

**MASTER PENDING LIST AND ROLLING CALENDAR TO JANUARY 26, 2023**

| #  | Date Requested & Committee/ Board | Report Due Date | Destination of Report Committee/ Board | Subject   | Delegated To   |
|----|-----------------------------------|-----------------|--|---|--|
| 1. | March-2022<br>Corporate Services  | TBC             | Regular Board                          | Received; and<br><br>That the Board of Trustees provide Delegated authority to the Director of Education and either the Chair or Vice Chair of the Board for the spending of tutoring funds with a summative report to be provided at the conclusion of the initiative. <b>(Delegated Authority – Tutoring Funds)</b>   | Director of Education & Associate Director of Academic Affairs and Chief Operating Officer & Chief Financial Officer & Treasurer |
| 2. | June-2022<br>Regular Board        | TBC             | Regular Board                          | THEREFORE BE IT RESOLVED THAT: Staff review programming, enrolment, boundaries in order to address the concerns at St Jerome as well as a system review and report back within one year. <b>(Consideration of Motion from Trustee Rizzo regarding St Jerome French Immersion and Enrolment Pressures).</b>  | Associate Director of Academic Affairs and Chief Operating Officer   |
| 3. | October 2022<br>Regular Board     | February 2023   | Regular Board                          | <b>WHEREAS:</b> On February 28, 2022, the Ontario Human Rights Commission (OHRC) released its <i>Right to Read</i> inquiry report on human rights issues affecting students with reading disabilities, calling for critical changes to Ontario’s approach to early reading, in areas such as curriculum and instruction, screening, reading interventions, accommodations and professional assessments; | Associate Director of Academic Affairs and Chief Operating Officer   |

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|   |                                   |                 |  | <p><b>WHEREAS:</b> The inquiry found that by not using evidence-based approaches to teach students to read, Ontario's public education system is failing students with reading disabilities such as dyslexia, and other students;</p> <p><b>WHEREAS:</b> The <i>Right to Read</i> report includes recommendations to the Ministry of Education, school boards and faculties of education on how to address systemic issues that affect the right to learn to read; and</p> <p><b>WHEREAS:</b> SEAC recognizes and supports a diverse variety of Special Education needs and the requirement for an appropriate variety of beneficial education options for students both identified and not identified with Special Education needs in the TCDSB.</p> <p>That Staff provide a report to the following SEAC recommendation to the Board:</p> <ol style="list-style-type: none"> <li>1. On a go forward basis, that Staff provide SEAC with information every year about all reading supports and related programs offered to Toronto Catholic District School Board students, whether they have an Individual Education Plan (IEP) or not; and</li> <li>2. That these annual reports to SEAC be accompanied by information about changes to the current literacy programs, new methods and programs to identify students who struggle with reading, new programs to support the development of reading skills, and the number of students enrolled in these programs <b>(Consideration of Motion</b></li> </ol> |              |

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|    |                                    |                 |  | from SEAC regarding Right to Read Inquiry for Special Education Students)   |  |
| 4. | March-2022 Student Achievement     | February 2023   | Student Achievement                    | Received and referred to Staff to come back with a report as soon as possible. <b>(Delegation from Jennifer Di Francesco regarding Right to Read Inquiry Human Rights Commission)</b>   | Director of Education & Associate Director of Academic Affairs and Chief Operating Officer |
| 5. | December-2022 Student Achievement  | February 2023   | Student Achievement                    | Received and that a report on using the <i>Open Court</i> and other programs on a trial basis at the 10 least performing schools in our system come to Board; and<br><br>That we receive a report on education practices of the top five countries leading in world education compared to our provincial education system <b>(Toronto Catholic District School Board (TCDSB) Professional Learning Plans to Support Student Achievement and Well-Being 2022-2023)</b> | Associate Director of Academic Affairs and Chief Operating Officer                         |
| 6. | December -2022 Regular Board       | 2028            | Student Achievement                    | That an international Languages report be presented in public session at the Student Achievement and Well-Being Committee or appropriate Committee or Board every 5 years <b>(From the Governance and Policy Committee: International Languages (Elementary) Report S.P.05)</b>   | Associate Director of Academic Affairs and Chief Operating Officer                         |
| 7. | January – 2023 Student Achievement | TBC             | Student Achievement                    | That the Assessment of All Board Owned and Operated Buildings be submitted to the Board for contemplation; and  | Associate Director of Academic Affairs and Chief Operating                                 |

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|   |                                   |                 |  | That Staff bring a report to Board on the number of people who have taken sensitivity training and the goal to promote it in the system <b>(Annual Report on the Accessibility Standards Policy (A.36))</b> | Officer      |