoing	9 - 12	2	4	12
Pathways and Transitions	Pathways Day	Student information virtual session to learn about the different pathways and programs at TCDSB. Timeline: November 2023	Grade 10s	30	1-3	0
Pathways and Transitions	Centrally planned Sector Partnered Experiences and deliverables to fulfill SHSM student Ontario Secondary School Diploma (OSSD) requirements	Supporting educators in providing ministry required deliverables for their students. Timeline: Ongoing	11 & 12	30	1-5	1

Priority: Focus	Initiative	Details and Timeline	Grade(s)	Collaborators	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Future Success: Pathways and Transitions	STEAM: 3D Printing & Design Thinking	Teachers are invited to explore ways to build capacity using 3D printers through the design thinking model. Teachers will be inserviced on how to connect these learning activities to curriculum as well as assessment through their grade level, subject, 21c Global competencies and the TCDSB Next Lesson.	Grade Focus: 8 Math	N/A	20	1	1	20
Equity and Human Rights	STEAM: Girls Who Game	<p>“Girls Who Game” encouraging girls to get into the world of gaming, exposing them to new ways of applying STEAM learning.</p> <p>Timelines: PD for new teachers: November 27, 2023 Main event for International Women's Day March 4th- March 8th (at Microsoft headquarters)</p>	4 - 8 (Girls)	DELL Math Dept.	20	1	1	20
Achievement	STEAM: Building Community in the Virtual Learning Environment (VLE)	<p>Professional learning for day e-learning educators to learn the D2L: Brightspace platform for maximum efficiency.</p> <p>Timeline: November 24, 2023</p>	9-12	N/A	7	3	1	21
Pathways and Transitions	STEAM: Computer Science Education Week (Hour of Code)	<p>Week long even with two virtual days and three in-person days. Students from K-12 engage in workshops that highlight the progress that has occurred in computer science education over the last decade and celebrating great advancements in making Computer Science education more equitable and accessible for all learners through 21C competencies and the TCDSB NeXT Lesson. Week long event. Partners: Microsoft (Logics).</p> <p>Timeline: December 1, 4-7</p>	K-12	Math Dept. Experiential French EDWIN Gizmos	200			
Mental Health, Well-being and Engagement	<p>Leaders of Your Own Learning 9-12 Workshops In-Person</p> <p>Presentation on Privacy or Blended Learning (EDWIN)</p>	<p>Collaboration with Student Success: Professional Development Day for Secondary Teachers TCDSB/TSU</p> <p>Timeline: February</p>	9-12	All Central Staff	0			0
Future Success: Pathways and Transitions	STEAM: TCDSB COLLABS (potential title)	<p>21C Camp Steam Initiative that allows teachers to develop workshops about specific STEAM-based areas. Each lead would bring 1-2 students to engage in workshops. Teachers invited to participate in all workshops to learn about chosen breakout sessions.</p> <p>Timeline: 2nd or 3rd week of April (Saturday)</p>	K-12	Experiential SHSM Science Arts		100		

Priority: Focus	Initiative	Details and Timeline	Grade(s)	Collaborators	# of Schools	# Teachers/ School	# Days/Teacher	Total # Days
Achievement	Grade 1-8: Growing Success/Report Card Platform	Professional Development for new teachers in the Elementary panel on how to use the Growing Success report card platform. Timeline: 1st session October 25th, 2023, 2nd session January 10th, 2024 (virtual)	1-8	NTIP				
Achievement	Grade K-8: Growing Success/ Report Card Platform SET-UP	Professional development for vice principals and principals in Elementary schools on how to set up the report cards for their specific schools and needs to appropriately reflect students' strengths and areas for improvement and provide tailored layouts to support individuals needs. Timeline: In-person sessions- October 11-13 16, 25-26 2023 Virtual Drop-in support: October 24, 27, 30-31 and November 1-3, 2023	K-8	SIS				
Future Success: Pathways and Transitions	STEAM: Robotics Integration	Enabling students to explore STEAM concepts while bridging the gap between disciplines, promoting a holistic approach to education and better preparing them for a rapidly evolving world.	K-12	Experiential First Robotics				
Future Success: Pathways and Transitions	In-school Support	Providing job-embedded learning support to elementary and secondary teachers Timeline: 1-2 days per week	K-12	N/A				
Future Success: Pathways and Transitions	Virtual Drop-in Support Sessions	Providing virtual support to elementary and secondary teachers through Zoom. Timeline: Every first Thursday of the Month from 9am to 2pm.	K-12	N/A				
Achievement	STEAM: Makerspace (St. Alphonsus)	Providing a space where teachers and students can explore learning in new and innovative ways using the principles of the NeXT Lesson and design thinking. PD opportunities will be offered in Term 2 to create capacity and have teachers lead their own classes for full use of the makerspace Timeline: December to June	4-8	Arts	15	1	1	15
Future Success: Pathways and Transitions	STEAM: Building basic use of the Virtual Learning Platform (VLE) D2L: Brightspace	Professional development for Elementary teachers to further implement the use of Brightspace in particular the use of the digital portfolio.	K-8	N/A				

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Achievement	Implementing Science De-Streaming Strategies	Subject-Specific, collaborative planning using a variety of teaching strategies [UDL, HIIP, DI] to support de-streaming in Science classrooms. Timeline: January - June	9	31	2 per school	3	186
Achievement	Implementing Geography De-Streaming Strategies	Subject-Specific, collaborative planning using a variety of teaching strategies [UDL, HIIP, DI] to support de-streaming in Geography classrooms. Timeline: January - June	9	31	2 per school	3	186
Equity and Human Rights	Symposium: Addressing Homelessness through Design Thinking	Students apply design thinking to address homelessness. Timeline: April - May	7 - 9	ALL	10	1	10
Achievement	Jewish Heritage and Holocaust Awareness	In collaboration with the Azrieli Foundation and the Toronto Holocaust Museum, grade 6 teachers will engage in Holocaust Educational Training to support the new curriculum changes. Timeline: January - June	6	50	1	13	13
Achievement	Jewish Heritage and Holocaust Awareness	In collaboration with the Azrieli Foundation and the Toronto Holocaust Museum, grade 10 History and English teachers will engage in Holocaust Educational Training to support the curriculum. Timeline: January - June	10	50	1	13	13
Mental Health, Well-being and Engagement	Earth Week Educational Initiative	This initiative will promote the importance of Environmental awareness and stewardship to increase ECO SCHOOL participation. The ECO School campaign will feature a variety of different ECO initiatives at the school and system level including an ECO Conference. Timeline: January - June	K - 12	ALL	ALL	2	4
Mental Health, Well-being and Engagement	Greening Initiatives [School Greening and Pollinator Gardens Projects, Land Based Outdoor Learning]	These initiatives promote environmental stewardship and our collective call to action. In partnership with the Toronto Regional Conservation Authority, the City of Toronto and other Environmental groups/organizations, these initiatives aim at learning more about Pope Francis' encyclical - Laudato Si and deepen an awareness of Indigenous ways of knowing. Timeline: September - June	K - 12	ALL	1	0	0

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Achievement	BOARD INITIATIVES	Curriculum focused learning experiences that support the curriculum and celebrate culture, innovation and historical events. Some examples include: International Women's Day, Holocaust Education Month, Earth Day, Holodomor, other. EDWIN collaboration is embedded in many educational board initiatives through virtual sessions, challenges, units, culminating projects, and professional development. Timeline: September - June	K - 12	ALL	ALL	0	0
Achievement	Toronto Science Fair	Encourage and support teachers and students to participate in the Toronto Science Fair. Students will apply the scientific inquiry model to investigate a topic of curiosity and wonder. Timeline: January - May	6 - 12	ALL	ALL	0	0
Achievement	Exploring Lesson Design through Differentiated Instruction	This 2 day workshop will engage teachers in effective lesson design to maximize student learning through Universal Design principles. Timeline: February - March	7 - 10	ALL	1	2	80
Equity and Human Rights	Truth and Reconciliation	Engage teachers and students in educational opportunities that move us towards Reconciliation through the development of workshops, educational resources and experiential learning opportunities to help educate teachers and students about Canada's history regarding Indigenous Peoples. Timeline: September - June	K - 12	ALL	ALL	0	0
Achievement	Honouring and Celebrating Multilingual Learners' Voices Symposium	This professional learning opportunity will engage ELL in digital literacy explorations that focus on self-advocacy, communication and digital literacy skills. Timeline: March - June	7 - 9	ALL	ALL	0	0
Equity and Human Rights	Comprehension; Understanding and Responding to Texts	This 2 day collaborative inquiry will explore and examine the educational resource - The Knowledge Gap. The goal of this collaborative inquiry includes: shifting thinking from a skills-focused approach to literacy instruction towards a knowledge focused instruction to address the inequities that exist in knowledge acquisition and lesson design. Timeline: January - May	2 - 3	19	2	2	38

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Achievement	NEW Student Success/Credit Recovery Teacher Professional Development	Professional development session reviewing the roles and responsibilities of the Student Success and Credit Recovery teacher. Timeline: October 3, 2023	9-12	12	1-2	1/teacher	15
Achievement	Student Success/Credit Recovery Professional Developpe	Professional development session for all SST/CRTs with a focus on English Language Learners and Pathway opportunities. Timeline: November 9, 2023	9-12	33	1-2	1/teacher	40
Achievement	NEW and Returning Student Success/Credit Recovery Professional Developpe	Professional development session @SENECA College for NEW semester 2 and returning SST/CRTs to review roles of the SS/CR with a focus on supporting mentally healthy school communities and classrooms. Timeline: February 27, 2024	9-12	33	1-2	1/teacher	40
Achievement	Student Success / Credit Recovery Professional Development	Professional development session @ Humber College with a focus on sharing best practices and year in review. Timeline: May 2024	9-12	32	1-2	1/teacher	40
Mental Health, Well-being and Eng	MHAT - Three Part Professional Development for MHAT Mentors	Three part virtual 45 minute sessions for MHAT mentors to provide informati on and resources to help implement intitaiives to support mentally healthy school communities. Timeline: November 2023, January 2024 & March 2024	K-12	195	1-3	0	0
Mental Health, Well-being and Eng	MHAT Secondary - Celebrating Mental Health Initiatives in School Communities	Gathering of participating MHAT secondary schools. The day includes keynote speaker, activities and sharing of mental health initiatives in school communities. Timeline: April/May 2024	9-12	30	1	1/teacher	30
Mental Health, Well-being and Eng	MHAT Elementary - Celebrating Mental Health Initiatives in School Communities	Gathering of participating MHAT elementary schools. The day includes keynote speaker, activities and sharing of mental health initiatives in school communities. Timeline: April/May 2024	7-8	40	1	1/teacehr	40
Achievement	Credit Recovery Student Funds	\$500 per Credit Recovery program including each Msg. Fraser Campus to support and incentivize students in the credit recovery program. Timeline: 2023-2024 school year	9-12	36	1-2	0	0
Achievement	Leaders of Your Own Learning	Self directed and selected professional learning session for secondary teachers. Timeline: February 17, 2024	9-12	36	ALL		
Future Success: Pathways and Tra	Online Presentation: Exploring Pathways (Grade 10 students)	Student information virtual session to learn about the different pathways and programs at TCDSB. Timeline: November 2023	10	32	1-5		0

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Total # Days
Future Success: Pathways and Tra	Experiential Learning: Take TECH Conference for Elementary Teachers	Educator PD Sessions focused on EL, skilled trades, Tech Courses and hands-on curriculum Timeline: March 2024	7-8	30	1	1	30
Future Success: Pathways and Tra	Experiential Learning: Take TECH Conference for Elementary Guidance and Special Education Teachers	Educator PD Sessions focused on EL, skilled trades, Tech Courses and hands-on curriculum Timeline: March 2024	7-8	15	1	1	15
Achievement	Credit Recovery Teacher Resource Development PD	Professional learning for development of Student Success resources for de-streamed curriculum. Timeline: March-June 2024	9-12	4	1	3	12

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Code Days
Mental Health, Well-being and Engagement	Monthly Catholic Student Leadership Impact Team (CSLIT) Meetings	Student leadership training for elementary students. Monthly October to May after hours 4:30-6:30pm; end of year retreat in June during school day	9-12	30	1	0	0
Mental Health, Well-being and Engagement	Monthly Elementary Catholic Student Leadership Impact Team (ECSLIT) Meetings	Student leadership training for elementary students. Monthly October to May after hours 4:30-6:30pm; end of year retreat in June during school day	6-8	50	2	0	0
Mental Health, Well-being and Engagement	When Faith Meets Pedagogy - Youth Forum	October 26, 2023	9-12	22	1	1	30
Mental Health, Well-being and Engagement	Catholic Leaders Engaging in Active Play (CLEAP) Elementary Day Training Session	Student recess mentorship training. All day event	6-8	13	1	1	13
Mental Health, Well-being and Engagement	Catholic Leaders Engaging in Active Play (CLEAP) Camp Elementary	Student recess mentorship training. 2 day 1 night camp.	7-8	10	2	2	20
Mental Health, Well-being and Engagement	Catholic Leaders Engaging in Active Play (CLEAP) Camp Secondary	Student leadership training. Pre-Camp evening session. 2 day camp held during the school day. Follow up meetings held monthly after camp. Held virtually and/or in person.	9-12	10	2	2	20
Mental Health, Well-being and Engagement	L'Arche Daybreak Retreat- Elementary and Secondary	2 all-day retreats at DaySpring in Richmond Hill	6-12	2	2	1	4

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Code Days
Mental Health, Well-being and Engagement	Intermediate Leaders In Training Event Student Conference	Student leadership training. January all day student conference for elementary. 4 separate conference days.	6-8	10	2	1	20
Mental Health, Well-being and Engagement	Student President/Council Central Event	Student leadership conference for secondary school president and student council members. All day conference.	9-12	30	1	1	30
Mental Health, Well-being and Engagement	Voices that Challenge Conference	Student leadership training for secondary students. March all day conference.	9-12	30	2	1	60
Mental Health, Well-being and Engagement	7 Habits of Highly Effective Teens Staff Training	2 days (1 elementary and 1 secondary)	7-12	60	1	1	60
Mental Health, Well-being and Engagement	Inclusion and Belonging Retreat	Student leadership training focusing on the 2SLGBTQ+ community. 1 day retreat in the spring	9-12	2	1	1	2
Mental Health, Well-being and Engagement	Olympia Leadership Camp Secondary (See total expenses from 2023 here)	2 overnight weekend camps in May	9-12	30	2 per school	1	29
Mental Health, Well-being and Engagement	Olympia Leadership Camp Elementary (See total expenses from 2023 here)	3 overnight weekday camps in May.	6-8	45	2 per school	1	30

