

STUDENT ACHIEVEMENT AND WELLBEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE REGULAR MEETING Public Session

AGENDA October 4, 2018

Nancy Crawford, Chair
Trustee Ward 12

Angela Kennedy, Vice Chair
Trustee Ward 11

Ann Andrachuk
Trustee Ward 2

Frank D'Amico
Trustee Ward 6

Jo-Ann Davis
Trustee Ward 9

Taylor Dallin
Student Trustee

Michael Del Grande
Trustee Ward 7

Joseph Martino
Trustee Ward 1

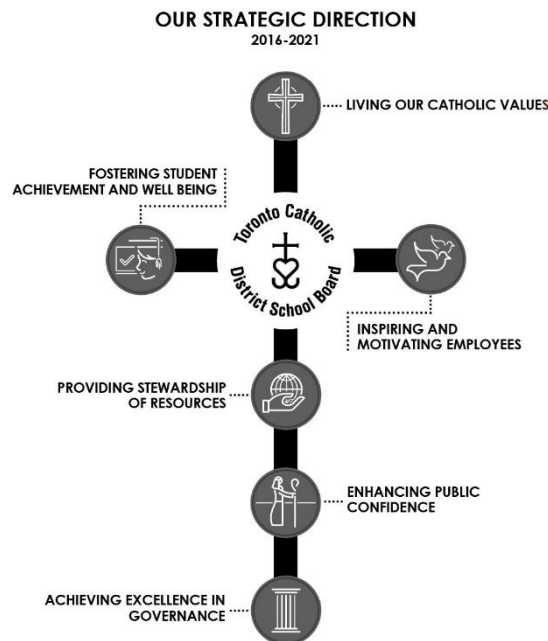
Sal Piccininni
Trustee Ward 3

Barbara Poplawski
Trustee Ward 10

Maria Rizzo
Trustee Ward 5

Garry Tanuan
Trustee Ward 8

Joel Ndongmi
Student Trustee



MISSION

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

VISION

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

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Assistant Recording Secretary: Sonia Tomaz, 416-222-8282 Ext. 2298

Rory McGuckin
Director of Education

Barbara Poplawski
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.

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

PUBLIC SESSION

Nancy Crawford, Chair

Angela Kennedy, Vice-Chair

Thursday, October 4, 2018

7:00 P.M.

Pages

1. Call to Order
2. Opening Prayer (Chair or designate)
3. Singing of O Canada
4. Roll Call & Apologies
5. Approval of the Agenda
6. Report from Private Session
7. Declarations of Interest
8. Approval & Signing of the Minutes of the Meeting held September 6, 2018 for Public Session 1 - 18
9. Delegations
10. Presentations
 - 10.a Primary Summer Learning Program - Lori Di Marco, Superintendent, Curriculum Leadership and Innovation

10.b Trust 15 Program - Marcia Brown, Executive Director, Trust 15 Youth Community Support Organization

10.c Board Learning Improvement Plan - Gina Iuliano Marrello, Superintendent, Student Success

11. Notices of Motion

12. Consent and Review

13. Unfinished Business

14. Matters referred or deferred

15. Staff Reports

15.a	Board Learning Improvement Plan (BLIP) 2017-2018 (Information)	19 - 46
15.b	Voices that Challenge 2018 Catholic Student Leadership Impact Team (CSLIT): Inspiring Active Citizenship in Catholic Education (Information)	47 - 53
15.c	Education Quality and Accountability (EQAO) Primary Division, Junior Division, Grade 9 and Ontario Secondary School Literacy Test (OSSLT) Assessment Results (Information)	54 - 64
15.d	Update on the Pilot Project for Jump Mathematics 2017-2018 (Recommendation)	65 - 73
15.e	OPAL (Outdoor Play and Learning) Program K - 8 (Recommendation)	74 - 80
15.f	S.10 Catholic School Parent Council (CSPC) Policy Metric Report	81 - 91
15.g	Catholic Parent Involvement Committee (CPIC) Staff Assessment Report 2017-2018 (Information)	92 - 105
15.h	Angel Foundation For Learning Cents-Off Program (Information)	106 - 110
15.i	St. John Paul II Feast Day in the Toronto Catholic District School Board (Recommendation)	111 - 113

15.j	Blessed Pope Paul VI Catholic School Name Change (Recommendation)	114 - 120
15.k	Blessed Archbishop Romero Catholic School Name Change (Recommendation)	121 - 128
16.	Listing of Communications	
17.	Inquiries and Miscellaneous	
17.a	Inquiry from Trustee Davis regarding September Elementary Class Reorganisations.	
18.	Updating of Pending List	
18.a	Annual Calendar of Reports and Policy Metrics	129 - 130
18.b	Monthly Pending List - Nil	
19.	Closing Prayer	
20.	Adjournment	

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

Held Thursday, September 6, 2018

PRESENT:

Trustees:

N. Crawford, Chair
A. Kennedy, Vice-Chair
A. Andrachuk
N. Crawford
F. D'Amico
J. A. Davis – via teleconference
M. Del Grande
J. Martino
S. Piccininni
M. Rizzo
G. Tanuan

Student Trustees:

T. Dallin
J. Ndongmi

Staff:

R. McGuckin
D. Koenig
T. Robins
L. Noronha
P. Matthews
A. Della Mora
P. Aguiar
V. Burzotta

M. Caccamo
 S. Camacho
 S. Campbell
 F. Cifelli
 N. D'Avella
 L. DiMarco
 D. Friesen
 G. Grant
 P. Keyes
 K. Malcolm
 G. Iuliano Marrello
 L. Maselli-Jackman
 J. Wujek
 J. Yan

S. Harris, Recording Secretary
 S. Tomaz, Assistant Recording Secretary

External Guest: A. Robertson, Parliamentarian

4. Roll Call & Apologies

An apology was extended on behalf of Trustee Bottoni.

6. Approval of the Agenda

MOVED by Trustee Andrachuk, seconded by Trustee Piccininni, that the Agenda, as amended to include the Addendum, Items 17a – d)) Inquiries from Trustee Andrachuk regarding Jump Math Pilot Program, Vision Zero, Air Conditioning and Earth Day Funding; 17e) Inquiry from Trustee Piccininni regarding Air Conditioning; 17f) Inquiry from Trustee Poplawski regarding newspaper article on Alternative Use of Playground; and 17g) Inquiry from Trustee Rizzo regarding Safe School Zones, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Davis
Del Grande
Kennedy
Martino
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

6. Report from Private Session

MOVED by Trustee Kennedy, seconded by Trustee Davis, that the matters discussed in PRIVATE Session regarding Ontario Catholic Trustees Association (OCSTA) Fall Regional Meeting and a Human Resources matter be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Davis

Del Grande
Kennedy
Martino
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

7. Declarations of Interest

There were none.

8. Approval and Signing of Minutes of the Previous Meetings – Nil.

(May 31, 2018 Minutes were distributed at the August 23, 2018 Regular Board meeting).

11. Notices of Motions

- 11a) From Trustee Del Grande regarding the Adoption of a Consistent Policy for Senior Kindergarten Graduation** will be considered at the October 11, 2018 Corporate Services Committee Meeting (as per Trustee Del Grande's request and availability).

12. Consent and Review

The Chair reviewed the Order Paper and all items were held.

15. Staff Reports

MOVED by Trustee Poplawski, seconded by Trustee Del Grande, that Item 15a) be adopted as follows:

- 15a) Safe Schools Report 2017-18** received and that items 1 – 5 (Actionable Items for 2018/19) be actioned (refer Attachment, page 18).

MOVED in AMENDMENT by Trustee Davis that all parents of students be made aware of the report.

Trustee Piccininni left the horseshoe at 8:00 pm.

Trustee Del Grande left the horseshoe at 8:06 pm and returned at 8:09 pm.

Time for business expired and the Chair called for the debate to be extended by 15 minutes, as per Article 12.6, of which the results of the vote were as follows:

Results of the Vote taken, as follows:

In Favour

Trustees Davis
Poplawski
Rizzo
Tanuan

Opposed

Andrachuk
Crawford
D'Amico
Del Grande
Kennedy
Martino

Trustee Piccininni returned to the horseshoe at 8:10 pm.

Trustee Kennedy left the horseshoe at 8:11 pm.

Trustee Piccininni left the horseshoe at 8:12 pm.

Trustee Kennedy returned to the horseshoe at 8:15 pm.

Trustee Martino left the horseshoe at 8:18 pm and returned at 8:22 pm.