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Code Days
Mental Health, Well-being and Engagement	Catholic Student Leadership Summer Camps	1 week overnight camps at Olympia Sports Camp (Summer 2024)	6-12	30	0	0	0
Mental Health, Well-being and Engagement	ECSLIT Retreat in June	One day excursion in June	6-8	15	1	1	15
Mental Health, Well-being and Engagement	CSLIT Gala	One evening event in May/June	9-12	30	1		
Mental Health, Well-being and Engagement	Faith Camp	3 day event focusing on Faith Development and deeping one's relationship with God	9-12	30	30	1	30

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Mental Health, Well-being and Engagement	Catholic Leaders Engaging in Active Play (CLEAP) Elementary Day Training Session	Proactive and preventative model for building safe and inclusive schools, making connections to safe play and promoting healthy relationships and social emotional-learning. Provide all principals with the tools necessary to implement the program while intensively supporting 10 schools to implement the program within their school through the use of Catholic Student Leadership. Timeline: November Collaboration with Safe Schools, Health & Physical Education, and Catholic Student Leadership	4-8	11	1	1	13
Mental Health, Well-being and Engagement	Mental Health Literacy Lessons Grade 7 & 8	An introduction to School Mental Health Ontario mandated Mental Health Literacy lessons connected to the HPE curriculum for grade 7 & 8 Health teacher. Collaboration with Mental Health Services Dept. Timeline: November - January	7 & 8	166	2	1	550
Mental Health, Well-being and Engagement	Mental Health Literacy Lessons K-6	An introduction to School Mental Health Ontario mandated Mental Health Literacy lessons connected to the HPE curriculum for kindergarten to grade 6 HPE teachers. Collaboration with Mental Health Services Dept. Timeline: January-March	K-6	166	1	1	168
Mental Health, Well-being and Engagement	Catholic Leaders Engaging in Active Play (CLEAP) Elementary Overnight Camp Training Session	Proactive and preventative model for building safe and inclusive schools, making connections to safe play and promoting healthy relationships and social emotional-learning. Provide all principals with the tools necessary to implement the program while intensively supporting 10 schools to implement the program within their school through the use of Catholic Student Leadership. Timeline: February Collaboration with Safe Schools, Health & Physical Education, and Catholic Student Leadership	7-8	10	2	2	10
Mental Health, Well-being and Engagement	Vaping Prevention Education	Professional learning to increase awareness among educators to recreational cannabis and vaping issues facing students and to promote healthy decision-making for students to prevent and/or delay cannabis use and vaping among students. Timeline: February - March	7-12	198	1	1	198
Mental Health, Well-being and Engagement	Athletic Events TDCAA	Release time for lead convenors to support TDCAA athletic events Timeline: October & May	9-12	1	2	5	10

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Achievement	Co-Planning & Co-Teaching	On demand - as necessary at the request of the school/educator	K-12				
Mental Health, Well-being and Engagement	Catholic Leaders Engaging in Active Play (CLEAP) Elementary Overnight Camp Training Session	Proactive and preventative model for building safe and inclusive schools, making connections to safe play and promoting healthy relationships and social emotional-learning. Provide all principals with the tools necessary to implement the program while intensively supporting 10 schools to implement the program within their school through the use of Catholic Student Leadership. Timeline: February Collaboration with Safe Schools, Health & Physical Education, and Catholic Student Leadership	7-8	10	2	2	20
Equity and Human Rights	Supporting 2SLGBTQ+ Inclusion	This session will provide information about supporting 2SLGBTQ+ inclusion and the connections to the Health & Physical Education curriculum. Collaboration with equity dept. Timeline: November Collaboration with Equity Dept.	4-8	166	1	1	166
Mental Health, Well-being and Engagement	Toronto Catholic Schools Athletic Association Executive Meeting	This full day meeting with the executive members of the TCSAA to discuss the constitution, proposed athletic calendar and other guidelines and safety considerations for elementary athletics.	K-8	20	1	1	20
Mental Health, Well-being and Engagement	Ontario Teacher Aquatic Standard Certification	This one day session is to certify teachers to teach swimming skills (Nov)	9-12	1	20	1	20

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Achievement	Co-op Writer in service (Two Sessions)	TWO SESSIONS Educator PD session focused on practices related to Student's Cooperative Education Learning Plan (Cardinal Writer software). Timeline: October 2023, March 2024)	Senior	37	1-2	max 20	40
Future Success: Pathways and Transitions	Co-op/OYAP PD	Procedures, Mandatory, Forms and Liability. Timeline: SEM 1, October 4th , 2024 Full day	Senior	37	1-3	max 50	50
Future Success: Pathways and Transitions	Co-op/ OYAP PD	NEW TEACHER procedures, mandatory forms and liabilities. Timeline: Mid February 2024	Senior	37	1-3	max 20	20
Future Success: Pathways and Transitions	Co-op/OYAP PD	Forms and Liability. Timeline: SEM 2 late March 2024	Senior	37	1-3	max 50	50
Future Success: Pathways and Transitions	Partnership Appreciation Breakfast	Event which recognizes the valuable contributions	Senior	37	1-3	max 50	50
Mental Health, Well-being and Engagement	Co-op PD *	Curriculum Fidelity (preplacement and integration)	Senior	37	1-3	n/a	
Mental Health, Well-being and Engagement	Co-op PD *	Curriculum Fidelity (Rich performance task) PD. T	Senior	37	1-3	n/a	
Future Success: Pathways and Transitions	Province Wide Fall and Spring Conference	A province wide Fall and Spring event hosted by OCEA (Ontario Cooperative Education Association) for teachers. Timeline: October 2023 & April 2024)	Senior	37	1	max 5	10

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Total # Days
Pathways and Transitions	Educator PD session focused on Dual Credit programs, eligibility and applications.	September - June	10-12	33			
Pathways and Transitions	PD sessions focused on SWAC about program, eligibility and applications.	October - June	12	33			
Pathways and Transitions	Careers presentation on Dual Credit program, eligibility and application.	October - March	10	32	4		
Pathways and Transitions	Educator PD session focused on Dual Credit programs, eligibility and applications during Student Success meetings	October - June	10 - 12	33	4		
Pathways and Transitions	Educator PD session focused on Dual Credit programs	October - June	9 - 12	33	1		
Pathways and Transitions	Lunch and Learn for New Guidance	November	9-12	33	1-3		

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Future Success: Pathways and Transitions	Experiential Learning Grant	Teachers lead their students in unique experiential learning (EL) opportunities that meet the TCDSB's criteria for EL and are responsive to the interests and needs of their students. Timeline: November - June 2024	K-12	all	0	0	0
Future Success: Pathways and Transitions	Junk Drawer Races Skills Ontario	Contest of programs that promote sustainability and STEAM. Timeline: November - December 1st 2023	Gr. 2-12	75	75	0	0
Future Success: Pathways and Transitions	Skills Ontario Competition	Provincial competition that allows students to showcase their skills. Timeline: May 6th - 8th 2024	Gr. 4-12	60	0	0	0
Future Success: Pathways and Transitions	Take Our Kids to Work (TOKW)	Students explore different careers (either in-person or virtually) Timeline: November 1st 2023		9	29	120	0
Achievement	The Poppy Project	Students create a sustainable poppy made from seed paper that can be worn to commemorate Remembrance Day. Timeline: November 2023	4-12	68	72	0	0
Achievement	Hour of Code (Partnership with Mathematics and French Departments)	Students participate in coding activities. Timeline: December 2023	K-12	All	0	0	0
Achievement	Do Your Bit Challenge (Partnership with Mathematics and Literacy Departments)	Students throughout the board participate in different microbit challenges. Timeline: Term 2	4-8		0	0	0
Achievement	Digital Artist (Partnership with Visual Arts Department)	Students are guided by an artist to create their own digital art images. Timeline: Term 1 & 2.	9-12	6	6	0	0
Future Success: Pathways and Transitions	Canadian Space Agency	Through Kids Code Jeunesse, students learn more about what entails being at the Canadian Space Agency. Timeline: Term 2	10-12	29	0	0	0
Future Success: Pathways and Transitions	MeD YSP scholarships	Students are provided with scholarships to study in the faculty of medicine at University of Toronto during the summer Timeline: June 2024	12	5	0	0	0
Future Success: Pathways and Transitions	OCTE (Ontario Council for Technology in Education) Resources	Resources that represent, support and advocate for Technological Education. 2023-2024	All	All	All	0	0
Future Success: Pathways and Transitions	OYAP & EL Build Days	Educator PD session focused on experiential learning, skilled trades, tech courses and hands-on curriculum. Timeline: Winter 2024		0	0	0	0

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/ School	# Days/Teacher	Total # Days
Future Success: Pathways and Transitions	Take Tech Conference for Elementary Teachers	Educator PD session focused on experiential learning, skilled trades, tech courses and hands-on curriculum. Timeline: Winter 2024	7&8	0	0	0	0

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Mental Health, Well-being and Engagement	Mental Health Action Team - Three live sessions for Mentors	Support with the implementation of initiatives for mentally healthy school communities. November January & March.	K-12	195	1-3	1/teacher	0
Mental Health, Well-being and Engagement	Mental Health Action Team Secondary - Celebrating Mental Health Initiatives in School Communities	For secondary schools. The day includes keynote speaker, activities and sharing of mental health initiatives in school communities. May.	9-12	30	1	1/teacher	0
Mental Health, Well-being and Engagement	Mental Health Action Team Elementary - Celebrating Mental Health Initiatives in School Communities	For elementary schools. The day includes keynote speaker, activities and sharing of mental health initiatives in school communities. May.	7-8	80	1	1/teacher	0
Achievement	NEW Secondary Guidance Teachers Training - Student Information System (SIS)	Session covering Student Information System tasks, Board procedures and Ministry Policies required in the guidance role. September.	9-12	10	1	1/10	10
Achievement	New Secondary Guidance Teachers Training Sessions	Ongoing Virtual series for new/all Secondary Guidance teachers with a focus on: Ontario Youth Apprenticeship, Co-operative education, Specialist High Skills Major, Dual Credit and Experiential Learning, Navigating the Ontario College Application System Guidance Counsellor Portal, Emotion Coaching by Mental Health Service Dept. November/December/January.	9-12	33	1	1/teacher	0
Achievement	Secondary Guidance Department Head Collaboration Sessions	Focus on updates from: Ministry of Education, Ontario Universities Application Centre, Ontario Universities' Council of Admissions, Ontario College Application System, myBlueprint, Pathways, Continuing Education, International Education, Day eLearning, Student Information System, De-Streaming, Mental Health Services, ESL and ELL Resource Teacher. October, December, February, March, April, June.	9-12	33	1	6/10	60
Future Success: Pathways and Transitions	Exploring Pathways (Grade 10 students)	Student information virtual session to explore different pathways and programs at TCDSB. November.	10	33	1-5	1/teacher	0
Future Success: Pathways and Transitions	Ontario School Counsellors Association Conference for Elementary and Secondary Guidance Counsellors	Skilled trades/apprenticeship conference. October.	K-12	195	1	1/15	15
Future Success: Pathways and Transitions	The value of skilled trade/apprenticeship pathway session for all Elementary and Secondary Guidance Teachers	Focus on SparkPath Challenge Cards and JobTalks. College and Local Industry Panel highlighting skilled trades/apprenticeship programs. November.		195	1	1/30	30
Future Success: Pathways and Transitions	Skills Ontario Trades and Tech Day for New Elementary and Guidance Teachers	Focus on skilled trades careers, employment trends and apprenticeship as a post-secondary pathway. May.	K-12	195	1	1/8	8

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Achievement	myBlueprint Training for New Guidance Teachers	Focus on the tools of their myBlueprint Counsellor Account to support students in pathway planning, preparing and completing course selection. October, November and January.	9-12	10	1	1/teacher	0
Achievement	myBlueprint Training for New Secondary Guidance Department Heads	Focus on Setting up School Wide Course Selection. December.	9-12	33	1	1/teacher	0
Achievement	PRISM Training for New/All Secondary Guidance Teachers	Virtual session hosted by Ontario e-Learning Consortium (OeLC). October.	9-12	33	1-3	1/teacher	0
Mental Health, Well-being and Engagement	Roots of Empathy Program Training	TCDSB Staff to provide experiential learning/empathy based classroom program for students. September.	K-8	3	1	3/teacher	3
Mental Health, Well-being and Engagement	Just One You (J.O.Y.) Project - Introduction to Schools	Elementary Girls Club to address aggressional behaviours/Mentoring with Secondary Students facilitated by Guidance Teachers. May.	7-12	10	1	1/teacher	0
Achievement	Live EDWIN Lessons for Elementary & Secondary Teachers	Live Lessons focusing on Mental Health & Wellness, Goal Setting & Organization & Introduction to Skilled Trades. October, February & March.	4-8, 10	198	1-3	1/teacher	0

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Future Success: Pathways and Transitions	Co-op/OYAP PD- Procedures, Mandatory, Forms and Liability (Sem I)	Procedures, Mandatory, Forms and Liability & OYAP Affiliation Procedures. Timeline: SEM 1, October 4th , 2024 Full day	9-12	37	1-3	0	0
Future Success: Pathways and Transitions	Co-op/OYAP PD- New teachers (March)	NEW TEACHER procedures, mandatory forms and liabilities. Timeline: Early to Mid March 2024	9-12	37	1-3	0	0
Future Success: Pathways and Transitions	Co-op/OYAP PD- End of Year Procedures	End of year procedures, Mandatory, Forms and Liability. Timeline: SEM 2Mid May 2024	9-12	37	1-3	0	0
Equity and Human Rights	Dreamer Day- Equity Career Fair	Career Fair designed for young women & equity deserving groups. Spotlight on STEM careers (Science, Skilled Trades, EMS, Tech, etc). Multi Board- Enercare center. Full day. Oct 25th 2023	7-12	37+168	1-2	0	0
Future Success: Pathways and Transitions	Level-Up Skill Trades Career Fair	Provincial Skilled Trades Career Fair. Two Events (West & East end).	9-12	37	1-2	37	0
Future Success: Pathways and Transitions	OYAP Secondary School Presentations	OYAP (Participant, Registered & Accelerated) & Apprenticeship. Grade 11 & 12 students. 1 hour- Offered to All Secondary Schools. (Oct - Nov)	10-12	37	0	0	0
Future Success: Pathways and Transitions	Accelerated OYAP Interview Workshop	Pre-Interview Workshop for Grade 12 students applying to province-wide competitive Accelerated OYAP Program seats. Nov 23rd 2023. Full Day	12	37	0	8	8
Future Success: Pathways and Transitions	Accelerated OYAP Student/Program Interviews	Accelerated OYAP Program training partner interviews (Nov 20-Dec 15)	12	37	1-2	10	10
Future Success: Pathways and Transitions	Accelerated OYAP Cohort Program(s) Teacher Meeting	Program Policies & Standards- For Teachers. 1/2 day	12	4	1-2	8	8
Future Success: Pathways and Transitions	Grade 10 Pathways Livestream	Virtual Student Presentation on Pathways and TCDSB related courses and program offerings. (Nov 30th 2023)	10	37	0	0	0
Future Success: Pathways and Transitions	Skills Ontario Provincial Competition	Provincial student competition event - May 6-8 2024. Teacher coverage/release.	7-12	37+168	1-2	Max 60	60
Achievement	OYAP Graduate Student Celebration Dinner	Student Focused Evening Event- Networking, Celebrate Achievements- June 2024	12	37	0	0	0

Priority: Focus	Initiative	Details and Timeline	Grade(s)	# of Schools	# Teachers/School	# Days/Teacher	Total # Days
Equity and Human Rights	OYAP Women in the Trades - Spring Event	Female/ Female-identifying Student Focused Event, focusing on Women in non-traditional trades. Includes expert panel and hands-on activity. Spring 2024 (In-line with Women's Day)	9-12	37	1-2	30	30
Future Success: Pathways and Transitions	OYAP & Experiential Learning- Build Day- Carpentry Gr. 7-8 (students)	Carpentry House Framing Activity- cross curricular, grade 7 & 8 curriculum connected. System wide elementary student Skilled Trades & STEM opportunity. March-April 2024	7-8	168	1	1	1
Future Success: Pathways and Transitions	OYAP & Experiential Learning- Build Day- Automotive Sector Gr. 4-6 (students)	Propellor Car Activity- cross curricular, grade 4-6 curriculum connected. System wide elementary student Skilled Trades & STEM opportunity. March-April 2024	4-6	168	1	1	1
Future Success: Pathways and Transitions	OYAP & Experiential Learning- Build Day- Multi Trades K-3 (students)	Community Jobs/House Colouring Net- cross curricular, grade K-3 curriculum connected. System wide elementary student Skilled Trades & STEM opportunity. March-April 2024	K-3	168	0	0	0
Future Success: Pathways and Transitions	Take Tech- Teacher PD (Late Spring)	PL for Tech Education Teachers. Explore OCTE kits for integration in Elementary classrooms. Spring 2024	K-8	168	0	0	0
Equity and Human Rights	OYAP Indigenous Student Event	Skilled Trades focused event - Collaboration with Equity & Indigenous Education Department. Spring 2024	K-12	37+168	1-2		0
Future Success: Pathways and Transitions	Ontario School College Work Initiative (SCWI) Regional Planning Team Monthly Meetings (RPT 2)	School-College-Work Initiative Meetings- Dual Credit and Accelerated OYAP Planning meetings with multiple GTA Colleges and other GTA DSBs. (Monthly Sept- June)	9-12		0	0	0
Future Success: Pathways and Transitions	South Eastern Central OYAP Coordinators Association (SECOCA) Monthly DSB Meetings	South East Central OYAP Coordinators Association Meetings- Review current MLITSD provincial policy. Network, coordinate and plan the delivery of OYAP across the region. (Monthly Sept- June)	K-12		0	0	0
Future Success: Pathways and Transitions	OYAP Coordinators Provincial Association (OCPA) Bi-Weekly Meetings	Provincial OYAP association. Coordinate, design and deliver policy updates for all Ontario DSBs, including marketing, curriculum resources and provincial consultation. (Bi-weekly Sept-June)	K-12		0	0	0



REPORT TO

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

METRICS REPORT OF CATHOLIC SCHOOL PARENT COUNCILS, POLICY S.10

“Start children off on the way they should go, and even when they are old they will not turn from it.”
Proverbs 22:6

Drafted	Meeting Date
November 13, 2023	December 7, 2023

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

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 details the activities and invaluable contributions of the Toronto Catholic District School Board (TCDSB) Catholic School Parent Councils (CSPCs) during the 2022-2023 academic year. It summarizes staff engagement and learning opportunities extended to parents / guardians and Catholic School Parent Councils.

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

B. PURPOSE

The primary objective of this report is to adhere to the TCDSB Catholic School Parent Council Policy, Section 10, ensuring compliance with the metrics requirement. This annual report aims to assess the Councils' efforts in supporting student achievement and well-being at all TCDSB schools.

C. BACKGROUND

1. Aligned with Ontario Regulation 612 on School Councils and Parent Involvement Committees, [Catholic] school councils strive to enhance pupil achievement and increase parental accountability within the education system.
2. The TCDSB's Parent Engagement Department plays a pivotal role in guiding and supporting Catholic School Parent Councils and staff, promoting effective parent engagement.
3. Collaboration with TCDSB's Catholic Parent Involvement Committee (CPIC) and the Ontario Association for Parents in Catholic Education - Toronto (OAPCE Toronto) ensures maximum support to local Catholic School Parent Councils.

D. EVIDENCE/RESEARCH/ANALYSIS

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

- In the 2022-2023 academic year, all TCDSB schools had an active Catholic School Parent Council.
- Consistent with Ontario Regulation 612, s.24 (1) and (2), which mandates every school council to submit an annual report on its activities, including a financial report, 188 school councils adhered to regulatory and Policy S. 10 requirements by submitting a CSPC annual report to the Board.
- Appendix A highlights the reports submitted for the 2022-2023 academic year.

- Reimbursement procedures for parent councils have been streamlined thus promoting faster processing times and prompt financial support for school-based initiatives in the 2023-2024 academic year.

Parent Reaching Out (PRO) Grant

- The Ministry allocated \$102,000 in Parent Reaching Out grant funding (PRO) to TCDSB in 2022-2023.
- In partnership with the Catholic Parent Involvement Committee (CPIC), the Parent Engagement Department developed a streamlined application and reporting process for all schools. A summary of initiatives can be found in Appendix B
- For 2022-2023, 124 school councils successfully applied for and completed a PRO grant to support local parent engagement initiatives.
- Additionally, unutilized PRO grant funds from schools were strategically redirected to purchase additional books, enriching all schools' parent lending libraries.

Parent Involvement Committee (PIC) Grant

- The Ministry of Education provides an annual allocation of funds to each school board, earmarked to support local CSPCs in their school-based parent engagement initiatives.
- In September, each school received the annual PIC grant of \$500.00, contributing to initiatives to enhance parent engagement and involvement. Appendix C provides a detailed school breakdown of the utilization and accumulated available balances for the 2023-2024 academic year.

System Activities Supporting and Promoting Parent Leadership

- CSPC members and members of school administrative teams received virtual training on CSPC Executive roles, strategic use of PIC and PRO grants, and the Annual CSPC Activity & Financial Report.
- Speaker and resource lists highlighting best practices were created for local schools to plan PRO and PIC grant initiatives.
- Collaborative outreach improved two-way communication with parents through the Parent Engagement Department, CSPC, CPIC, and OAPCE.
- CSPC SharePoint site updates provided valuable resources for CSPC Chairs.
- Newly elected CSPC Chairs received TCDSB-designed email credentials for better Board communication and access to internal CSPC sites.

- IT support with assigned credentials and Zoom licenses were made available to all CSPC Chairs.
- The Parent Engagement Department sent regular email reminders and resources to ensure awareness of CSPC operational requirements.
- Parent engagement was a recurring topic in monthly K-12 Principal meetings.

E. METRICS AND ACCOUNTABILITY

1. The annual report of CSPC activities will serve as an assessment of the work of our CSPCs to support student achievement and well-being at TCDSB schools.
2. The Parent Engagement Department, in consultation with the Catholic Parent Involvement Committee (CPIC) and the Ontario Association of Parents in Catholic Education –Toronto (OAPCE), will prepare a CSPC Policy Metric Report on an annual basis, to assess the effectiveness of parent engagement strategies in consideration of the Multi Year Strategic Plan (MYSP).
3. The utilization of parent engagement funds, such as the Parent Involvement Committee (PIC) Grant and the Parent Reaching Out (PRO) Grant, if applicable, will be monitored.

F. CONCLUDING STATEMENT

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

Parent Engagement Department
Annual Catholic School Parent Council (CSPC) Activity and Financial Report
Statistics for 2022-2023

For the 2022-2023 academic year, all TCDSB schools maintained an active Catholic School Parent Council. The statistics presented are derived from the Annual Activity and Financial Reports submitted by 188 participating schools.

Guiding Operational Activities of the Catholic School Parent Council

- 94 % of school councils used the mandated *TCDSB, CSPC By-Laws* template, with the verified 7 local amendments;
- 72% of school councils communicated the school's current TCDSB's, CSPC By- Laws by sharing them with the school community or by posting them on the TCDSB school's webpage; and
- 81% of school councils reviewed the 7 local amendments to the mandated TCDSB, CSPC By-Laws, to comply with the required yearly review and verification by the school community at the 2023 AGM.
- 100% of school councils sent written notice of the date, time, and location for the elections of parent representatives, at least 14 days before the date of the elections.
- 98% of school councils held CSPC elections within the mandated 30 calendar days, after the first day of school.

Catholic School Parent Councils Composition

- 75% of councils had the required number of parent representatives as stipulated in the local by-laws;
- 28% of councils had less than the number of required parent representatives as stipulated in the local by-laws.
- 28% of councils had a pastor or designate.
- 89% of councils had a teacher representative.
- 45% of councils had a non-teacher representative.
- 30% of councils had a community representative.
- 13% of secondary schools had a student representative.
- 6% of councils of elementary schools had a student representative.
- 29% of councils had a parent member with an interest in Special Education; and
- 49% had an OAPCE representative.

Contextual Data

- 100% of councils had the required minimum number of meetings.
- In addition to the elected and appointed CSPC members:
 - 64% of councils had, on average, 1 to 5 additional parents/guardians attend CSPC meetings.
 - 22% of councils had, on average, 5 to 10 additional parents/guardians attend CSPC meetings.
 - 11% of councils had, on average, 10 to 20 additional parents/guardians attend CSPC meetings; and
 - 3% of councils had, on average, 20+ additional parents/guardians attend CSPC meetings.

- 90% of councils posted the dates and times for all scheduled CSPC meetings on the school's webpage and/or communicated them to the school community immediately after the elections of The Council.
- 80% of councils sent the date, time, agenda, and draft minutes for all scheduled meetings to the school community well in advance of each scheduled CSPC meeting.
- 81% of councils shared approved meeting minutes and financial statements from all scheduled meetings with the school community.
- 84% of councils presented and voted on a yearly CSPC budget, at a scheduled CSPC meeting.
- 82% of all CSPC chairs/co-chairs reported, at least 3 times per year (November, April, June), a CSPC budget report to the school community.
- 52% of councils used some or all available Parent Involvement Committee (PIC) funds.

Fundraising in Support of The School Improvement and Equity Plan

- 93% of councils conduct fundraising activities to support student learning and well-being, in alignment with the *School's Improvement and Equity Plan*.
- Councils' fundraising activities sponsored the following initiatives, in support of the goals of the *School's Equity and Improvement Plan*:
 - 52% of councils supported student learning materials not covered by block budget funds.
 - 31% of councils supported technology for students.
 - 80% of councils supported extra and/or co-curricular student activities (e.g., excursions; buses; workshops; performances; sports events).
 - 86% of councils supported student celebrations (e.g., first communion; confirmation; graduations; holidays; spirit days).
 - 27% of councils supported charitable organizations.
 - 44% of councils supported parent/guardian engagement activities in addition to available PIC or PRO funds; and
 - 41% of councils supported other initiatives that were in compliance with *TCDSB, Policy S.10, Appendix B - TCDSB Guidelines for School Accounts and Catholic School Parent Councils*

Parent Engagement
Parent Reaching Out (PRO) Grants – 2022-2023 Local Parent/Guardian
Initiatives

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

Learning: Growing in Faith

- Family math night
- Family Lego Night
- Family Coding Night
- Family fitness nights
- Parent information sessions on the science curriculum
- Established a parent lending library to support with parenting strategies
- Parent information session on supporting their child's education at home
- Create a forum for parents to enhance engagement and participation in their child's education, enabling and empowering them to advocate for their child's needs
- Improve parent awareness and involvement in the school environment and in their child's education
- Promote physical fitness and its role in children's life at home and at school
- Provide parents with support in assisting children at home with homework and transitioning to school

Equity: Growing in Justice

- Information session on how to understand equity and inclusion in the school community
- Educate and engage parents on how to address local social inclusion, racism, and systemic inequities faced by marginalized groups in our school community
- Inclusion and anti-racist education presentations equity and inclusion
- Increase local parent lending resources on mental health and anti-racist education
- Deliver parent engagement session with a parent networking parent engagement focus
- A presentation and Q & A that supports parents in identifying bullying, supporting children that are experiencing bullying and supporting children who have demonstrated bullying in marginalized communities

Equity: Growing in Justice (continued)

- To provide schools with resources to support Catholic and anti-racist education, and parenting

Well Being: Growing in Knowledge with Justice and Hope

- Virtual session on nurturing parenting strategies
- Parent sessions on community building
- Guest speaker session for parents to support their mental health and empowering them to support that of their children
- Establishing a library of resources to help parents support the mental health and wellness of their children
- Purchase of books focusing on parenting, child psychology, and mental health and well-being for the school's parent leading library and to foster understanding and help them develop a home learning environment to help their children succeed
- Parent sessions on mental health and resiliency
- Virtual session for parents to learn about social networking and online safety
- hosted a series of parent information sessions focused on areas of student self-esteem, mental health, internet safety, and financial literacy
- Interactive and informative webinar on internet safety as it pertains to both parents' personal use, as well as strategies to protect children's safety while online
- A project to support families to bring mindfulness and peace into their stressful lives
- To provide parents with strategies to assist children in decreasing anxiety over potential lockdowns and returning to normal
- To provide parents and guardians with strategies to help develop resilience and emotional well-being in children
- Virtual talk on children's mental health
- Motivational speaker on hope and strategies for helping parents to keep themselves and their children mentally healthy, as well as address the importance of inclusion in our school
- Workshops to help identify and recognize the signs and symptoms of stress in their children, and to understand what stress "feels" like, identify their children and youth's stressors and their impacts, see the upside of stress, and learn to support their children with the implementation of coping and problem-solving strategies