Trustee Piccininni returned to the horseshoe at 8:27 pm.

Trustee Davis withdrew her Amendment.

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

In Favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Davis
Del Grande
Kennedy
Martino
Piccininni
Poplawski
Rizzo
Tanan

The Main Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Davis, that Item 15b) be adopted as follows:

15b) Upgrade Options for Public Meeting Rooms that this item go out for tender.

Trustee Andrachuk left the horseshoe at 8:36 pm and returned at 8:43 pm.

MOVED in AMENDMENT by Trustee Davis, seconded by Trustee Kennedy, that we look at tendering Option B, as recommended by staff.

MOVED in AMENDMENT to the AMENDMENT by Trustee Tanuan that we review Option B and do further work on the Request for Proposal (RFP) development.

With the consent of the Committee, Trustee Tanuan withdrew his Amendment to the Amendment.

Time for business expired and the Chair called for the debate to be extended by 15 minutes, as per Article 12.6, of which the results of the vote were as follows:

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk	Piccininni
Crawford	
D'Amico	
Davis	
Del Grande	
Kennedy	
Martino	
Poplawski	
Rizzo	
Tanuan	

Trustee D'Amico left the horseshoe at 9:17 pm.

Trustee Piccininni left the horseshoe at 9:22 pm.

Time for business expired and the Chair called for the debate to be extended by 15 minutes, as per Article 12.6, of which the results of the vote were as follows:

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Poplawski
Rizzo
Tanuan

Davis
Crawford
Del Grande
Kennedy
Martino

LOST

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

In Favour

Opposed

Trustees Davis
Rizzo

Crawford
Del Grande
Kennedy
Martino
Poplawski
Tanuan

The Amendment was declared

LOST

Trustee Andrachuk left the horseshoe.

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

In Favour

Opposed

Trustees Davis	Crawford
Del Grande	Kennedy
Rizzo	Martino
	Poplawski
	Tanuan

The Main Motion was declared

LOST

Trustee Andrachuk returned to the horseshoe.

Trustees Piccininni and D'Amico returned to the horseshoe at 9:27 pm.

MOVED by Trustee Rizzo, seconded by Trustee Davis, that the agenda be reopened for reconsideration of an agenda item, and that Items 15g), h), i), and j), Inquiries from Trustee Rizzo regarding Safe School Zones, Facility Work, Behavioral and Treatment Programs and Crossing Guards be added.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford	Andrachuk
D'Amico	Del Grande
Davis	
Kennedy	
Martino	
Piccininni	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Kennedy, that Item 15b) be adopted as follows:

15b) Upgrade Options for Public Meeting Rooms that it be reconsidered.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
D'Amico
Davis
Kennedy
Martino
Piccininni
Poplawski
Rizzo

Opposed

Andrachuk
Del Grande
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Kennedy,

1. That the Board of Trustees approve in principle the upgrade of the main boardroom, large committee room, small committee room, and Catholic Teachers Centre boardroom at the Catholic Education Centre using the Enhanced Option (option B) for all rooms at an estimated additional cost of \$942,400; and
2. That staff return at the November 8, 2018 Corporate Services Committee meeting with an updated funding plan and budget amendment.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Davis
Del Grande
Kennedy
Martino
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Martino, that Item 15c) be adopted as follows:

- 15c) Summary Report on the Work of Toronto Catholic District School Board Advisory Committees 2017-2018** received and that we establish a Ukrainian Canadian Advisory Committee, and extend an invitation to the Ukrainian community and members of the three Eastern Rite schools community to solicit members to sit on this committee.

Trustee Rizzo left the horseshoe at 9:44 pm and returned at 9:50 pm.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Tanuan, that staff develop a list of criteria whereby a group can request to create its own advisory committee.

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

In Favour

Opposed

Trustees Andrachuk	Rizzo
Crawford	
D'Amico	
Davis	
Del Grande	
Kennedy	
Martino	
Piccininni	
Poplawski	
Tanuan	

The Amendment was declared

CARRIED

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

In Favour

Opposed

Trustees Andrachuk

Crawford

D'Amico

Davis

Del Grande

Kennedy

Martino

Piccininni

Poplawski

Rizzo

Tanuan

The Motion, as amended, was declared

CARRIED

The Chair declared a 10-minute recess.

The meeting resumed with Trustee Crawford in the Chair.

PRESENT:

Trustees:

N. Crawford, Chair

A. Kennedy, Vice-Chair

A. Andrachuk

F. D'Amico

J. A. Davis - via teleconference

M. Del Grande

J. Martino

B. Poplawski

M. Rizzo

G. Tanuan

MOVED by Trustee Rizzo, seconded by Trustee Andrachuk, that the meeting resolve back into PRIVATE Session, then resolve back into PUBLIC Session.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Crawford
D'Amico
Davis
Del Grande
Kennedy
Martino
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

PRESENT (Following PRIVATE Session):

Trustees: N. Crawford, Chair
A. Kennedy, Vice-Chair
A. Andrachuk
M. Del Grande
J. Martino

B. Poplawski
M. Rizzo
G. Tanuan

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Crawford
Del Grande
Kennedy
Martino
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Tanuan, that all matters not discussed be referred to the September 13, 2018 Corporate Services, Strategic Planning and Property Committee Meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Crawford
Del Grande
Kennedy

Martino
Poplawski
Rizzo
Tanuan
The Motion was declared

CARRIED

MATTERS CAPTURED IN THE ABOVE MOTION

- 15d) Annual Statistical Report 2017-18 on New Hires to the Board
- 17a) Inquiry from Trustee Andrachuk regarding Jump Math Pilot Program
- 17b) Inquiry from Trustee Andrachuk regarding Vision Zero
- 17c) Inquiry from Trustee Andrachuk regarding Air Conditioning
- 17d) Inquiry from Trustee Andrachuk regarding Earth Day Funding
- 17e) Inquiry from Trustee Piccininni regarding Air Conditioning
- 17f) Inquiry from Trustee Poplawski regarding newspaper article about
Alternative Use of Playground
- 17g) Inquiry from Trustee Rizzo regarding Safe School Zones
- 17h) Inquiry from Trustee Rizzo regarding Facility work
- 17i) Inquiry from Trustee Rizzo regarding Behavioral and Treatment programs
- 17j) Inquiry from Trustee Rizzo regarding Crossing Guards

20. Adjournment

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that the meeting adjourn.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Andrachuk
Crawford
Del Grande
Kennedy
Martino
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

S E C R E T A R Y

C H A I R

ATTACHMENT

F. ACTIONABLE ITEMS FOR 2018-2019

1. Expand the Safe Schools Professional Learning Modules Series to include new modules: “De-Escalation” and “Connecting with Parents and Caregivers”.
2. Safe Schools/St. Martin will produce training videos on various topics related to Safe Schools and Promoting Positive School Climate. School communities will be able to access these videos to share with staff, students and parents.
3. Promote the Voluntary Intervention Program (VIP) to support more students who are in risk of engaging in serious student behaviours that may lead to expulsion.
4. Examine data and, where appropriate, develop strategies to address the increase in elementary suspensions issued to male students.
5. Based on Student Voice feedback the Safe Schools Department will host a Safe Schools Student Ambassador Symposium for both elementary and secondary students to address topics identified by students.



REPORT TO

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

BOARD LEARNING IMPROVEMENT PLAN 2017-2018 REPORT BACK

The plans of the diligent lead surely to abundance, but everyone who is hasty comes only to want.
Proverbs 21:5

Created, Draft	First Tabling	Review
September 24, 2018	October 4, 2018	Click here to enter a date.

Lori DiMarco, Superintendent of Curriculum, Leadership & Innovation
Gina Iuliano Marrello, Superintendent of Student Success
Marina Vanayan, Senior Coordinator, Educational Research

INFORMATION REPORT

Vision:

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Mission:

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Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T. Robins
Acting Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

The Toronto Catholic District School Board Learning Improvement Plan K-12 (2014-2018) is a commitment to ensure student success through improved student learning and well-being. This annual report on the Board Learning Improvement Plan (BLIP) reports on our progress to date and introduces the new TCDSB Board Learning Improvement Plan (2018-2021).

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

The cumulative staff time required to create the new BLIP was 125 hours.

B. PURPOSE

This is an annual report on the Board Learning Improvement Plan 2017-2018 to support student achievement and well-being.

C. BACKGROUND

1. The Toronto Catholic District School Board's Mission is to *educate students to grow in grace and knowledge and to lead lives of faith, hope and charity*. Our mission is grounded in Catholic Social teaching and works in partnership with the Provincial goals of:
 - Achieving Excellence
 - Ensuring Equity
 - Promoting Well-Being
 - Enhancing Public Confidence
2. The Toronto Catholic District School Board Learning Improvement Plan K-12, 2014-2018, spans four years and its aim is to improve student learning and well-being for each student in our care. The plan consisted of 8 areas of focus, two of which are foundational to our Catholic school communities (i, ii), and the remaining six are derived from the Ministry of Education's School Effectiveness Framework:
 - i. *Nurturing Our Catholic Community*
 - ii. *Staff Engagement and Well-Being*
 - iii. *Assessment for, as, and of Learning*
 - iv. *School and classroom Leadership*
 - v. *Student Engagement*

- vi. *Curriculum, Teaching and Learning*
- vii. *Pathways, Planning and Programming*
- viii. *Home, Parish, School, and Community Partnerships*

3. The Board Learning Improvement Plan K-12 details targeted evidence-based strategies, professional learning opportunities and resources, as well as indicators of success (measures). The document may be accessed on the TCDSB website:
<https://www.tcdsb.org/Board/BoardLearningImprovementPlan/Pages/default.aspx>)

D. EVIDENCE/RESEARCH/ANALYSIS

Throughout the year using a variety of survey tools and quantifiable data sources, TCDSB staff continue to monitor progress against BLIP goals.

This report focusses on two types of metrics of progress for the board.

(i) **Achievement indicators:**

- Graduation rate
- Credit accumulation
- EQAO reading and writing Grade 3 and 6
- EQAO mathematics Grade 3 and 6
- EQAO Grade 9 Mathematics
- Ontario Secondary School Literacy Test (OSSLT)

(ii) **Perceptual indicators:** Board-wide surveys

Student Voice

- Elementary (E): Safe and Caring Catholic School Climate Survey
- Secondary (S): Student Transition Survey; Safe Schools Survey; My School My Voice Survey

Teacher Voice

- Elementary (E)
- Secondary (S)

Administrator Voice

- Elementary (E)
- Secondary (S)

Parent Voice (E and S are summarized together)

Aligned with Ministry standard, the TCDSB BLIP (2014-2018) uses a target of 75% positive results to measure success of set goals. In this report, the status of goals is updated using the scale below:

Status	<i>Description</i>
Target met	Target met (75% positive or more)
Approaching target	Monitor (60% - 74% positive)
Target not yet met	Action required (Less than 60% positive)

(i) ACHIEVEMENT DATA

Indicator	Evidence	Status
Graduation Rate	5-year graduation rate: 89% for TCDSB (86% in Ontario)	Target met
Credit Accumulation	Grade 9 (8 or more credits): 87%	Target met
	Grade 10 (16 or more credits): 81%	Target met
EQAO Grade 3 and Grade 6 Literacy	Grade 3 Level 3/4: Reading 75%, Writing 75%	Target met
	Grade 6 Level 3/4: Reading 79%, Writing 81%	Target met
EQAO Grade 3 and Grade 6 Mathematics	Grade 3 Level 3/4: Math 58%	Target not yet met
	Grade 6 Level 3/4: Math 47%	Target not yet met
EQAO Grade 9 Mathematics	Academic mathematics: 83%	Target met
	Applied mathematics: 49%	Target not yet met
OSSLT	Academic English 89% successful	Target met
	Applied English 37% successful	Target not yet met

(ii) **PERCEPTUAL DATA**

Area / Goal	Evidence (% positive responses board-wide surveys)	Status
Nurturing our Catholic Community All schools will nurture Catholic Social Teaching (human dignity, preferential option for the poor and vulnerable, solidarity) that form the heart and foundation for our students in all classrooms.	Schools promote Catholic values, virtues, and practices (e.g., mass and prayer) <ul style="list-style-type: none">• Student Voice: 94% (E); 90% (S)• Parent Voice: 92% Nurturing Catholic Social Teachings <ul style="list-style-type: none">• Teacher Voice: 88% (E); 81% (S)• Administrator Voice: 97% (E); 93% (S)	Target met
Staff Engagement and Well-being All schools will ensure that there is a robust process for understanding and responding to staff needs as both a profession and vocation that acts to support staff well-being.	Involvement in decisions that affect work <ul style="list-style-type: none">• Teacher Voice: 62% (E); 57% (S)• Administrator Voice: 62% (E); 60% (S) Recognition for work efforts <ul style="list-style-type: none">• Teacher Voice: 54% (E); 46% (S)• Administrator Voice: 43% (E); 40% (S)	Target not yet met

Area / Goal	Evidence (% positive responses board-wide surveys)	Status
<p>Assessment for, as, and of Learning All schools will have a common understanding of Assessment for, as, and of Learning so that within each classroom Learning Goals, Co-constructing of Success Criteria, and Descriptive Feedback will be used to support student learning.</p>	<p>On understanding learning goals and success criteria:</p> <ul style="list-style-type: none"> • Student Voice: 92% (E); 88% (S) • Teacher Voice: 85% (E); 73% (S) • Administrator Voice: 72% (E); 76% (S) <p>On timely, descriptive feedback:</p> <ul style="list-style-type: none"> • Student Voice: 81% (E); 62% (S) • Teacher Voice: 84% (E); 76% (S) • Administrator Voice: 61% (E); 57% (S) 	<p>Target not yet met</p>
<p>School and Classroom Leadership All schools will engage in job-embedded, inquiry-based professional learning that informs instructional approaches to enhance student learning and achievement in all classrooms.</p>	<p>On collaborative instructional leadership:</p> <ul style="list-style-type: none"> • Teacher Voice: 76% (E); 69% (S) • Administrator Voice: 67% (E); 72% (S) <p>On job-embedded, inquiry-based professional learning:</p> <ul style="list-style-type: none"> • Teacher Voice: 70% (E); 64% (S) • Administrator Voice: 56% (E); 72% (S) 	<p>Target not yet met</p>

Area / Goal	Evidence (% positive responses board-wide surveys)	Status
<p>Student Engagement All schools will ensure the school learning and improvement plan reflects student voice regarding the needs, diversity and interest of the student population and informs all classroom planning.</p>	<p>On finding school work interesting: • Student Voice: 77% (E); 57% (S)</p> <p>On including student voice: • Student Voice: 83% (E); 72% (S)</p> <p>On student groups seeing themselves reflected in culture and curriculum: • Student Voice: 88% (E); 80% (S)</p> <p>On student's feeling of belonging: • Student Voice: 83% (E); 73% (S)</p> <p>On teaching and learning environment being inclusive, promoting engagement: • Teacher Voice: 87% (E); 80% (S) • Administrator Voice: 78% (E); 76% (S)</p> <p>On student priorities reflecting diversity, needs and interests of student population that is embedded in school plans: • Teacher Voice: 78% (E); 69% (S) • Administrator Voice: 73% (E); 61% (S)</p>	<p>Target met in Elementary;</p> <p>Target not yet met in Secondary</p>

Area / Goal	Evidence (% positive responses board-wide surveys)	Status
<p>Curriculum, Teaching and Learning</p> <p>All schools will demonstrate a clear emphasis on high levels of achievement within each classroom, particularly in the areas of literacy and numeracy.</p>	<p>On high expectations:</p> <ul style="list-style-type: none"> • Student Voice: 88% (E); 81% (S) • Parent Voice: 81% <p>On a strong belief in school that all students can learn:</p> <ul style="list-style-type: none"> • Student Voice: 93% (E); 87% (S) <p>On a culture of high expectations that supports the belief that all students can learn:</p> <ul style="list-style-type: none"> • Teacher Voice: 86% (E); 76% (S) • Administrator Voice: 81% (E); 85% (S) 	<p>Target met</p>

Area / Goal	Evidence (% positive responses board-wide surveys)	Status
<p>Pathways Planning and Programming</p> <p>All schools will ensure that students have equity of opportunity for authentic and experiential learning in all classrooms and programs.</p>	<p>On taking part in events that help students learn about different jobs or careers:</p> <ul style="list-style-type: none"> • Student Voice: 92% (E); 88% (S) <p>On school opportunities (e.g. field trips, speakers, presentations) that help student's discover their personal strengths and interests:</p> <ul style="list-style-type: none"> • Student Voice (myBlueprint Exit survey) : 72% (E); 62% (S) <p>On participating in activities (e.g. Skills Canada, college experience days, excursions, guest speakers) that help explore different areas of study, jobs and careers:</p> <ul style="list-style-type: none"> • Student Voice (myBlueprint Exit survey) : 62% (E); 65% (S) <p>On students building on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills, education and career/life aspirations:</p> <ul style="list-style-type: none"> • Teacher Voice: 69% (E); 72% (S) • Administrator Voice: 60% (E); 81% (S) 	<p>Approaching Target</p>