Well Being: Growing in Knowledge with Justice and Hope (continued)

- Parents session on the impact of the pandemic, synchronous learning, lack of opportunity to socialize with peers and how all these factors can impact the child's education, mental health, well-being, and student achievement
- Information session on youth and social media and how parents can help support their children
- Virtual session for parents to support and nurture resilience in children and youth while also taking care of themselves
- Provide parents with resources and information on how to support their children in using social media safely
- Parent education on the fundamentals of stress and resiliency, and strategies to support their children through life's ups and downs
- Provide parenting strategies for uncertain times, as well as address mental health and wellness during these difficult times
- Development of parent resources addressing well-being and mental health for students and families
- Delivery of parent engagement and information session to promote mental health wellness through laughter
- Virtual presentation for parents and guardians to help develop resilience and emotional well-being in children
- Webinar to help parents learn and deal with children's anxiety at home
- Information session to increase parent's awareness of internet safety
- Delivery of a parent information session on the challenges that we all face regarding the inappropriate use of social media
- To provide parents with strategies of the appropriate use of social media
- Strategies for parents to keep their children safe while online
- Internet safety strategies for parents
- To provide parents with resources to help them deal with their and their children's mental and physical health
- Virtual presentation on safe schools
- Virtual seminar delivering information to parents on how to support the mental health of their children through the lens of the pandemic Parenting webinar on responsive parenting
- Information sessions on parenting teens
- Community building and understanding the need for community wellness
- Focused parenting – understanding teenage emotions
- Speaker's session on mental health and stress management as it relates to

parenting school-age children

- To provide parents with the tools and resources to overcome barriers to reach their children's potential

Metrics Report on the Catholic School Parent Council, Policy S10 - Appendix B

Parent Involvement Committee (PIC) Grant 2022-2023 Funds		
School	Budgeted Annual Amount plus any Carryforward Unused Balance	Amount used in 2022-2023 Academic Year
All Saints	1,000.00	1,000.00
Annunciation	3,027.10	1,005.69
Bishop Allen Academy	2,584.10	-
Bishop Macdonell	1,500.00	-
Bishop Marrocco/Thomas Merton	2,718.07	-
Blessed Pier Giorgio Frassati	1,557.54	-
Blessed Sacrament	2,687.79	-
Blessed Trinity	3,453.40	-
Brebeuf	584.24	-
Canadian Martyrs	4,500.00	-
Cardinal Carter Academy	1,263.89	-
Cardinal Leger	2,959.68	2,959.68
Chaminade College	2,000.00	725.00
D`Arcy McGee	2,848.21	-
Dante Alighieri	4,500.00	-
Epiphany of Our Lord Catholic Academy	4,500.00	-
Father Serra	500.00	-
Fr Henry Carr	3,118.23	960.07
Fr John Redmond	3,500.00	1,171.60
Francis Libermann	1,937.16	-
Holy Angels	1,500.00	840.88
Holy Child	1,620.33	-
Holy Cross	1,500.00	-
Holy Family	4,096.47	-
Holy Name	536.17	536.17
Holy Rosary	2,527.80	120.00
Holy Spirit	2,297.13	1,992.12
Immaculate Conception	3,053.53	970.52
Immaculate Heart of Mary	803.13	392.60
James Cardinal McGuigan	1,996.75	-
James Culnan	3,115.58	1,219.01
Josyf Cardinal Slipyj	2,070.71	-
Loretto Abbey	2,486.42	1,385.37
Loretto College	1,500.00	-
Madonna	1,000.00	-
Marshall McLuhan	2,000.00	-
Mary Ward	1,500.00	1,500.00

Metrics Report on the Catholic School Parent Council, Policy S10 - Appendix B

Michael Power/St Joseph	3,175.94	-
Mother Cabrini	2,886.48	-
Msgr Fraser (Isabella)	4,007.39	-
Msgr John Corrigan	3,095.94	-
Msgr Percy Johnson	2,143.88	-
Nativity of Our Lord	1,591.69	-
Neil McNeil	2,569.85	-
Notre Dame	3,178.55	-
Our Lady of the Assumption	2,772.55	-
Our Lady of Fatima	3,606.23	-
Our Lady of Grace	2,710.14	-
Our Lady of Guadalupe	3,427.32	-
Our Lady of Lourdes	3,064.08	-
Our Lady of Peace	3,047.97	-
Our Lady of Perpetual Help	2,145.00	1,197.31
Our Lady of Sorrows	3,161.86	-
Our Lady of Victory	2,420.26	556.78
Our Lady of Wisdom	1,395.54	1,328.08
Pope Francis	2,618.02	-
Precious Blood	2,500.00	-
Prince of Peace	3,103.04	-
Regina Mundi	3,755.04	-
Sacred Heart	2,695.81	-
Santa Maria	1,000.00	-
Senator O`Connor	2,075.80	-
St Agatha	3,139.99	408.81
St Agnes	2,051.07	-
St Aidan	2,000.00	966.85
St Albert	3,174.78	-
St Alphonsus	2,000.00	-
St Ambrose	3,934.52	3,141.42
St Andre	3,054.35	-
St Andrew	3,047.96	2,755.57
St Angela	4,500.00	-
St Anselm	2,373.72	-
St Anthony	4,047.96	-
St Antoine Daniel	2,598.06	-
St Augustine	2,159.04	-
St Barbara	3,779.56	-
St Barnabas	2,000.00	-
St Bartholomew	3,174.78	430.00
St Basil-The-Great	2,881.13	650.00
St Bede	2,113.17	-
St Benedict	3,179.68	-
St Bernard	2,892.87	2,892.87

Metrics Report on the Catholic School Parent Council, Policy S10 - Appendix B

St Bonaventure	1,063.25	505.69
St Boniface	3,595.92	-
St Brendan	1,000.00	1,000.00
St Brigid	1,802.02	-
St Bruno/St Raymond	3,782.72	-
St Catherine	1,436.56	713.51
St Cecilia	3,547.96	-
St Charles	3,271.51	3,153.68
St Charles Garnier	3,691.24	1,249.10
St Clare	3,572.46	-
St Clement	3,121.96	2,500.00
St Columba	2,090.22	-
St Conrad	3,034.72	-
St Cyril	500.00	-
St Demetrius	3,116.53	-
St Denis	2,595.93	-
St Dominic Savio	500.00	500.00
St Dorothy	3,022.32	-
St Dunstan	2,897.92	-
St Edmund Campion	2,543.79	-
St Edward	1,736.16	-
St Elizabeth	1,021.49	-
St Elizabeth Seton	4,500.00	-
St Eugene	1,000.00	-
St Fidelis	1,797.64	1,636.02
St Florence	3,653.81	-
St Francis Assisi	4,481.53	1,522.18
St Francis de Sales	2,132.94	-
St Francis Xavier	2,532.80	-
St Gabriel	3,047.96	611.93
St Gabriel Lalemant	4,000.00	-
St Gerald	500.00	-
St Gregory	1,500.00	1,025.50
St Helen	3,287.33	-
St Henry	2,095.93	-
St Ignatius of Loyola	2,300.28	1,067.00
St Isaac Jogues	1,000.00	500.00
St James	2,824.02	-
St Jane Frances	2,418.03	940.03
St Jean De Brebeuf	2,143.89	504.77
St Jerome	2,095.92	-
St Joachim	1,500.00	-
St Joan of Arc	4,500.00	990.58
St John (Toronto)	1,000.00	904.08
St John Bosco	1,396.61	896.61

Metrics Report on the Catholic School Parent Council, Policy S10 - Appendix B

St John Henry Newman	1,863.21	1,675.14
St John Paul II	3,167.94	-
St John The Evangelist	781.63	267.64
St John Vianney	3,547.96	-
St John XXIII	3,527.55	-
St Josaphat	4,500.00	-
St Joseph	3,460.05	3,460.05
St Joseph College	1,660.32	-
St Joseph Morrow Park	1,500.00	-
St Jude	2,956.10	-
St Kateri Tekakwitha	500.00	-
St Kevin	1,787.78	-
St Lawrence	3,119.67	-
St Leo	726.04	500.00
St Louis	3,412.76	813.79
St Luigi	1,573.38	500.00
St Malachy	3,143.88	875.75
St Marcellus	4,000.00	1,481.32
St Margaret	4,016.60	2,656.16
St Margherita of Citta di Castello	2,065.10	-
St Marguerite Bourgeoys	3,154.02	-
St Maria Goretti	4,411.42	-
St Mark	1,113.91	613.91
St Martha	1,625.00	-
St Martin de Porres	2,000.00	-
St Mary	2,643.24	-
St Mary Catholic Academy	3,385.16	2,003.00
St Mary of the Angels	500.00	500.00
St Matthew	1,481.06	1,087.00
St Matthias	1,691.85	-
St Maurice	2,629.43	-
St Michael	3,051.77	-
St Michael Choir (Jr)	1,517.65	-
St Michael Choir (Sr)	1,500.00	-
St Monica	2,219.56	-
St Mother Teresa Catholic Academy	2,644.20	-
St Nicholas	4,500.00	508.39
St Nicholas of Bari	500.00	500.00
St Norbert	2,048.29	1,811.38
St Oscar Romero	2,609.96	-
St Paschal Baylon	3,201.27	612.78
St Patrick Secondary	2,084.15	-
St Paul	1,619.32	-
St Paul VI	1,500.00	-
St Pius X	1,442.00	-

Metrics Report on the Catholic School Parent Council, Policy S10 - Appendix B

St Raphael	1,783.71	1,542.36
St Rene Goupil	2,265.63	-
St Richard	4,500.00	1,808.14
St Rita	1,587.95	111.61
St Robert	3,365.39	1,438.75
St Roch	2,808.12	-
St Rose Of Lima	2,032.65	1,011.38
St Sebastian	1,985.69	-
St Simon	1,012.96	-
St Stephen	2,314.59	-
St Sylvester	1,077.32	1,077.21
St Theresa Shrine	3,131.88	-
St Thomas Aquinas	2,500.00	-
St Thomas More	2,720.00	-
St Timothy	1,500.00	1,350.35
St Ursula	3,892.15	1,572.62
St Victor	2,113.28	-
St Vincent de Paul	2,162.05	1,435.09
St Wilfrid	2,623.83	-
Stella Maris	1,000.00	-
Sts Cosmas and Damian	1,504.52	-
The Divine Infant	2,305.05	400.00
The Holy Trinity	2,500.00	-
Transfiguration	3,095.92	-
Venerable John Merlini	3,000.00	1,798.02
	484,413.74	84,738.92



REPORT TO

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

ANNE MARIE D'AMICO DAY OF KINDNESS AND LOVE AWARD

Love is patient; love is kind; love is not envious or boastful or arrogant⁵ or rude. It does not insist on its own way; it is not irritable or resentful;⁶ it does not rejoice in wrongdoing, but rejoices in the truth.⁷ It bears all things, believes all things, hopes all things, endures all things - 1 Corinthians 13:4-8

Drafted

November 20, 2023

Meeting Date

December 7, 2023

Shazia Vlahos, Chief Communications Officer, Government Relations & Strategy
 Michael Caccamo, Superintendent of Nurturing Our Catholic Community / Safe Schools / Continuing Education
 Marco Ouji, Communications Manager

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 has been prepared in response to an action after the Regular Board meeting on March 23, 2023, outlining the establishment of the Anne Marie D’Amico Memorial Award, in memory of Anne Marie D’Amico, a TCDSB graduate tragically killed in the Yonge Street Van Attack on April 23, 2018.

This annual award, starting in 2024, will recognize one elementary and one secondary student who exemplifies the spirit of kindness and love. The report includes details on the award criteria, nomination process, and communication strategies for related school events.

The cumulative staff time required to prepare this report was 6 hours.

B. PURPOSE

1. In response to a motion approved at the March 23, 2023, Regular board meeting staff have prepared *“a report that includes details of the creation of award, recognition criteria, communication strategies regarding special school events (sample plans, initiatives) for the creation of the Anne Marie D’Amico Kindness and Love Award that recognizes one elementary and one secondary student on an annual basis beginning in 2024.”*

C. BACKGROUND

1. *Consideration of Motion – Proclamation and Celebration of the Anne Marie D’Amico Day of Kindness and Love (Regular Board Meeting, March 23, 2023) – can be found [here](#).*
2. Board Motion Anne Marie D’Amico, a TCDSB alumna, was one of ten lives tragically lost in the Yonge Street Van Attack on April 23, 2018.
3. To commemorate her and promote the values she lived by, the TCDSB established April 23 as the ‘Anne Marie D’Amico Day of Kindness and Love’.
4. Beginning in 2024, an award will be created to honour the memory of Anne Marie D’Amico and to encourage the values she represented among TCDSB students.
5. This award aims to recognize students who embody the spirit of kindness, love, inclusivity, and advocacy for women's rights – qualities that Anne Marie D’Amico championed.
 - I. Appendix A - Please view for more information about the awards criteria, communications strategy, and school event template.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The award criteria are based on principles that reflect Anne Marie D'Amico's values, including acts of kindness, love, compassion, advocacy for women's rights, and promoting inclusivity.
2. The nomination process will be open to all TCDSB students with submissions via an online form.
3. TCDSB's Awards Night Committee will review nominations and select recipients based on the outlined criteria.
4. The award presentation will be part of the TCDSB's Awards Night in May, with the D'Amico family invited to participate.

E. METRICS AND ACCOUNTABILITY

1. The success of the award will be gauged by the level of participation in the nomination process and the impact of related school events.

F. CONCLUDING STATEMENT

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

APPENDIX A - Anne Marie D'Amico Memorial Award (April 23rd)

About the Award

On April 23, 2018, Anne Marie D'Amico, a graduate of the TCDSB, along with ten other people, were killed in what has been called the "Yonge Street Van Attack". The [Anne Marie D'Amico Foundation](#) was launched by the D'Amico family in December 2018 to honour their loved one and to carry Anne Marie's legacy with them each day.

The TCDSB proclaimed April 23 as the 'Anne Marie D'Amico Day of Kindness and Love' and beginning in 2024, the annual Anne Marie D'Amico Memorial Award will recognize one elementary and one secondary student who embodies the spirit of kindness and love.

Award criteria:

- Existing TCDSB student,
- Demonstrates the foundational principles of this award, as outlined below:
 - demonstrates acts of kindness and love towards others. This can include acts of compassion, empathy, generosity, and selflessness;
 - creates initiatives at school that support safe environments;
 - advocates for human rights through awareness campaigns, or volunteering;
 - actively nourishes and strengthens healthy relationships within the school community, focusing on respect, empathy, and conflict resolution;
 - champions inclusivity and celebrates diversity within their school, ensuring that their fellow students, staff and visitors feel welcome and valued;
 - inspires peers to be the best they can be and actively seeks to create a more just society.
- Student applicants must provide an explanation in writing as to why they should receive this award.
- Please provide two (2) references supporting the application.

Regulations:

- TCDSB community members can nominate an existing student.
- In January of each year, nominations are submitted to commdept@tcdsb.org using a standard nomination form that will be shared online with all TCDSB staff and Elementary and Secondary Principals will be asked to share information about the award with their students
- Nomination forms will be reviewed by an internal TCDSB Selection Committee, and one (1) elementary student and one (1) secondary student award recipient will be selected on an annual basis based on the criteria noted above.
- The D'Amico family will be invited to present the award to the recipient at the TCDSB's Awards Night in May.
- A TCDSB award certificate and Anne Marie D'Amico Memorial Award will be presented to one elementary student in the amount of \$300 and to one

secondary student in the amount of \$500 at the Annual TCDSB Awards Night in May.

- Each year, the [Anne Marie D'Amico Day of Kindness and Love \(April 23\)](#) requires that school communities be encouraged to engage in events, share stories and/or activities to commemorate the official Yonge Street Tragedy and other events celebrating acts of kindness and love.
- In the event the D'Amico family is unavailable to attend the awards night the recipient's principal can present the award on their behalf.

Communication Strategies:

- The Superintendent of NCC will communicate with school leaders the importance of this day including details in the board-approved motion, expectations of students to celebrate in acts of kindness, and sharing with the TCDSB community via communications channels including wrap-up, social media and web.
- Pitch to appropriate media outlets once we learn of student-related initiatives for the day.

Sample School Event Plan:

Title: Anne Marie D'Amico Day of Kindness and Love

Date: April 23, 2024

Duration: 15-20 minutes

Target Audience: All students and staff

About the Day:

This day commemorates Anne Marie D'Amico, a TCDSB alumnus and victim of the Yonge Street Van Attack, by promoting values of kindness, love, and community support, reflecting her spirit and legacy.

Event Schedule:

1. Opening with Prayer for Kindness and Love (2 minutes)

- **Time:** 9:00 AM - 9:02 AM
- **Activity:**
 - The school community starts with the following prayer:
 - *In the name of the Father, and of the Son, and of the Holy Spirit. Amen. Caring God, with each new day comes new experiences and new opportunities for us to be kind to one another and to learn new things about life and creation. You show us kindness and care every day, wherever we are. You give us people in our lives who are with us when it is difficult to smile or when we are unhappy or sad. We appreciate their love and support – a reminder that you are always with us. May we be ever grateful and trust you to be with us*

at all times. Help us to walk together, recognizing how special each person is and how fortunate we are to have friends and family around us. Grant us your protection and safety always. We place our trust in you and your presence with us to help us to let go of our worries and our fears, our disappointments and doubts. And it is good for us to care for one another. Support us always in the name of the Father, and of the Son, and of the Holy Spirit. Amen.

2. Moment of Silence (1 minute)

- **Time:** 9:02 AM - 9:03 AM
- **Activity:**
 - A moment of silence in memory of Anne Marie D'Amico and the other victims of the Yonge Street Van Attack.

3. Student Presentation (5 minutes)

- **Time:** 9:03 AM - 9:08 AM
- **Activity:**
 - A brief student-led presentation or performance that encapsulates themes of kindness and compassion.

4. Kindness Writing Activity Announcement (5 minutes)

- **Time:** 9:08 AM - 9:13 AM
- **Activity:**
 - Encouragement for students to write about kindness and love throughout the day, to be shared in classrooms or on a special board.

5. Closing and Call to Action (2 minutes)

- **Time:** 9:13 AM - 9:15 AM
- **Activity:**
 - Closing remarks emphasize the importance of carrying kindness and love into daily actions.
 - Reminder about the Anne Marie D'Amico Memorial Award.



REPORT TO

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

2022-2023 AUDITED FINANCIAL STATEMENTS

"I urge, then, first of all, that petitions, prayers, intercession and thanksgiving be made for all people— for kings and all those in authority, that we may live peaceful and quiet lives in all godliness and holiness." 1 Timothy 2:1-2

Drafted

Meeting Date

November 30, 2023

December 7, 2023

- K. Morra, Controller, Financial Reporting and Sustainability
G. Sequeira, Controller, Financial Management and Accountability
D. Bilenduke, Controller, Financial Accounting and Compliance
C. Giambattista, Senior Coordinator, Audit and Accounting
T. Sanza, Senior Coordinator, Capital Program Accounting and Reporting

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

The 2022-2023 Audited Financial Statements were reviewed with the Audit Committee on November 15, 2023 in conjunction with the External Auditors Report in which Deloitte LLP provided an unqualified (clean) audit opinion.

The financial result for the 2022-2023 fiscal year is consistent with the Mid-Year Budget Status Report provided to Trustees in April 2023.

The year end financial position of \$10M in the Operating Contingency enables the Board to meet its commitment in the 2023-2024 Estimates.

The cumulative staff time required to prepare this report was 2 hours.

B. PURPOSE

Consistent with Regulation and Board Policy the Draft Financial Statements and resultant External Auditor Report were reviewed by the Audit Committee.

Upon recommendation from the Audit Committee the Financial Statements are then presented to the Board of Trustees for approval and submitted to the Ministry of Education within prescribed reporting timelines.

C. BACKGROUND

Deloitte LLP have audited the attached 2022-2023 Draft Financial Statements based on the audit plan presented to management in September 2023.

The Auditors presented their findings and recommendations to the Audit Committee and responded to questions from Committee Members.

The Board's Chief Financial Officer and Treasurer reviewed the financial results highlighting any strategic adjustments made in order to maximize Ministry funding as well as to address any year end financial pressures.

D. EVIDENCE/RESEARCH/ANALYSIS

The 2022-2023 in-year operating deficit is \$42.3M. This result is consistent with the mid-year budget forecast (\$42M deficit) as reported to Trustees in April 2023. For financial statement purposes the deficit was decreased to \$22.9M due to one-time pandemic funding of \$19.4M received in 2022-2023 for the reimbursement of 2021-2022 Board funded COVID costs.

The in-year deficit is a direct result of unfunded absence related costs. For 2022-2023 the Board received approximately \$20M in funding with actual costs in excess of \$60M inclusive of all employee groups. Over the past three years the cumulative shortfall exceeds \$100M and has resulted in an accelerated depletion of the Board's operating reserves. This trend is expected to continue and as such the annual shortfall will need to be incorporated into the 2023-2024 Revised Estimates in December 2023 creating an unfunded deficit.

Strategies utilized to address year end pressures include the following:

Recognizing 50% of the change in the WSIB liability as estimated by the Board's actuary to introduce a smoothing effect as this figure can fluctuate significantly up or down from year to year.

Accrual of 50% of the total potential legal claims to better represent the likely outcome criteria/determinant and to align with the Auditor's evaluation of a justifiable liability under Generally Accepted Accounting Principles (GAAP).

E. RECOMMENDATION

That the Board of Trustees approve the 2022-2023 Audited Financial Statements, as recommended by the Audit Committee.

Consolidated financial statements of
Toronto Catholic District
School Board

August 31, 2023

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Management Report

Year ended August 31, 2023

Re: Management's Responsibility for the Consolidated Financial Statements

The accompanying consolidated financial statements of the Toronto Catholic District School Board are the responsibility of the School Board's management and have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act, as described in Note 1(a) to the financial statements.

The preparation of the consolidated financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management.

The Audit Committee of the Board meets with the external auditors to review the consolidated financial statements and discuss any significant financial reporting or internal control matters prior to the Board's approval of the consolidated financial statements.

The consolidated financial statements have been audited by Deloitte LLP, independent external auditors appointed by the Board. The accompanying Independent Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the School Board's consolidated financial statements.

Director of Education

Chief Financial Officer

[DATE]

Independent Auditor's Report

To the Board of Trustees of the
Toronto Catholic District School Board

Opinion

We have audited the consolidated financial statements of Toronto Catholic District School Board (the "Board"), which comprise the consolidated statement of financial position as at August 31, 2023, and the consolidated statements of operations and accumulated surplus, change in net debt and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies (collectively referred to as the "consolidated financial statements").

In our opinion, the accompanying financial statements of the Board for the year ended August 31, 2023 are prepared, in all material respects, in accordance with the basis of accounting described in Note 1(a) to the financial statements.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards ("Canadian GAAS"). Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Board in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter

Without modifying our opinion, we draw attention to Note 1(a) of the financial statements which describes the basis of accounting used in the preparation of these financial statements and the significant differences between such basis of accounting and Canadian public sector accounting standards. Our opinion is not modified in respect of this matter.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the basis of accounting described in Note 1(a) to the financial statements, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Board's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Board or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Board's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian GAAS will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian GAAS, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Board's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Board to cease to continue as a going concern.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Board to express an opinion on the financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants
Licensed Public Accountants
[DATE]

Toronto Catholic District School Board
Consolidated statement of financial position

As at August 31, 2023
(In thousands of dollars)

	Notes	2023 \$	2022 \$
			Restated (Note 2)
Assets			
Cash and cash equivalents		106,248	87,144
Accounts receivable		70,914	88,710
Account receivable – Government of Ontario	3	436,680	417,917
Investments		20,075	20,075
Restricted cash	12	—	60
		633,917	613,906
Liabilities			
Accounts payable and accrued liabilities		102,715	75,446
Net long-term debt	7	211,908	232,807
Deferred revenue	4	254,153	216,696
Retirement and other employee future benefits payable	11	48,872	53,459
Deferred capital contributions	5	885,795	842,683
Asset retirement obligation	10	60,298	53,761
		1,563,741	1,474,852
Net debt		(929,824)	(860,946)
Non-financial assets			
Prepaid expenses		2,069	1,331
Tangible capital assets	9	1,374,907	1,317,604
		1,376,976	1,318,935
Commitments and contingencies	14		
Accumulated surplus		447,152	457,989

The accompanying notes are an integral part of the consolidated financial statements.

Approved on behalf of the Board

_____, Chair of the Board

_____, Director of Education

Toronto Catholic District School Board
Consolidated statement of operations

Year ended August 31, 2023
(In thousands of dollars)

Notes	Budget \$	2023 Actual \$	2022 Actual \$
			Restated (Note 2)
Revenue			
Provincial grants			
Student needs	1,067,322	1,106,247	1,055,168
Amortization of deferred capital contributions	73,122	75,639	77,796
Other	12,798	20,107	51,171
School generated funds	30,265	32,865	23,925
Investment income	58	3,485	103
Other fees and revenue	25,203	35,421	30,367
	1,208,768	1,273,764	1,238,530
Expenses			
Instruction	919,718	953,012	926,432
Administration	30,449	30,792	28,798
Transportation	42,257	44,235	37,684
Pupil accommodation	179,424	191,047	184,885
School generated funds	30,265	33,017	23,414
Other	19,221	32,498	56,549
	1,221,334	1,284,601	1,257,762
Annual deficit	(12,566)	(10,837)	(19,232)
Accumulated surplus, as previously stated, beginning of year	457,989	457,989	515,725
Accumulated surplus PSAS adjustments	—	—	(38,504)
Accumulated surplus, as restated, beginning of year	457,989	457,989	477,221
Accumulated surplus, end of year	445,423	447,152	457,989

The accompanying notes are an integral part of the consolidated financial statements.

Toronto Catholic District School Board
Consolidated statement of change in net debt

Year ended August 31, 2023
(In thousands of dollars)

	Budget \$	2023 Actual \$	2022 Actual \$
			Restated (Note 2)
Annual deficit	(12,566)	(10,837)	(19,232)
Tangible capital asset activities			
Purchase of tangible capital assets and addition of asset retirement obligation	(78,393)	(127,691)	(86,124)
Amortization of tangible capital assets	73,180	72,680	77,854
Amortization of tangible capital assets - asset retirement obligation	—	2,131	1,843
Loss on sale of tangible capital asset	—	3,017	—
Proceeds on sale of tangible capital assets	—	255	—
Gain on sale allocated to deferred revenue	—	(255)	—
Change in estimate of tangible capital asset retirement obligation	—	(7,594)	—
Disposals of tangible capital assets	—	154	119
asset retirement obligation	—	154	119
	(5,213)	(57,303)	(6,308)
Other non-financial asset activities			
Acquisition of prepaid expenses	—	(2,069)	(1,331)
Use of prepaid expenses	—	1,331	1,294
	—	(738)	(37)
Change in net debt	(17,779)	(68,878)	(25,577)
Net debt, as previously stated, beginning of year	(860,946)	(860,946)	(777,275)
PSAS adjustment to net debt	—	—	(58,094)
Net debt, as restated, beginning of year	—	—	(835,369)
Net debt, end of year	(878,725)	(929,824)	(860,946)

The accompanying notes are an integral part of the consolidated financial statements.

Toronto Catholic District School Board

Consolidated statement of cash flows

Year ended August 31, 2023

(In thousands of dollars)

	Notes	2023 \$	2022 \$ Restated (Note 2)
Operating activities			
Annual deficit		(10,837)	(19,232)
Items not involving cash			
Amortization of tangible capital assets		72,680	77,854
Amortization of tangible capital assets - asset retirement obligation		2,131	1,843
Loss on sale of tangible capital asset		3,017	—
Amortization of deferred capital contributions		(75,639)	(77,796)
Gain on Disposal		(255)	—
Asset retirement obligation liability (excl settlements)		7,272	119
Purchase of tangible capital assets asset retirement obligation, net of disposals		(7,558)	—
Changes in non-cash assets and liabilities			
Accounts receivable		17,796	(11,264)
Prepaid expenses		(738)	(37)
Accounts payable and accrued liabilities		27,269	(21,687)
Deferred revenue – operating		(2,463)	584
Retirement and other employee future benefits payable		(4,587)	(3,917)
Settlement of asset retirement obligation		(735)	(4,333)
		27,353	(57,866)
Capital activity			
Purchase of tangible capital assets, net of disposals		(127,318)	(86,124)
Investing activity			
Acquisition of investments, net		—	(5,000)
Financing activities			
(Increase) decrease in account receivable – Government of Ontario, net		(18,763)	6,907
Debt repayment		(20,899)	(19,894)
Decrease in restricted cash held in joint bank account	12	60	113
Additions to deferred capital contributions		95,221	47,102
Change in deferred revenue – capital		63,450	92,301
		119,069	126,529
Increase (decrease) in cash and cash equivalents		19,104	(22,461)
Cash and cash equivalents, beginning of year		87,144	109,605
Cash and cash equivalents, end of year		106,248	87,144
Cash and cash equivalents consist of			
(Bank indebtedness) cash		(357)	192
Cash equivalents		106,605	86,952
		106,248	87,144

The accompanying notes are an integral part of the consolidated financial statements.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2023

(In thousands of dollars)

1. Significant accounting policies

The consolidated financial statements are prepared by management in accordance with the basis of accounting described below.