Area / Goal	Evidence (% positive responses board-wide surveys)	Status
Home, Parish, School and Community All schools will ensure that parents and community partners have the opportunity to share and enhance their learning and skills to support student learning and well-being at home and in all classrooms.	On building partnerships with community: <ul style="list-style-type: none"> • Teacher Voice: 74% (E); 70% (S) • Administrator Voice: 71% (E); 78% (S) On strong connection between school, home and parish: <ul style="list-style-type: none"> • Parent Voice: 71% 	Approaching Target

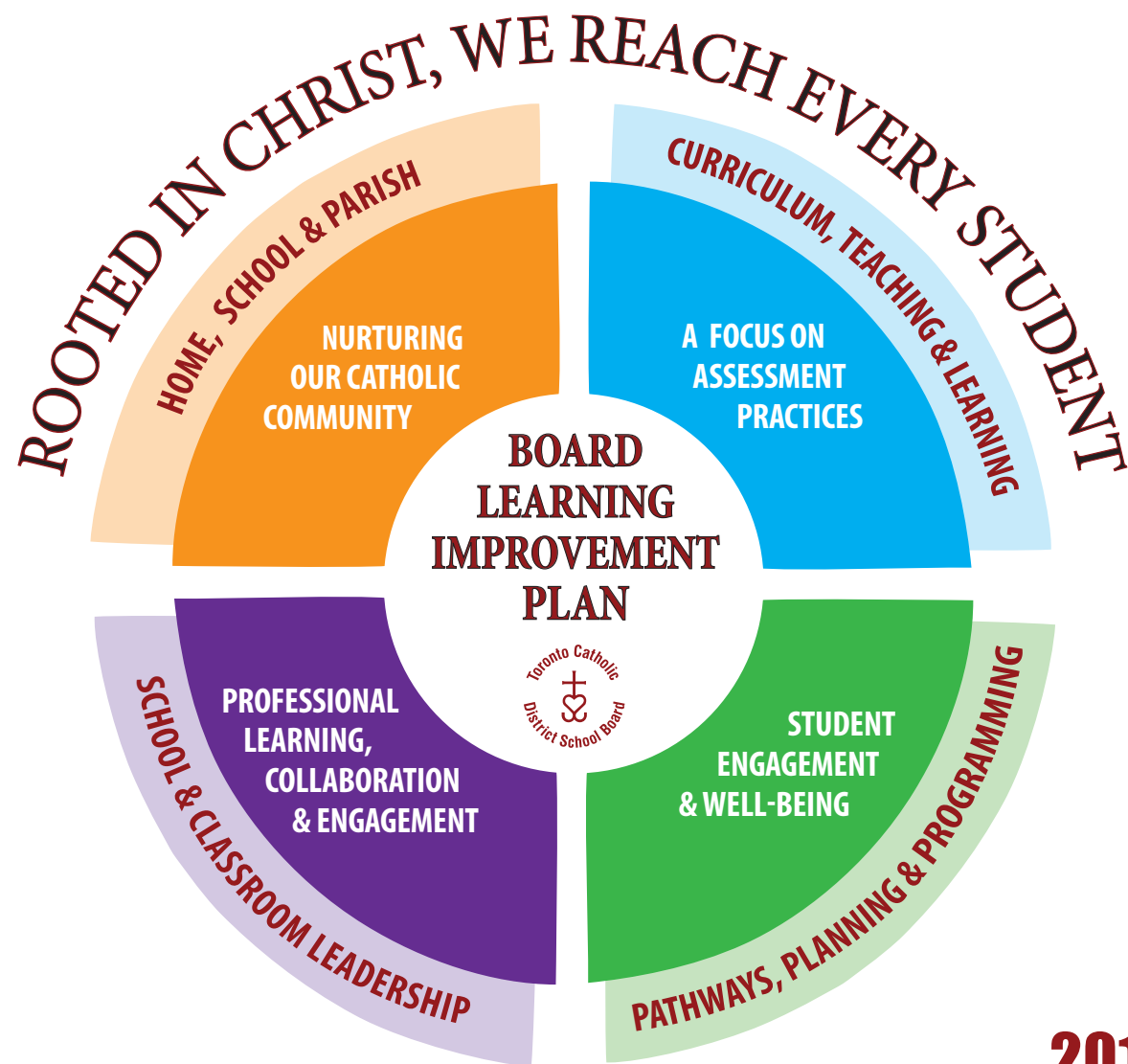
E. METRICS AND ACCOUNTABILITY

1. The TCDSB 2014-2018 Board Learning Improvement Plan provides a solid foundation upon which to reflect on the past year as well as build and refine the next cycle of the Board Learning Improvement Plan.
2. Considerations from research on school effectiveness, as well as feedback from the Ministry of Education and the TCDSB community have informed revisions to the Board Learning Improvement Plan.
3. To promote further growth and action in the area of student achievement and well-being, it was considered necessary to include in the revised BLIP specific measureable targets and a variety of metrics clearly supporting actionable items for follow up and improvement. Further, it was deemed necessary to reduce the number of overall goals to allow for greater focus, deeper implementation, and greater alignment across the system. These considerations were incorporated in the revised **TCDSB Board Learning Improvement Plan for 2018-2021** (*Appendix*).
4. The following are highlights of the revised TCDSB Board Learning Improvement Plan.
 - The plan covers four areas of focus (reduced from 8).

- For each area of focus, targets are specific, measureable, action oriented (SMART); a variety of metrics are included for each goal.
 - Each area of focus includes data analysis, evidence-based strategies, and monitoring mechanisms.
5. The revised TCDSB Board Learning Improvement Plan (BLIP) covers the period 2018-2021, a three-year period coinciding with the TCDSB Pastoral Plan. Informed by the School Effectiveness Framework as well as our Multi-Year Strategic Plan, the BLIP includes the following four areas of focus:
- A. Home, Parish, School: Nurturing Our Catholic Community
 - B. Curriculum, Teaching and Learning: A Focus on Assessment
 - C. Pathways, Planning and Programming: Student Engagement and Well-Being
 - D. School and Classroom Leadership: Professional Learning, Collaboration and Engagement
6. For each area of focus, the plan provides:
- Data Analysis
 - Smart Goals and Targets
 - Evidence-based Strategies
 - Monitoring
7. Aligned with the BLIP, a separate report to Board in November will include the TCDSB Professional Learning Plan.
8. As a living document that guides, supports and focuses on our collective work in classrooms, schools, and the board, the BLIP is evaluated each year. The annual Report Back will take place each October to determine progress on the BLIP and to outline next steps required to ensure improvements in student learning and well-being in all our schools.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



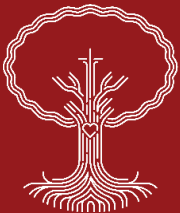


OUR MISSION

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

OUR VISION

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



ROOTED IN CHRIST

"Live your lives in him, rooted and built up in him and established in the faith, abounding in thanksgiving." – Colossians, 2:6-7

OUR STRATEGIC DIRECTION

2016-2021

FOSTERING STUDENT ACHIEVEMENT AND WELL BEING

To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations



LIVING OUR CATHOLIC VALUES

To understand and apply Catholic Teaching to all that we do



INSPIRING AND MOTIVATING EMPLOYEES

To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration



PROVIDING STEWARDSHIP OF RESOURCES

To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources



ENHANCING PUBLIC CONFIDENCE

To create enhanced, regular communication with all stakeholders



ACHIEVING EXCELLENCE IN GOVERNANCE

To lead and model best practices in Board governance

<https://www.tcdsb.org/Board/MYSP/Pages/MultiYearStrategicPlan.aspx>

BOARD LEARNING IMPROVEMENT PLAN

2018 - 2021

TORONTO CATHOLIC SCHOOL BOARD

80 Sheppard Ave East

Toronto, ON M2N 6E8

Phone (416) 222-8282

www.tcdsb.org

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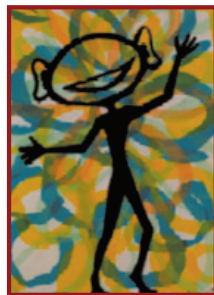
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A CATHOLIC SCHOOL GRADUATE IS EXPECTED TO BE:



A DISCERNING BELIEVER



AN EFFECTIVE COMMUNICATOR



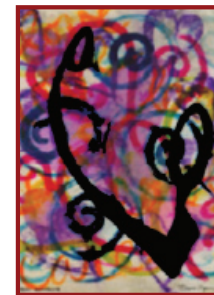
A REFLECTIVE, CREATIVE
AND HOLISTIC THINKER



A SELF-DIRECTED, RESPONSIBLE,
LIFELONG LEARNER



A COLLABORATIVE CONTRIBUTOR



A CARING FAMILY MEMBER



A RESPONSIBLE CITIZEN

BOARD LEARNING IMPROVEMENT PLAN 2018 - 2021

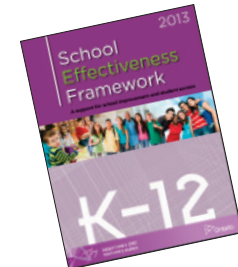
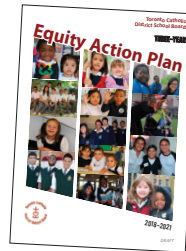
The Board Learning Improvement Plan is a living document that guides, supports, and focuses our collective work in classrooms, schools, and the board, to promote student achievement and well-being.

The **VISION** for education in Ontario is to support every child and reach every student through the following priorities:

- **Achieving Excellence: High levels of expectations**
- **Ensuring Equity**
- **Promoting Well-being**
- **Enhancing Public Confidence**

The following **RESOURCES** have informed our plan:

- [TCDSB Equity and Inclusive Education \(2018 - 2021\)](#)
- [Focusing on the Fundamentals of Math \(2018\)](#)
- [Mental Health and Well-Being Strategy \(2015-2018\)](#)
- [Truth and Reconciliation Commission: Calls to Action \(2015\)](#)
- [Achieving Excellence: A renewed Vision for Education in Ontario \(2014\)](#)
- [Promoting Well-Being in Ontario's Education System \(2014\)](#)
- [School Effectiveness Framework \(2013\)](#)
- [Creating Pathways to Success \(2013\)](#)
- [Ontario Catholic School Graduate Expectations \(2011\)](#)
- [Growing Success \(2010\)](#)
- [Supporting English Language Learners \(2008\)](#)
- [Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs \(2005\)](#)



Aligned with the [TCDSB Multi-Year Strategic Plan](#) (2016 - 2021), and informed by the Ontario Ministry of Education foundational strategies and the School Effectiveness Framework (Appendix B), the Board Learning Improvement Plan has four **AREAS OF FOCUS**, all of which support our strategic direction to **FOSTER STUDENT ACHIEVEMENT AND WELL-BEING**:

- A. **HOME, SCHOOL AND PARISH: Nurturing our Catholic Community**
- B. **CURRICULUM, TEACHING AND LEARNING: A Focus on Assessment Practices**
- C. **PATHWAYS, PLANNING AND PROGRAMMING: Student Engagement and Well-Being**
- D. **SCHOOL AND CLASSROOM LEADERSHIP: Professional Learning, Collaboration and Engagement**



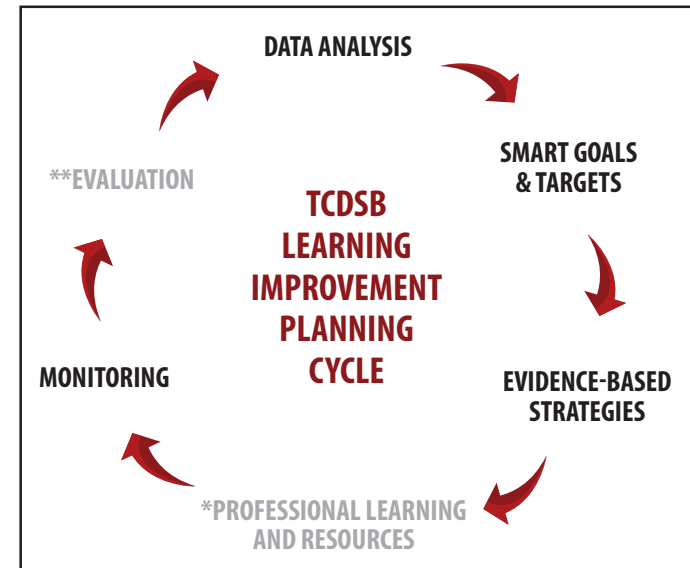
The 2018-2021 Board Learning Improvement Plan builds on our *successes* in literacy, numeracy and improved graduation rates within the TCDSB.



The TCDSB Learning Improvement Planning Cycle

The TCDSB Learning Improvement Planning Cycle is used at the Board and School level to improve student learning and achievement:

- **Data Analysis** identifies key areas of strength and need (2017 - 2018 baseline).
- **SMART (Specific, Measurable, Achievable, Realistic and Time-bound) Goals and Targets** are informed by areas of need, building on strengths.
- **Evidence-based Strategies** include classroom strategies and professional learning opportunities.
- **Monitoring** provides a framework for *ongoing* feedback using measurement tools and identifying responsibility.



*Professional Learning and Resources:

Board: The Annual TCDSB Professional Learning Plans outline K-12 professional learning opportunities and supporting resources for teachers. These documents are revised annually and presented to the Board in November.

School: School teams, supported by the central resource staff, collaboratively develop professional learning plans with superintendents. These plans are revised annually and posted on the school website by the end of October.

**Evaluation:

Board: The Annual Board Learning Improvement Plan Report Back occurs annually in October.

School: The school professional learning plan is evaluated at the end of each school year.

TCDSB Board Learning Improvement Plan Report Back: OVERVIEW

The following structure will be used for the Annual Board Learning Improvement Plan Report Back in October.

SMART GOAL

EVIDENCE

NEXT STEPS

The status of each goal will be reported using the following scale:

- On Target - On Track
- Monitor - On Track but requires additional support
- Action Required - Not on track



TCDSB System-wide Surveys

Comprehensive surveys that are administered system-wide will be referenced throughout the document.

	PANEL	SURVEY	SCOPE	N in 2017-2018
STUDENT VOICE	Elementary	Safe and Caring Catholic School Climate	All Grade 6 and 8 students	10,100
	Secondary	Student Transition	Sample of Grade 9 students	3,212
		My School My Voice	Sample of Grade 10 and 12 students	5,228
		Safe Schools	Sample of Grade 9 to 12 students	5,144
TEACHER VOICE	Elementary	Teacher Voice	All teachers	1,023
	Secondary	Teacher Voice	All teachers	612
ADMINISTRATOR VOICE	Elementary	Administrator Voice	All principals and vice-principals	131
	Secondary	Administrator Voice	All principals and vice-principals	42
PARENT VOICE	Elementary & Secondary	Parent/Guardian Voice	All parents	2,615

A HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE-BASED STRATEGIES	MONITORING
<p>Areas of Strength:</p> <p><i>School promotion of Catholic values, virtues, and practices</i></p> <p><i>Nurturing our Catholic Community</i></p> <p>Areas for Growth:</p> <p><i>Staff and student engagement in faith development opportunities</i></p> <p><i>School-parish connections</i></p>	<p>By June 2021, there will be increased engagement in centrally developed initiatives that promote Catholic values in Catholic initiatives:</p> <p>School submissions for culminating celebrations (The Toronto Catholic Family Film Festival, Parish Family Day, and Spotlight on Your School, in support of the Pastoral Plan): 58% to 70%</p> <p>Attendance at events and initiatives</p> <ul style="list-style-type: none"> A Catholic Call To Serve: 75% to 80% of secondary schools Province Wide Mass/Peace Walk: 75% to 80% of secondary schools Retreats <ul style="list-style-type: none"> Principal: 84% to 90% Vice Principal: 63% to 75% Business Leaders: 38% to 50% Growing in Faith, Growing in Christ, Elementary Religious Education program: 2018 - 2019 baseline <p>By June 2021, positive response on survey questions related to school-parish connections will increase in:</p> <p>Parent Voice Survey</p> <ul style="list-style-type: none"> 72% to 80% <p>Student Voice and Teacher Voice Survey</p> <ul style="list-style-type: none"> 2018-2019 baseline 	<p>Central Staff, Field Superintendents, School Administrators, and Classroom Teachers will:</p> <ul style="list-style-type: none"> Implement the new Pastoral Plan, 'Rooted in Christ; we Belong, we Believe, we Become' Continue to promote and implement initiatives and strategies that foster a strong home-school-parish connection Participate in days of reflection Engage in professional learning sessions with a focus on sharing promising practices Increase collaboration and communication regarding Catholic initiatives, supporting resources (liturgies, prayers, songs), pastoral care and bereavement Promote school involvement in faith-based initiatives, which promote innovation and 21C competencies grounded in Catholic Social Teachings and Catholic School Graduate Expectations Continue to implement curriculum revisions, K-12 (Religious and Family Life Education) Use Common Feedback Forms for all centrally developed professional learning 	<p>Central Staff will:</p> <ul style="list-style-type: none"> Monitor progress on SMART goals and targets through data collection, using surveys and Common Feedback Forms <p>Field Superintendents will:</p> <ul style="list-style-type: none"> Review and monitor school progress on targeted goals with a focused on Nurturing Our Catholic Community <p>School Administrators will:</p> <ul style="list-style-type: none"> Report back to senior staff on participation of staff and students in school-parish and system initiatives focused on Nurturing Our Catholic Community <p>Teachers will:</p> <ul style="list-style-type: none"> Monitor student participation in school-parish and system initiatives focused on Nurturing Our Catholic Community
<p>See details in Appendix A for detailed data analysis.</p>			