(a) Basis of accounting

The consolidated financial statements have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11, Accounting Policies and Practices Public Entities ("Regulation 395/11"), of the Financial Administration Act.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario ("Province"). A directive was provided by the Ontario Ministry of Education within memorandum 2004:B2 requiring school boards to adopt Canadian Public Sector Accounting Standards ("PSAS") commencing with their year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Regulation 395/11 of the Financial Administration Act. Regulation 395/11 requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services be recorded as deferred capital contributions and be recognized as revenue in the consolidated statement of operations over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. Regulation 395/11 further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are significantly different from the requirements of PSAB, which requires that:

- (i) government transfers, including amounts previously recognized as tax revenue, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with PSAS PS3410;
- (ii) externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with PSAS PS3100; and
- (iii) property taxation revenue be reported as revenue when received or receivable in accordance with PSAS PS3510.

As a result, revenue recognized in the consolidated statement of operations and certain related deferred revenue and deferred capital contributions would be recorded differently under PSAS.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2023

(In thousands of dollars)

1. Significant accounting policies (continued)

(b) Reporting entity

The consolidated financial statements reflect the assets, liabilities, revenue and expenses of the reporting entity. The reporting entity comprises all organizations which are controlled by the Toronto Catholic District School Board ("Board").

School generated funds, which include the assets, liabilities, revenue and expenses of various organizations that exist at the school level and which are controlled by the Board, are reflected in the consolidated financial statements.

Interdepartmental and inter-organizational transactions and balances between these organizations are eliminated.

(c) Trust funds

Trust funds and their related operations administered by the Board, amounting to \$498 (\$497 in 2022), have not been included in the consolidated statement of financial position nor have their operations been included in the consolidated statement of operations, as they are not controlled by the Board.

(d) Cash and cash equivalents

Cash and cash equivalents comprise cash on hand, demand deposits and short-term investments. Short-term investments are highly liquid, subject to insignificant risk of changes in value and have a short maturity term of 90 days or less.

(e) Investments

Temporary investments consist of marketable securities, which are liquid short-term investments with maturities of between three months and one year at the date of acquisition, and are carried on the consolidated statement of financial position at the lower of cost or fair value.

Long-term investments consist of investments that have maturities of more than one year. Long-term investments are recorded at cost and assessed regularly for permanent impairment.

(f) Deferred revenue

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenses are incurred or services are performed.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2023

(In thousands of dollars)

1. Significant accounting policies (continued)

(g) Deferred capital contributions

Contributions received or receivable for the purpose of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible assets received or receivable for use in providing services, are recorded as deferred capital contributions, as defined in Regulation 395/11. These amounts are recognized as revenue in the consolidated statement of operations at the same rate as related tangible capital assets are amortized. The following items fall under this category:

- (i) government transfers received or receivable for capital purposes;
- (ii) other restricted contributions received or receivable for capital purposes; and
- (iii) amounts previously recognized as property taxation revenue which were historically used to fund capital assets.

(h) Retirement and other employee future benefits

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance and health care benefits, dental benefits, retirement gratuity, worker's compensation, accumulated sick leave and long-term disability benefits.

As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with the principals and vice-principals associations, the following Employee Life and Health Trusts (ELHTs) were established in 2016-17: Elementary Teachers' Federation of Ontario (ETFO), Ontario English Catholic Teachers' Association (OECTA), Education Workers' Alliance of Ontario (EWAO), Canadian Union of Public Employees (CUPE), and Ontario Non-union Education Trust for non-unionized employees including principals, vice-principals, directors and supervisory officers. The ELHTs provide health, dental and life insurance benefits to teachers (excluding daily occasional teachers), education workers (excluding casual and temporary staff), other school board staff and retired individuals up to a school board's participation date into the ELHT. These benefits are being provided through a joint governance structure between the bargaining/employee groups, school board trustees associations and the Government of Ontario. Boards no longer administer health, life and dental plans for their employees and instead are required to fund the ELHTs on a monthly basis based on a negotiated amount per full-time equivalency (FTE) on a monthly basis. Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs (GSN) and additional ministry funding in the form of a Crown contribution and Stabilization Adjustment.

The Board continues to provide health, dental and life insurance benefits for retired individuals in the following employee groups: CUPE and EWAO(APPSP) and continues to have a liability for payment of benefits for those who are on long-term disability and for some who are retired under these plans.

The Board has adopted the following policies with respect to accounting for these employee benefits:

- (i) The costs of self-insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, insurance and health care costs trends, disability recovery rates, long-term inflation rates and discount rates. The cost of retirement gratuities were actuarially determined using the employee's salary, banked sick days and years of service as at August 31, 2012 and management's best estimate of discount rates. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2023

(In thousands of dollars)

1. Significant accounting policies (continued)

(h) Retirement and other employee future benefits (continued)

(i) (continued)

For self-insured retirement and other employee future benefits that vest or accumulate over the periods of service provided by employees, such as life insurance and health care benefits for retirees, the cost is actuarially determined using the projected benefits method prorated on service. Under this method, the costs are recognized over the expected average service life of each employee group.

For those self-insured benefit obligations that arise from specific events that occur from time to time, such as obligations for workers' compensation and long-term disability, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.

(ii) The cost of multi-employer defined pension plan benefits, such as the Ontario Municipal Employees Retirement System ("OMERS") pensions, are the employer's contributions due to the plan in the period.

(iii) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

(i) Tangible capital assets

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset, as well as interest related to financing during construction and legally or contractually required retirement activities. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Leases that transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Tangible capital assets, except land, are amortized on a straight-line basis over their estimated useful lives as follows:

Asset class	<u>Estimated useful life in years</u>
Land improvements with finite lives	15
Buildings and building improvements	40
Portable structures	20
Other buildings	20
First-time equipping of schools	10
Furniture	10
Equipment	5-15
Computer hardware	3
Computer software	5
Vehicles	5-15
Leasehold improvements	Over lease term

Assets under construction and assets that relate to pre-acquisition and pre-construction costs are not amortized until the asset is available for productive use.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2023

(In thousands of dollars)

1. Significant accounting policies (continued)

(i) Tangible capital assets (continued)

Land permanently removed from service and held for resale is recorded at the lower of cost and estimated net realizable value. Cost includes amounts for improvements to prepare the land for sale or servicing. Buildings permanently removed from service and held for resale cease to be amortized and are recorded at the lower of carrying value and estimated net realizable value. Tangible capital assets which meet the criteria for financial assets are reclassified as assets held for sale on the consolidated statement of financial position.

Works of art and cultural and historic assets are not recorded as assets in these consolidated financial statements.

(j) Government transfers

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the period in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met, and reasonable estimates of the amount can be made. If government transfers contain stipulations which give rise to a liability, they are deferred and recognized in revenue when the stipulations are met.

Government transfers for capital are deferred as required by Regulation 395/11, recorded as deferred capital contributions and recognized as revenue in the consolidated statement of operations at the same rate and over the same periods as the asset is amortized.

(k) Contributed materials

Contributed materials are recognized by the Board at the date of contribution when a fair value can be reasonably estimated.

(l) Investment income

Investment income is reported as revenue in the period earned.

When required by the funding government or related act, investment income earned on externally restricted funds, such as pupil accommodation, educational development charges and special education is added to the deferred revenue and forms part of the respective deferred revenue balances.

(m) Budget figures

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Board of Trustees ("Trustees"). The budget approved annually by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model. The approved operating budget for 2021-2022 is reflected on the consolidated statement of operations. The budget was approved on June 9, 2022

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2023

(In thousands of dollars)

1. Significant accounting policies (continued)

(n) Use of estimates

The preparation of consolidated financial statements in conformity with the basis of accounting described in Note 1(a) requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenue and expenses during the year. Actual results could differ from these estimates. These estimates are reviewed periodically and, as adjustments become necessary, they are reported in the periods in which they become known. Accounts subject to significant estimates include accrued liabilities, retirement and other employee future benefits payable, asset retirement obligation (Note 2), useful lives of tangible capital assets and the recognition of deferred amounts related to capital contributions.

(o) Property tax revenue

Under PSAS, the entity that determines and sets the tax levy records the revenue in the financial statements, which in the case of the Board, is the Province of Ontario. As a result, property tax revenue received from the municipalities is recorded as part of Provincial Grants.

2. Change in Accounting Policy - adoption of new accounting standards

The Board adopted the following standards concurrently beginning September 1, 2022 prospectively: PS 1201 Financial Statement Presentation, PS 2601 Foreign Currency Translation, PS 3041 Portfolio Investments and PS 3450 Financial Instruments.

PS 1201 – Financial Statement Presentation

PS1201 Financial Statement Presentation replaces PS 1200 Financial Statement Presentation. This standard establishes general reporting principles and standards for the disclosure of information in government financial statements. The standard introduces the Statement of Remeasurement Gains and Losses separate from the Statement of Operations. Requirements in PS 2601 Foreign Currency Translation, PS 3450 Financial Instruments, and PS 3041 Portfolio Investments, which are required to be adopted at the same time, can give rise to the presentation of gains and losses as remeasurement gains and losses.

PS 2601 – Foreign Currency Translation

PS 2601 Foreign Currency Translation replaces PS 2600 Foreign Currency Translation. The standard requires monetary assets and liabilities denominated in a foreign currency and non-monetary items denominated in a foreign currency that are reported as fair value, to be adjusted to reflect the exchange rates in effect at the financial statement date. Unrealized gains and losses arising from foreign currency changes are presented in the new Statement of Remeasurement Gains and Losses.

PS 3041 - Portfolio Investments

PS 3041 Portfolio Investments replaces PS 3040 Portfolio Investments. The standard provides revised guidance on accounting for, and presentation and disclosure of, portfolio investments to conform to PS 3450 Financial Instruments. The distinction between temporary and portfolio investments has been removed in the new standard, and upon adoption, PS 3030 Temporary Investments no longer applies

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2023

(In thousands of dollars)

2. Change in Accounting Policy - adoption of new accounting standards (continued)

PS 3450 – Financial Instruments

PS 3450 Financial Instruments establishes accounting and reporting requirements for all types of financial instruments including derivatives. The standard requires fair value measurement of derivatives and portfolio investments in equity instruments that are quoted in an active market. All other financial instruments will generally be measured at cost or amortized cost. Unrealized gains and losses arising from changes in fair value are presented in the Statement of Remeasurement Gains and Losses.

The adoption of these standards had no significant impact on the financial statements of the Board. Given the immaterial impact, no Statement of Remeasurement Gains and Losses has been included in the financial statements in the current year.

PS 3280 – Asset Retirement Obligations

PS 3280 Asset Retirement Obligations (ARO) establishes the accounting and reporting requirements for legal obligations associated with the retirement of tangible capital assets controlled by a government or government organization. A liability for a retirement obligation can apply to tangible capital assets either in productive use or no longer in productive use. This standard was adopted on September 1, 2022 on a modified retroactive basis with prior period restatement.

In the past, the Board has reported its obligations related to the retirement of tangible capital assets in the period when the asset was retired directly as an expense. The new standard requires the recognition of a liability for legal obligations that exist as a result of the acquisition, construction or development of a tangible capital asset, or that result from the normal use of the asset when the asset is recorded, and replaces Section PS 3270, Solid Waste Landfill Closure and Post-Closure Liability (PS 3270). Such obligation justifies recognition of a liability and can result from existing legislation, regulation, agreement, contract, or that is based on a promise and an expectation of performance. The estimate of the liability includes costs directly attributable to asset retirement activities. When recording an asset retirement obligation, the estimated retirement costs are capitalized to the carrying value of the associated assets and amortized over the asset's estimated useful life. The amortization of the asset retirement costs follows the same method of amortization as the associated tangible capital asset.

A significant part of asset retirement obligations results from the removal and disposal of designated substances such as asbestos from board buildings. The Board reports liabilities related to the legal obligations where the Board is obligated to incur costs to retire a tangible capital asset.

The Board's ongoing efforts to assess the extent to which designated substances exist in Board assets, and new information obtained through regular maintenance and renewal of Board assets may result in additional asset retirement obligations from better information on the nature and extent the substance exists or from changes in the estimated cost to fulfil the obligation. The measurement of asset retirement obligations is also impacted by activities that occurred to settle all or part of the obligation, or any changes in the legal obligation. Revisions to the estimated cost of the obligation will result in the carrying amount of the associated assets that are in productive use and amortized as part of the asset on an ongoing basis. When obligations have reliable cash flow projections, the liability may be estimated using the present value of future cash flows. Subsequently, accretion of the discounted liability due to the passage of time is recorded as an in-year expense.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2023

(In thousands of dollars)

2. Change in Accounting Policy - adoption of new accounting standards (continued)

PS 3280 – Asset Retirement Obligations (continued)

To estimate the liability for similar buildings that do not have information on asbestos and other designated substances, the Board uses buildings with assessments on the extent and nature of the designated substances in the building to measure the liability and those buildings and this information is extrapolated to a group of similar assets that do not have designated substances reports. As more information becomes available on specific assets, the liability is revised to be asset specific.