AREA OF FOCUS

B CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE-BASED STRATEGIES	MONITORING
<p>Areas of Strength:</p> <p><i>Primary and Junior Reading</i></p> <p><i>Primary and Junior Writing</i></p> <p><i>Grade 9 Academic Math</i></p> <p><i>Ontario Secondary School Literacy Test (OSSLT) Grade 10 students in Academic English</i></p> <p>Areas for Growth:</p> <p><i>Primary and Junior Math</i></p> <p><i>Grade 9 Applied Math</i></p> <p><i>OSSLT Grade 10 students in Applied English</i></p> <p><i>Assessment for, as and of learning practices</i></p>	<p>By June 2021, student achievement in literacy and numeracy will improve in:</p> <p>EQAO</p> <ul style="list-style-type: none"> Students achieving Levels 3/4: <ul style="list-style-type: none"> Primary Math: 58% to 64% Junior Math: 47% to 53% Grade 9 Applied Math: 49% to 55% Students successful: <ul style="list-style-type: none"> OSSLT Applied English: 37% to 43% <p>By June 2021, positive responses on system-wide surveys regarding assessment for, as and of learning practices will increase in:</p> <p>Secondary Student Voice Survey</p> <ul style="list-style-type: none"> Timely feedback on how to improve their work, 62% to 75% <p>Teacher Voice Survey</p> <ul style="list-style-type: none"> Assessment for, as and of learning (based on a range of questions) <ul style="list-style-type: none"> 74% - 85% to 80% - 90% in elementary 67% - 76% to 75% - 85% in secondary <p>Administrator Voice Survey</p> <ul style="list-style-type: none"> Assessment for, as and of learning (based on a range of questions) <ul style="list-style-type: none"> 53% - 72% to 60% - 80% in elementary 57% - 76% to 60% - 85% in secondary 	<p>Central Staff, Field Superintendents, School Administrators, and Classroom Teachers will:</p> <ul style="list-style-type: none"> Engage in collaborative, inquiry-based professional learning focused on assessment for learning Use Professional Learning Cycles to address areas of need Engage in co-teaching and co-planning Embed fair and equitable assessment practices and use culturally responsive resources in all professional learning sessions Identify specific subgroups with learning gaps and accessibility challenges (example: special education and ELL) and plan appropriate and timely interventions Share effective assessment practices with parents Differentiate support based on school and/or student needs Support schools in the creation and implementation of the School Professional Learning Plan to support school improvement Integrate Indigenous knowledge and teaching methods in classrooms and schools 	<p>Central Staff will:</p> <ul style="list-style-type: none"> Monitor effectiveness of professional learning opportunities using Common Feedback Forms and evidence from collaborative inquiries <p>Field Superintendents will:</p> <ul style="list-style-type: none"> Use student data and collect artefacts to monitor school progress during School Improvement Team/Student Success Team discussions <p>School Administrators will:</p> <ul style="list-style-type: none"> Monitor progress on school improvement goals at least three times a year with School Improvement Team/Student Success Team and regularly with all school staff Together with teachers, monitor students in identified sub-groups <p>Teachers will:</p> <ul style="list-style-type: none"> Monitor students using assessment for learning strategies with a focus on students in identified sub-groups
See details in Appendix A for detailed data analysis.			

C PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING			
DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE-BASED STRATEGIES	MONITORING
<p>Areas of Strength:</p> <p><i>Elementary students' positive self image</i></p> <p><i>Student Mental Health and Well-being initiative in Secondary</i></p> <p>Areas for Growth:</p> <p><i>Engagement in Pathways programs [Specialist High Skills Major (SHSM), Dual Credit, Co-op, Ontario Youth Apprenticeship Program (OYAP), experiential learning]</i></p> <p><i>Student Mental Health and Well-being initiative in Elementary</i></p> <p><i>Secondary students' positive self image</i></p>	<p>By June 2021, there will be an increase in the level of participation in Pathways Programming:</p> <p>SHSM (Grade 11 and 12 students): 14% to 25%</p> <p>Dual Credit usage of allocations (filling allocations): 56% to 70%</p> <p>Central co-op placements: 160 to 210 students</p> <p>OYAP: 465 to 495 students</p> <p>Experiential Learning: 35 to 70 school projects</p> <p>By June 2021, there will be an increase in usage of online tools that promote students' understanding of themselves as learner:</p> <p>All About Me:</p> <p>Primary Division: 3% to 15%</p> <p>Junior Division: 9% to 20%</p> <p>By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners:</p> <p>myBlueprint</p> <ul style="list-style-type: none"> 57% to 70% in elementary; 52% to 70% in secondary <p>Teacher Voice surveys</p> <ul style="list-style-type: none"> Students build on experiences to explore and reflect upon interests, strengths, skills and education and career/life aspirations (based on a range of responses): 69% - 72% to 75% - 80% <p>Administrator Voice surveys</p> <ul style="list-style-type: none"> Students build on experiences to explore and reflect upon interests, strengths, skills and education and career/life aspirations (based on a range of responses): 60% - 81% to 70% to 90% <p>By June 2021, there will be an increase in positive responses regarding Secondary students' self image (based on a range of questions):</p> <p>Secondary Student Voice surveys: 71% - 83% to 75% - 85%</p> <p>By June 2021, there will be an increase in "Stop the Stigma" Mental Health and Well-being initiatives from 34 to 80 elementary schools</p>	<p>Central Staff, Field Superintendents, School Administrators, and Classroom Teachers will:</p> <ul style="list-style-type: none"> Engage and support professional learning on student pathways coaching, Dual Credit programs (including accelerated OYAP and School Within a College) and myBlueprint online training Engage in myBlueprint sessions and explore online portfolio (students and teachers K-6) Promote high quality, equitable SHSM opportunities for all four pathways (workplace, apprenticeship, college and university bound students) Create new, diverse and culturally responsive partnerships for Pathways programs with a focus on retail and hospitality Increase communication regarding the value of experiential learning Implement the Student Mental Health and Well-Being Communication plan and the Ministry's "Everyday Mental Health Activities" Promote the creation of School Well-being Teams Increase awareness and use of classroom strategies to support mental health and well-being for all TCDSB students by implementing "Supporting Minds" PD series for educators K-12 	<p>Central Staff will:</p> <ul style="list-style-type: none"> Monitor and track use of myBlueprint with Google forms and data provided by myBlueprint Track student attitudes regarding pathways and post-secondary destinations using Secondary Student Voice survey Track elementary and secondary Student Voice survey regarding sense of self Track enrolment in Pathways programs (Trillium, My Blueprint, Education Data Collection System [EDCS]) Monitor progress and implementation of the Student Mental Health and Well-Being Strategy using the TCDSB Mental Health and Well Being Student Reflective Survey <p>Field Superintendents will:</p> <ul style="list-style-type: none"> Monitor progress in the implementation of School Well-Being Teams using guiding questions Monitor implementation of Pathways programs in secondary schools to ensure student needs are being met through a range of experientially learning <p>School Administrators will:</p> <ul style="list-style-type: none"> Monitor participation in Pathways programming Monitor use of myBlueprint <p>Teachers will:</p> <ul style="list-style-type: none"> Monitor student participation in Pathways programming
See details in Appendix A for detailed data analysis.			