As a result of applying this accounting standard, an asset retirement obligation of \$60,298 (\$53,761 in 2022) was recognized as a liability in the Statement of Financial Position. These obligations represent estimated retirement costs for the Board owned buildings and equipment, including tanks, and restoration costs related to leasehold improvements. The Board has restated the prior period based on a modified retroactive approach. The adoption of PS 3280 ARO was applied to the comparative period as follows:

	As previously reported \$	ARO Adjustments \$	2022 Restated \$
Consolidated statement of financial position			
Tangible capital assets including ARO	1,299,976	17,628	1,317,604
Asset retirement obligations	—	(53,761)	(53,761)
Accumulated surplus	494,122	(36,133)	457,989
Consolidated statement of change in net debt			
Net debt as at September 1, 2021	(777,275)	(58,094)	(835,369)
Change in net debt	(29,910)	4,333	(25,577)
Net debt as at August 31, 2022	(807,185)	(53,761)	(860,946)
Consolidated statement of operations			
Accumulated surplus as at September 1, 2021	515,725	(38,504)	477,221
Amortization of TCA including ARO	(77,854)	(1,843)	(79,697)
Settlement of ARO, net of change in estimate	—	4,214	4,214
Annual deficit	(21,603)	2,371	(19,232)

3. Account receivable – Government of Ontario

The Province replaced variable capital funding with a one-time debt support grant in 2009-2010. The Board received a one-time grant that recognizes capital debt as of August 31, 2010 that is supported by the existing capital programs. The Board will receive this grant in cash over the remaining term of the existing capital debt instruments. The Board may also receive yearly capital grants to support capital programs which would be reflected in this account receivable.

The Board has an account receivable from the Province of \$366,307 as at August 31, 2023 (\$324,474 in 2022) with respect to capital grants.

The Ministry of Education introduced a cash management strategy effective September 1, 2018. As part of the Strategy, the Ministry of Education delays part of the grant payment to school boards where the adjusted accumulated surplus and deferred revenue balances are in excess of certain criteria set out by the Ministry of Education. The balance of delayed grant payments included account receivable – Government of Ontario as at August 31, 2023 is \$70,373 (\$93,443 in 2022).

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2023

(In thousands of dollars)

4. Deferred revenue

Revenues received and that have been set aside for specific purposes by legislation, regulation or agreement are included in deferred revenue and reported on the consolidated statement of financial position.

Deferred revenue externally restricted for specific purposes by legislation, regulation or agreement as at August 31, 2023 is comprised of:

	Balance, August 31, 2022 \$	Externally restricted revenue and investment income \$	Revenue recognized during the year \$	Transfers to deferred capital contributions \$	Balance, August 31, 2023 \$
Pupil accommodation	46,353	16,698	(2,940)	(9,467)	50,644
Education development charges	95,621	33,148	(9,289)	425	119,905
Proceeds of disposition	42,094	13,296	—	(162)	55,228
Financial contributions	2,305	—	—	—	2,305
Other	30,323	213,582	(203,508)	(14,326)	26,071
	216,696	276,724	(215,737)	(23,530)	254,153

5. Deferred capital contributions

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with Regulation 395/11 that have been expended by year end. The contributions are amortized into revenue over the life of the asset acquired.

	2023 \$	2022 \$
Balance, beginning of year	842,683	840,106
Transfers from deferred revenue	23,530	33,271
Additions to deferred capital contributions	95,221	47,102
Revenue recognized in the year	(75,639)	(77,796)
Balance, end of year	885,795	842,683

6. Temporary borrowing

The Board has an operating line of credit available to a maximum of \$65,000 to address operating requirements. No amounts have been drawn as at August 31, 2023 (nil in 2022).

Interest on the operating facility is at the bank's prime lending rate minus 0.65%, which is due on demand.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2023

(In thousands of dollars)

7. Net long-term debt

Net long-term debt reported on the consolidated statement of financial position comprises the following:

	Interest rate %	Maturity date	2023 \$	2022 \$
Debenture CIBC Mellon Trust Series 2002-A2	5.900	October 11, 2027	30,210	35,916
Debenture CIBC Mellon Trust Series 2003-A2	5.800	November 7, 2028	17,835	20,517
Debenture Ontario Financing Authority ("OFA") Series 2009-A2	5.347	November 15, 2023	13,818	14,777
Debenture OFA Series 2009-A4	5.105	May 15, 2029	9,016	10,271
Debenture OFA Series 2007	4.560	November 15, 2031	6,800	7,442
Debenture OFA Series 2009-A3	5.062	March 13, 2034	7,583	8,098
Debenture OFA Series 2010-A345	5.232	April 13, 2035	7,365	7,801
Debenture OFA Series 2008	4.900	March 3, 2033	6,389	6,886
Debenture OFA Series 2009-A5	4.672	May 15, 2024	494	966
Debenture CIBC Mellon Trust Series 2000-A1	7.200	June 9, 2025	1,028	1,490
Debenture OFA Series 2010-A1	4.762	November 15, 2029	1,791	2,021
Debenture OFA Series 2009-A1	4.766	November 15, 2024	517	841
Debenture OFA Series 2010-A2	4.337	November 15, 2024	217	354
Debenture OFA Series 2013	3.663	June 25, 2038	41,467	43,490
Debenture OFA Series 2014	4.037	October 30, 2028	13,609	15,794
Debenture OFA Series 2014B	4.033	March 11, 2039	26,093	27,256
Debenture OFA Series 2015	2.993	March 9, 2040	18,425	19,258
Debenture OFA Series 2016	3.242	November 16, 2040	9,046	9,416
Debenture OFA Series 2017	3.594	March 14, 2042	205	213
Balance, end of year			211,908	232,807

Principal contributions and interest payments on the debenture debt due over the next five years and thereafter are as follows:

Fiscal year	Principal contributions \$	Interest payments \$	Total \$
2023/2024	21,957	9,319	31,276
2024/2025	22,298	8,211	30,509
2025/2026	22,599	7,092	29,691
2026/2027	23,740	5,951	29,691
2027/2028	21,070	4,750	25,820
Thereafter	100,244	19,327	119,571
	211,908	54,650	266,558

Interest on net long-term debt amounted to \$10,036 (\$10,727 in 2022).

8. Debt repayment

The expenditure for debt charges, capital loans and capital leases include principal payments.

	2023	2022
	\$	\$
Principal payments on net debt, including contributions to sinking funds	20,899	19,895
Interest payments on net debt	10,036	10,727
	30,935	30,622

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Toronto Catholic District School Board
Notes to the consolidated financial statements
August 31, 2023
(In thousands of dollars)

9. Tangible capital assets

	Balance, September 1, 2022 \$	Additions and transfers \$	Disposals \$	Cost balance, August 31, 2023 \$	Balance, September 1, 2022 \$	Amortization \$	Disposals \$	Accumulated amortization balance, August 31, 2023 \$	Balance August 31, 2022 \$	Net book value August 31, 2023 \$
Land	449,722	5,505	—	455,227	—	—	—	—	449,722	455,227
Land improvements	50,669	14,356	—	65,025	21,392	4,348	—	25,740	29,277	39,285
Buildings	1,589,416	42,537	(12,766)	1,619,187	839,909	56,090	(9,750)	886,249	749,507	732,938
Furniture and equipment	60,524	10,665	(8,985)	62,204	27,206	12,242	(8,983)	30,465	33,318	31,739
Construction in progress	38,152	54,511	—	92,663	—	—	—	—	38,152	92,663
ARO	53,761	7,712	(440)	61,033	36,133	2,131	(286)	37,978	17,628	23,055
	2,242,244	135,286	(22,191)	2,355,339	924,640	74,811	(19,019)	980,432	1,317,604	1,374,907

Assets under construction

Assets under construction of \$92,663 (\$38,152 in 2022) have not been amortized. Amortization of these assets will commence when the asset is put into service.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2023

(In thousands of dollars)

10. Asset retirement obligation

The Board has recorded ARO's as of the September 1, 2022 implementation date on a modified retroactive basis, with a simplified restatement of prior year amounts.

As at August 31, 2023, all liabilities for asset retirement obligations are reported at current costs without discounting.

A reconciliation of the beginning and ending aggregate carrying amount of the ARO liability is below:

	2023	2022
	\$	\$
Balance, beginning of year	53,761	—
Opening adjustment for PSAS	—	57,975
Increase in liabilities reflecting changes in the estimate of liabilities	7,712	802
Estimated liabilities settled	(735)	(4,333)
Estimated liabilities disposed	(440)	(683)
	6,537	(4,214)
Balance, end of year	60,298	53,761

As a result of recent high levels of inflation, liability balances based on previous cost estimates, the Board has made an inflation adjustment increase in estimates of 14.05% as at March 31, 2023, in line with the Provincial government fiscal year end, to reflect costs as at that date. This rate represents the percentage increase in the Canada Building Construction Price Index (BCPI) survey from October 1, 2021 to September 30, 2022 and is the rate being used to update costs assumptions in the costing models in order to be reflective of March 31, 2023 costs.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2023

(In thousands of dollars)

11. Retirement and other employee future benefits

	Pension benefits	Retirement benefits	Other employee future benefits	2023 Total	2022 Total
	\$	\$	\$	\$	\$
Accrued benefit obligation					
Balance, beginning of year	3,648	32,582	16,725	52,955	59,264
Employer current service cost	—	—	4,024	4,024	6,839
Interest on accrued benefit obligation	134	1,142	710	1,986	957
Benefits paid	(440)	(6,579)	(3,737)	(10,756)	(11,346)
Change due to Plan Amendment	—	—	—	—	—
Actuarial, losses	79	(697)	—	(618)	(2,760)
Balance, end of year	3,421	26,448	17,722	47,591	52,954
Unamortized actuarial (losses)		1,281		1,281	505
Accrued benefit liability	3,421	27,729	17,722	48,872	53,459
Retirement and other employee future benefits expense(i)					
Current year benefit costs	—	—	4,024	4,024	6,839
Interest on accrued benefit obligation	134	1,142	710	1,986	957
Change due to Plan Amendment	—	—	—	—	—
Amortization of actuarial (gains)	79	79	—	158	(368)
Employee future benefits expense(i)	213	1,221	4,734	6,168	7,428

(i) Excluding pension contributions to OMERS, a multi-employer pension plan described below.

The amounts of the employee future benefit liabilities for the other post-employment benefits are based on actuarial valuations for accounting purposes as at August 31, 2023. These actuarial valuations were based on assumptions about future events. The economic assumptions used in these valuations and the Board's best estimates of expected rates are as follows:

	Retirement benefits		Other employee future benefits	
	2023	2022	2023	2022
Discount on accrued benefit obligations	4.40%	3.90%	4.40%	3.90%
Wage and salary escalation	—	—	—	—
Dental costs escalation	5.00%	4.50%	5.00%	4.50%
Insurance and health care cost escalation	5.00%	7.25% per annum grading down to an ultimate rate of 4.50%	5.00%	7.25% per annum grading down to an ultimate rate of 4.50%

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2023

(In thousands of dollars)

11. Retirement and other employee future benefits (continued)

(a) Retirement gratuity plans

The Board provides retirement gratuities to certain groups of employees hired prior to specified dates. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

The amount of the gratuities payable to eligible employees at retirement is now based on their salary, accumulated sick days and years of service at August 31, 2012.

(b) Long-term disability benefits

The Board provides long-term disability benefits including partial salary compensation and payment of life insurance premiums and health care benefits during the period an employee is unable to work or until their normal retirement date to employees up to the transition to the ELHT or to employees who are not yet members of an ELHT. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

(c) Retirement life insurance and health care benefits

The Board provides life insurance, dental and health care benefits to certain employee groups after retirement until the members reach 65 years of age. The premiums are based on the Board experience and retirees' premiums may be subsidized by the Board. The benefit costs and liabilities related to the plan are provided through an unfunded defined benefit plan and are included in the Board's consolidated financial statements. Effective September 1, 2013, employees retiring on or after this date, do not qualify for board subsidized premiums or contributions.

(d) Life insurance benefits

The Board provides a separate life insurance benefits plan for certain retirees. The premiums are based on the Board experience or the rate for active employees. Depending on the year in which a retiree has retired and the board's prior arrangements, retirees' premiums could be subsidized by the Board. The benefit costs and liabilities related to the subsidization of these retirees under this group plan are included in the Board's consolidated financial statements.

(e) Sick leave top-up benefits

A maximum of 11 unused sick leave days from the current year may be carried forward into the following year only to be used to top-up salary for illness paid through the short-term leave and disability plan in that year. The benefit costs expensed in the consolidated financial statements are \$32 (\$-123 in 2022).

For accounting purposes, the valuation of the accrued benefit obligation for the sick leave top-up is based on actuarial assumptions about future events determined as at August 31, 2018 (the date at which probabilities of usage were determined) and is based on the average daily salary and banked sick days of employees as at August 31, 2023.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2023

(In thousands of dollars)

11. Retirement and other employee future benefits (continued)

(f) Workplace Safety and Insurance Board ("WSIB")

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Act ("WSI Act") and, as such, assumes responsibility for the payment of all claims to its injured workers under the WSI Act. The Board does not fund these obligations in advance of payment made under the WSI Act. School boards are required to provide salary top-up to a maximum of 4 1/2 years for employees receiving payments from the Workplace Safety and Insurance Board, where the collective agreement negotiated prior to 2012 included such a provision. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. WSIB amounts paid in the year were \$3,737 (\$3,508 in 2022).

(g) Post-employment benefits

Certain senior staff who retire or leave under a voluntary exit plan may elect, if their contractual arrangements permit, to continue coverage of health insurance and/or dental insurance and life insurance. The Board will pay 100% of the cost and the coverage terminates when the employee reaches age 65. In addition, supervisory office, non-union, office, clerical, technical and custodial staff are eligible for a \$5 life insurance benefit if they retire on or after age 65. Post-employment benefits paid in the year were \$440 (\$528 in 2022). The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

(h) Ontario Teachers' Pension Plan

Teachers and related employee groups are eligible to be members of the Ontario Teachers' Pension Plan. Employer contributions for these employees are provided directly by the Province. The pension costs and obligations related to this plan are a direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's consolidated financial statements.

(i) Ontario Municipal Employees Retirement System ("OMERS")

All non-teaching employees of the Board are eligible to be members of OMERS, a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. Employees contribute up to 8.8% of their earnings and the Board matches the employee contributions to the plan. During the year ended August 31, 2023, the Board contributed \$16,515 (\$16,141 in 2022) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

12. Restricted cash

The Board has restricted cash in a Joint bank account with the Toronto District School Board for nil (\$60 in 2022) (See Note 18).

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2023

(In thousands of dollars)

13. Expenses by object

The following is a summary of the expenses reported on the consolidated statement of operations by object:

	Budget 2023	Actual 2023	Actual 2022
	\$	\$	\$
			Restated (Note 2)
Salaries and wages	815,047	842,713	847,673
Employee benefits	150,032	155,050	146,038
Staff development	1,548	966	752
Supplies and services	97,843	102,990	101,986
Debt charges and interest	10,376	10,036	10,727
Rental	1,998	4,862	4,351
Fees and contract services	69,077	77,250	62,485
Other	102	15,923	4,053
Amortization of tangible capital assets	73,180	72,680	77,854
Amortization and net loss - asset retirement obligation	2,131	2,131	1,843
	1,221,334	1,284,601	1,257,762

14. Commitments and contingencies

(a) *Commitments*

(i) *Construction commitments*

Commitments on incomplete construction contracts for various school building projects amounted to approximately \$115,871 (\$46,105 in 2022) as at August 31, 2023.

(ii) *Letters of credit*

The Board has 72 (73 in 2022) bank letters of credit outstanding in favour of the local government totaling \$16,168 (\$16,125 in 2022) as at August 31, 2023, pertaining to construction projects. The latest expiry date is November 2, 2023.

(iii) *Operating leases and maintenance contracts*

The Board has operating leases and maintenance contracts with the following annual payments:

	\$
2023/2024	12,329
2024/2025	8,543
2025/2026	7,614
2026/2027	4,407
2027/2028	3,620
Thereafter	27,962
	<u>64,475</u>

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2023

(In thousands of dollars)

14. Commitments and contingencies (continued)

(b) Contingencies

(i) Legal claims

The Board has been named as the defendant in certain legal actions, in which damages have been sought. Any losses arising from these actions are recorded in the year that the related litigation is settled or when any likely amounts are measurable. Where the outcomes of actions are not determinable as at August 31, 2023, no provision is made in the consolidated financial statements.

15. Ontario School Board Insurance Exchange ("OSBIE")

The Board is a member of OSBIE, a reciprocal insurance company licensed under the Insurance Act that is funded by the member boards across Ontario. OSBIE insures general public liability, property damage and certain other risks. Liability insurance is available to a maximum of \$24,000 per occurrence.

The ultimate premiums over a five year period are based on both the reciprocals and the Board's actual claims experience. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro rata share of claims experience. The Board has renewed its insurance agreement with OSBIE for a new five year term commencing on January 1, 2022.

16. Repayment of The "55 School Board Trust" funding

On June 1, 2003, the Board received \$50,415 from The "55 School Board Trust" (the "Trust") for its capital-related debt eligible for provincial funding support pursuant to a 30-year agreement it entered into with the Trust. The Trust was created to refinance the outstanding not permanently financed ("NPF") debt of participating boards that are beneficiaries of the Trust. Under the terms of the agreement, the Trust repaid the Board's debt in consideration for the assignment by the Board to the Trust of future provincial grants payable to the Board in respect of the NPF debt.

The flow-through of \$3,765 (\$3,765 in 2022) in grants in respect of the above agreement for the year ended August 31, 2023, is recorded in these consolidated financial statements.

17. Toronto Transportation Group

On September 21, 2011, the Toronto Transportation Group was created as a Membership Agreement between the Board and the Toronto District School Board ("TDSB") in order to provide common administration of student transportation in the City. This agreement was executed in an effort to increase delivery efficiency and cost effectiveness of student transportation for each of the school boards. Under the agreement, decisions related to the financial and operating activities of the Toronto Transportation Group are shared. No party is in a position to exercise unilateral control.

The Board's portion of transportation expenses has been included in the consolidated statement of operations.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2023

(In thousands of dollars)

18. Financial contribution agreements

During 2001-2002, the Board established three joint trust accounts with the TDSB pertaining to Education Development Levy Agreements. These Agreements pertain to building developments that pre-date the passing of the Education Development Charges provisions of the Education Act. The total levy amount in these joint trust accounts as at August 31, 2023 is \$31,540 (\$33,735 in 2022). These funds must be used for construction of school facilities in specific designated areas of the City of Toronto once funds are allocated by the Ministry of Education. On June 26, 2017 the Ministry of Education approved a capital funding allocation from the joint trust of \$19,625 for the construction of an elementary school. As at August 31, 2023 \$21,414 (\$19,565 in 2022) of the allocated funds has been spent and included in construction in progress and deferred capital contributions, the remaining - \$1,789 balance owing (\$60 in 2022) has remained in restricted cash in joint trust accounts. The remaining Board's financial interest in these joint trust accounts has not been reflected in the consolidated financial statements, as the amounts are determined jointly and will be apportioned at the time the funds are required for school construction.

19. In-kind transfers from the Ministry of Government and Consumer Services

The Board has recorded entries, both revenues and expenses, associated with centrally procured in-kind transfers of personal protective equipment ("PPE") and critical supplies and equipment ("CSE") received from the Ministry of Government and Consumer Services ("MGCS"). The amounts recorded were calculated based on the weighted average cost of the supplies as determined by MGCS and quantity information based on the Board's records. The in-kind revenue recorded for these transfers is \$nil (\$16,879 in 2022) with expenses based on use of \$0 (\$16,879 in 2022) for a net impact of \$nil.

20. Budget Reconciliation

The audited budget data presented in these consolidated financial statements is based upon the 2023 budgets approved by the board. The budget was prepared prior to the implementation of the PS 3280-Assets Retirement Obligations (ARO) standard.

The chart below reconciles the approved budget to the budget figures reported in the Consolidated Statement of Operations.

Where amounts were not budgeted for (ARO amortization and accretion expenses), the actual amounts for 2023 were used to adjust the budget numbers to reflect the same accounting policies that were used to report the actual results.

As school boards only budget the Statement of Operations, the budget figures in the Consolidated Statement of Change in Net Debt have not been provided. The adjustments do not represent a formal amended budget as approved by the board. This is an amendment to make the 2023 budget information more comparable.

Toronto Catholic District School Board
Notes to the consolidated financial statements

August 31, 2023

(In thousands of dollars)

20. Budget Reconciliation (continued)

Consolidated statement of operations (Simplified)			
For the year ended August 31			
	2022-23		2022-2023
	Budget	Change	Budget
	\$	\$	Restated
	\$	\$	\$
Revenues	1,208,768	–	1,208,768
Expenses	(1,219,203)	–	(1,219,203)
Amortization of TCA-ARO	–	(2,131)	(2,131)
Annual deficit	(10,435)	(2,131)	(12,566)
Accumulated surplus at beginning of year	494,122	–	494,122
Accumulated deficit PSAS adjustments	–	(36,133)	(36,133)
Adjusted accumulated surplus at beginning of year	494,122	–	494,122
Accumulated surplus / (deficit) at end of year	483,687	(38,264)	445,423

Ministry of Education

Deputy Minister

438 University Avenue, 5th Floor
Toronto ON M7A 2A5

Ministère de l'Éducation

Sous-ministre

438, avenue University, 5^e étage
Toronto (Ontario) M7A 2A5

November 21, 2023

Brendan Browne
Director of Education
Toronto Catholic District School Board

Dear Mr. Browne,

Thank you for your email dated September 27, 2023, regarding previously approved standalone child care capital projects in Toronto Catholic District School Board (TCDSB).

The government knows that a strong child care and early years system plays a key role in supporting children's learning, development and well-being while parents go to school and work to support their families and contribute to economic growth and productivity. Ontario is committed to continuing to deliver high-quality, affordable child care and early years programs to families in every corner of the province including spaces associated with existing and new school builds or within other community programs.

In August 2023, the Ministry of Education (ministry) sent communication out to your board regarding 20 previously approved child care projects, totaling 1,048 licensed spaces. None of these projects have begun construction and all are reporting significant cost overages. In an effort to work together to ensure these subsidized spaces can be accessed in the near future to benefit the communities that need them most and to mitigate further delays on these projects, the ministry is committed to providing 25% additional funding on top of the existing approved capital funding allocation. Additional shortfalls would be addressed through other funding sources identified by your board.

The ministry recognizes the importance of working together with its partners, including school boards, to meet the government's commitment to helping build modern schools faster to support the needs of growing communities, to better utilize school capacity, and ensure value for taxpayer dollars. However, at the risk of not meeting 2026 timelines in association with Ontario's commitments under the Canada-wide Early Learning and Child Care (CWELCC) agreement to create thousands of new affordable child care spaces, the ministry is eager to explore alternate arrangements.

.../2

Our plan to implement the CWELCC system supports the creation of 86,000 new licensed child care spaces, from 2019 levels, for children aged 0-5, by the end of 2026. The province has worked with Consolidated Municipal Service Managers (CMSMs) & District Social Service Administrative Boards (DSSAB)s to ensure affordable child care is available in the communities that need it most. Through Ontario's Directed Growth Plan, the ministry has now allocated a total of more than 72,500 new spaces to CMSMs & DSSABs.

We are committed to supporting the creation of new licensed child care spaces, and to exploring all opportunities, including community-based child care or licensed home child care, to ensure families in your communities can access this much needed service.

Thank you for taking the time to write.

Sincerely,

A handwritten signature in black ink that reads "K. Manson-Smith". The signature is written in a cursive, flowing style.

Kate Manson-Smith
Deputy Minister

**Ministry of Children,
Community and Social
Services**

Minister's Office

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127-2023-9852

November 28, 2023

Ms. Nancy Crawford
Chair of the Board of Trustees
Toronto Catholic District School Board
c/o paola.botticella@tcdsb.org

Dear Ms. Crawford:

Thank you for your letter on behalf of the Toronto Catholic District School Board about the Student Nutrition Program (SNP) and for taking the time to raise your concerns.

The Ontario government funds a range of services to support vulnerable children, youth, and adults in Ontario. This includes programs such as the SNP, which brings together partners in communities across the province to provide meals and snacks to children and youth in schools to support them to learn, develop healthy eating habits, and feel a sense of belonging at school. The SNP is delivered by lead agencies such as the Toronto Foundation for Student Success.

These partnerships include charitable funders, corporate donors, local businesses, community fundraising and local volunteers who all contribute to the success of the program.

The ministry also funds the First Nations Student Nutrition Program (FNSNP), which is a First Nations-led program that helps provide nutritious meals and snacks in more than 145 sites in First Nations communities.

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Page 2
Nancy Crawford
Chair of the Board of Trustees
Toronto Catholic District School Board

The government announced an additional \$5 million in October to support the SNP and the FNSNP in 2023–24; this was in addition to the \$1.1 million announced in May 2023.

To build on the government's investment in the two programs, the province is partnering with the Arrell Family Foundation, the Breakfast Club of Canada, the Schad Foundation, the Grocery Foundation and Student Nutrition Ontario to launch the Healthy Students Brighter Ontario campaign, the first province-wide fundraising partnership of its kind. These organizations will work with local groups and businesses to encourage community involvement and fundraising to reach a combined goal of \$10 million, which includes the government's \$5 million investment in October.

I want to thank you again and acknowledge your efforts in serving the community by providing nutritious food to Ontario's children and youth.

I appreciate your taking the time to write.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Parsa". The signature is fluid and cursive, with a long horizontal stroke at the end.

Michael Parsa
Minister

c: The Honourable Stephen Lecce, Minister of Education

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)	Student Achievement	Equity Action Plan Annual Report	Director of Education
2	January (A)	Student Achievement	Annual Mental Health and Wellbeing Report	Associate Director Academic Services
3	January (P)	Student Achievement	A.36 Accessibility Standards Policy Metric	Associate Director Academic Services
4	February (P)	Student Achievement	S. 19 External Research Policy Metric	Associate Director Academic Services
5	March (A)	Student Achievement	The Angel Foundation for Learning Annual Report and Presentation	Associate Director Academic Services
6	April (A)	Student Achievement	Annual EPAN Schools Allocations	AD Academic Services and CFO/Treasurer
7	April (A)	Student Achievement	Non-Resident VISA Student Fees	AD Academic Services and CFO/Treasurer
8	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
9	June (P)	Student Achievement	B.B.04 Smoke & Vapour Free Policy Metric	Associate Director Academic Services
10	September (P)	Student Achievement	H.M.40 Fair Practice in Hiring and Promotion Policy Metric	Associate Director Academic Services
11	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services
12	September (P)	Student Achievement	H.M.14 Harassment and Discrimination Policy Metric	Associate Director Academic Services
13	September (P)	Student Achievement	H.M.19 Conflict Resolution Policy Metric	Associate Director Academic Services
14	September (P)	Student Achievement	T.07 Community Engagement Policy Metric	Director of Education

2023 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

15	September (P)	Student Achievement	A.37 Communications Policy Metric	Director of Education
16	October (P) (5 Year Cycle)	Student Achievement	International Languages Program Report (Next Reporting Date of October 2027)	AD Academic Services and CFO/Treasurer
17	October (A)	Student Achievement	Board Improvement and Equity Plan (BIEP)	Associate Director Academic Services
18	October (A/P)	Student Achievement	S.22 Religious Accommodation Policy Metric	Associate Director Academic Services
19	October (A)	Student Achievement	Student Trustees: Voices that Challenge - CSLIT	Associate Director Academic Services
20	November (A/P)	Student Achievement	Annual Safe Schools Report and S.S.12 Fresh Start Policy Metric	Associate Director Academic Services
21	November (A)	Student Achievement	Annual EQAO and OSSLT Assessments Report	Associate Director Academic Services
22	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
23	November (A)	Student Achievement	CPIC Annual Report	Associate Director Academic Services
24	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Policy Metric ECSLIT	Associate Director Academic Services
25	November (P)	Student Achievement	S.24 Combined (Split) Grade Classes for Elementary Schools Policy Metric	Associate Director Academic Services
26	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
27	December (P)	Student Achievement	S.10 Catholic School Parent Council Policy Metric	Associate Director Academic Services
28	December (A)	Student Achievement	Staff CPIC Annual Report	Associate Director Academic Services

STUDENT ACHIEVEMENT AND WELL BEING PENDING LIST TO DECEMBER 7, 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 (From the Governance and Policy Committee: International Languages (Elementary) Report S.P.05)	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 (Annual Report on the Accessibility Standards Policy (A.36))	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	WHEREAS: 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>WHEREAS: 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>WHEREAS: The Catholic Church and faith has always encouraged evangelization;</p> <p>WHEREAS: 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>WHEREAS: Neighbouring GTA Catholic school boards permit Orthodox student admissions to elementary schools with certain provisions and;</p> <p>WHEREAS: 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
				<p>THEREFORE BE IT RESOLVED: That the Director provide a report one year after the policy is implemented (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)</p>	