AREA OF FOCUS

D SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE-BASED STRATEGIES	MONITORING
<p>Areas of Strength:</p> <p><i>Promoting a safe, healthy learning environment</i></p> <p><i>Recognizing and supporting excellence</i></p> <p><i>Promoting innovative practice</i></p> <p>Areas for Growth:</p> <p><i>Inquiry-based professional learning and teacher involvement</i></p>	<p>By June 2021, there will be an increase in positive responses regarding the level of inquiry-based professional learning, staff collaboration and engagement, guided by culturally relevant and responsive pedagogy in:</p> <p>Teacher Voice surveys (based on a range of questions): 65% - 75% to 70% - 80%</p> <p>Administrator Voice surveys (based on a range of questions): 55% - 70% to 65% - 80%</p> <p>Evidence of participation in job-embedded collaborative inquiry will be shared by field superintendents, administrators, central special services and curriculum staff, and classroom teachers (e.g., artefacts, student work, presentations, SO visits, student data, feedback forms): 2018 - 2019 baseline</p>	<p>Central Staff, Field Superintendents, School Administrators, and Classroom Teachers will:</p> <ul style="list-style-type: none"> Engage in professional learning focused on inquiry, equity, and culturally responsive school and classroom practices Create conditions that promote collaborative learning cultures (e.g., time to meet, talk, plan, build empathy, trust and respect) and to share and analyze evidence of student learning and assessment Engage in a cyclical learning process of inquiry: plan, act, observe and reflect, with a focus on culturally relevant and responsive pedagogy Engage in collaborative professional learning together with school staff to support the learning of our diverse communities Share knowledge and effective evidence-based instructional practices through co-planning, co-teaching, mentoring, coaching and consulting Encourage risk-taking, trying new instructional practices and strategies and developing a growth mindset Acknowledge and celebrate the achievements, gifts and strength of individuals and teams 	<p>Central Staff will:</p> <ul style="list-style-type: none"> Track participation and progress in system-wide surveys Report back on professional learning progress and collaborative inquiries using Common Feedback Forms <p>Field Superintendents will:</p> <ul style="list-style-type: none"> Report back to Education Council on school programs regarding school learning improvement SMART goals; share evidence of job-embedded collaborative inquiry (e.g., artefacts, student work, presentations, student data) Regularly monitor School Professional Learning Plans <p>School Administrators and Teachers will:</p> <ul style="list-style-type: none"> Collaborate to plan, act, review and monitor progress in meeting school targets
See details in Appendix A for detailed data analysis.			

DATA ANALYSIS

A. Home, School and Parish: Nurturing our Catholic Community**Areas of Strength:**

- Schools promote Catholic values, virtue, and practices (e.g., mass and prayer)
 - Elementary Student Voice: 94% positive
 - Secondary Student Voice: 90% positive
 - Parent Voice: 92% positive
- Nurturing Catholic Social Teachings (Human Dignity, Preferential option for the poor and vulnerable, Solidarity)
 - Elementary Teacher Voice: 88% positive
 - Secondary Teacher Voice: 81% positive
 - Elementary Administrator Voice: 97% positive
 - Secondary Administrator Voice: 93% positive

Areas for Growth:

- School submissions for culminating celebrations (Toronto Catholic Family Film Festival (TCFF), Parish Family Day, and Spotlight On Your School) at 58%
- A Catholic Call To Serve – 75% participation from Secondary Schools
- Province Wide Mass/Peace Walk – 75% participation from Secondary Schools
- Participation in retreats:
 - Principal 165/196 = 85%
 - Vice Principal 70/111 = 63%
 - Business Leaders 29/77 = 38%
- School-parish connection, positive response to:
 - Their child's school is working closely with the parish
 - › Parent Voice: 73%
 - There is a strong connection between school, home and parish
 - › Parent Voice: 71%

DATA ANALYSIS

B. Curriculum, Teaching and Learning: A Focus on Assessment Practices**Areas of Strength:**

EQAO (5 year trend – from 2013/2014 to 2017/2018)

- Primary Reading (Level 3/4): increased from 70% to 75%; Primary Writing (Level 3/4): decreased from 81% to 75%
- Junior Reading (Level 3/4): increased from 74% to 79%; Junior Writing (Level 3/4): stable at 81%
- Grade 9 Academic Mathematics (Level 3/4): stable at 83%
- OSSLT - Grade 10 Academic English (successful): decreased from 93% to 89%
- From Grade 3 Primary Reading in 2015 to Grade 6 Junior Reading in 2018, an increase of 9% from 69% to 78% achieving Level 3/4

Assessment Practices (Assessment for, as and of learning) positive response to:

- Giving and receiving timely feedback on how to improve their work:
 - Elementary Student Voice: 81%

Areas for Growth:

EQAO (5 year trend – from 2013/2014 to 2017/2018)

- Primary Mathematics (Level 3/4): decreased from 66% to 58%
- Junior Mathematics (Level 3/4): decreased from 53% to 47%
- Grade 9 Applied Mathematics (Levels 3/4): increased from 44% to 49%
- OSSLT- Grade 10 Applied English (successful): decreased from 52% to 37%
- From Grade 3 Primary Mathematics in 2015 to Grade 6 Junior Mathematics in 2018, a decrease of 18% from 64% to 46% achieving Level 3/4

Assessment Practices (Assessment for, as and of learning) positive response to:

- Giving and receiving timely feedback on how to improve their work:
 - Secondary Student Voice: 62%
- Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria:
 - Elementary Teacher Voice: 85%; Secondary Teacher Voice: 73%
 - Elementary Administrator Voice: 72%; Secondary Administrator Voice: 76%
- During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria:
 - Elementary Teacher Voice: 84%; Secondary Teacher Voice: 76%
 - Elementary Administrator Voice: 61%; Secondary Administrator Voice: 57%
- Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario curriculum and/or Individual Education Plan (IEP):
 - Elementary Teacher Voice: 74%; Secondary Teacher Voice: 67%
 - Elementary Administrator Voice: 53%; Secondary Administrator Voice: 64%

DATA ANALYSIS

C. Pathways, Planning, and Programming: Student Engagement and Well-Being**Areas of Strength:**

Elementary students' sense of their self image, positive responses to Student Voice:

- In general, I like the way I am: 88%
- Overall, I have a lot to be proud of: 85%
- A lot of things about me are good: 83%
- When I do something I do it well: 80%
- I like the way I look: 78%
- My school community is aware of the Board's Mental Health awareness initiative for students (e.g., Children's Mental health Awareness Week, Stop the Stigma):
 - Elementary Teacher Voice: 75%; Secondary Teacher Voice: 86%

"Stop the Stigma" Student Mental Health and Well-being initiative in all 32 secondary schools

Areas for Growth:

Participation in Pathways Programming:

- SHSM (Grade 11 and 12 students): 14% within 68 programs
- Dual Credit usage of allocations: 56%
- Central co-op placements: 160 students
- OYAP: 465 students
- Experiential Learning: 35 projects

Students' understanding of themselves as learners, positive response to:

- Online usage of the varied resources within myBlueprint: Elementary 57%; Secondary 52%
- Student usage of All About Me in SK – Grade 6: Primary 3%; Junior 9%
- On school opportunities that help students' discover strengths and interests:
 - myBlueprint Exit survey: 72% in elementary; 62% in secondary
- On participating in activities that explore different areas of study, jobs and careers:
 - myBlueprint Exit survey: 62% in elementary; 65% in secondary
- Students build on experiences to explore and reflect upon interests, strengths, skills and education and career/life aspirations:
 - Elementary Teacher Voice: 69%; Secondary Teacher Voice: 72%
 - Elementary Administrator Voice: 60%; Secondary Administrator Voice: 81%

Secondary students' sense of their self image, positive responses to Student Voice:

- In general, I like the way I am: 83%
- Overall, I have a lot to be proud of: 79%
- A lot of things about me are good: 80%
- When I do something I do it well: 82%
- I like the way I look: 71%

"Stop the Stigma" Student Mental Health and Well-being initiative in 34 elementary schools

DATA ANALYSIS

D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement**Areas of Strength:**

Promoting a safe, healthy learning environment, positive responses to:

- I feel safe in school: Elementary Student Voice: 96%; Secondary Student Voice: 92%
- My school is a healthy and active place to be: Elementary Student Voice: 89%; Secondary Student Voice: 77%
- My school is a happy and welcoming place to learn: Elementary Student Voice: 88%; Secondary Student Voice: 80%
- Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment:
 - Elementary Teacher Voice: 76%; Secondary Teacher Voice: 75%
 - Elementary Administrator Voice 81%; Secondary Administrator Voice: 83%%
- My child's school is welcoming place to learn: Parent Voice: 89%
- My child feels safe at school: Parent Voice: 89%

Recognizing and supporting excellence: currently at 37 exemplary practice submissions;

Promoting innovative practice: currently at 90% of schools where teachers and administrators are leading 21st Century Innovator sessions.

Areas for Growth:

Inquiry-based professional learning and collaborative instruction, positive responses to:

- Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning:
 - Elementary Teacher Voice 76%; Secondary Teacher Voice: 69%
 - Elementary Administrator Voice 67%; Secondary Teacher Voice: 72%
- Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning:
 - Elementary Teacher Voice 70%; Secondary Teacher Voice: 64%
 - Elementary Administrator Voice 56%; Secondary Teacher Voice: 72%
- There is a strong culture of collaboration within our Catholic school community
 - Elementary Teacher Voice 78%; Secondary Teacher Voice: 72%
 - Elementary Administrator Voice 82%; Secondary Teacher Voice: 81%

APPENDIX B

Assessment for, as and of Learning

- 1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.
- 1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.
- 1.3 Students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria.
- 1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.
- 1.5 Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario curriculum and/or Individual Education Plan (IEP)
- 1.6 Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps.
- 1.7 Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning.

School and Classroom Leadership

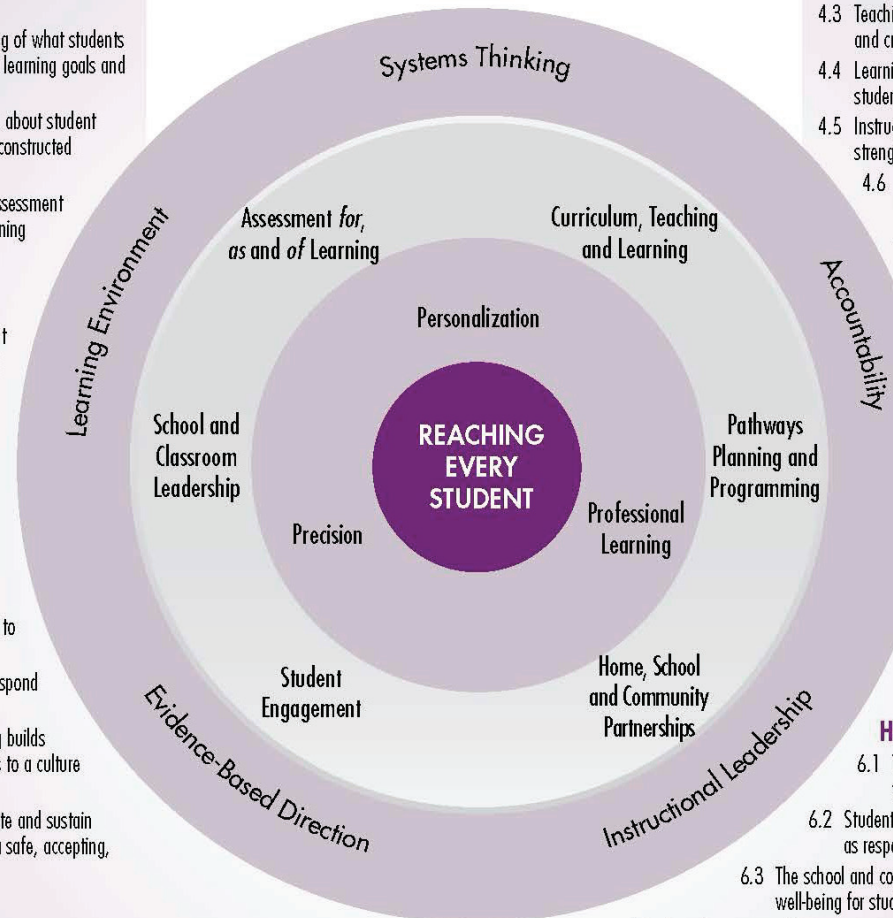
- 2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.
- 2.2 Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.
- 2.3 Organizational structures are coherent, flexible and respond to the needs of students.
- 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- 2.5 Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.

Student Engagement

- 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.
- 3.2 Students' stated priorities that reflect the diversity, needs and interests of the student population are embedded in School Improvement Plans (SIPs).
- 3.3 Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population.
- 3.4 Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship.

K-12 School Effectiveness Framework

A support for school improvement and student success

**Curriculum, Teaching and Learning**

- 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.
- 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
- 4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.
- 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.
- 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- 4.6 Resources for students are relevant, current, accessible, inclusive and monitored for bias.
- 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs, and well-being.

Pathways Planning and Programming

- 5.1 Comprehensive education and career/life planning programs meet the learning needs, interests and aspirations of all students.
- 5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms, schools and community programs.
- 5.3 Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available.
- 5.4 Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.

Home, School and Community Partnerships

- 6.1 The School Council has a meaningful role in supporting learning, well-being and achievement for students.
- 6.2 Students, parents and community members are engaged and welcomed as respected, valued partners in student learning.
- 6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.
- 6.4 Learning opportunities, resources and supports are provided to help parents support student learning and have productive ongoing parent-teacher-student conversations.

2013



**TORONTO CATHOLIC DISTRICT SCHOOL
BOARD TRUSTEES 2018 - 2019**

Wards

1.	Joseph Martino	416-512-3401
2.	Ann Andrachuk	416-512-3402
3.	Sal Piccininni	416-512-3403
4.	Patrizia Bottoni	416-512-3404
5.	Maria Rizzo, Vice-Chair	416-512-3405
6.	Frank D'Amico	416-512-3406
7.	Michael Del Grande	416-512-3407
8.	Garry Tanuan	416-512-3408
9.	Jo-Ann Davis	416-512-3409
10.	Barbara Poplawski	416-512-3410
11.	Angela Kennedy	416-512-3411
12.	Nancy Crawford	416-512-3412
	Taylor Dallin, Student Trustee	416-512-3417
	Joel Ndongmi, Student Trustee	416-512-3413

Rory McGuckin, Director of Education

Barbara Poplawski, Chair of the Board

80 Sheppard Avenue East,
Toronto, Ontario M2N 6E8
www.tcdsb.org

Phone: 416-222-8282

SEPTEMBER 2018



REPORT TO

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

VOICES THAT CHALLENGE 2018 CSLIT: INSPIRING ACTIVE CITIZENSHIP IN CATHOLIC EDUCATION

*But you, Lord, are a compassionate and gracious God, slow to anger,
abounding in love and faithfulness. (Psalm 85:15)*

Created, Draft	First Tabling	Review
September 24, 2018	October 4, 2018	Click here to enter a date.

Michael Consul, Student Leadership Resource Teacher, CSLIT (Catholic Student Leadership Impact Team).

Lori DiMarco, Superintendent of Education, Curriculum, Leadership & Innovation

Gina Iuliano Marrello, Superintendent of Education, Student Success

Michael Caccamo, Superintendent of Education, Area 3 and Nurturing Our Catholic Community

INFORMATION REPORT

Vision:

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

Mission:

*The Toronto Catholic District School Board is an inclusive
learning community uniting home, parish and school and
rooted in the love of Christ.*

*We educate students to grow in grace and knowledge to
lead lives of faith, hope and charity.*



Rory McGuckin

Director of Education

D. Koenig

Associate Director
of Academic Affairs

T. Robins

Acting Associate Director
of Planning and Facilities

L. Noronha

Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

The report includes practical activities that schools can perform to support social justice initiatives that would address the recommendations made by outgoing CSLIT Executive and student trustee Rhea Carlisle. The report also includes valuable student input pertaining to the implementation of social justice initiatives and the development of a justice-oriented attitude in our schools.

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

B. PURPOSE

1. This report complies with the requirement of an annual report to the board of trustees based on the CSLIT conference “Voices that Challenge”.
2. Current Student Trustees, Joel Ndongmi and Taylor Dallin decided to seek out further clarification of the recommendations by engaging the entire CSLIT committee at their first monthly general assembly meeting on Tuesday, September 25, 2018. This strategy will allow them to prioritize and clarify the recommendations in order to select what specific issues to focus on during their term. The issues raised represent the voice of the students. The opportunity to present these concerns at the Board allows for direct involvement and needed dialogue regarding relevant issues that impact TCDSB students.

C. BACKGROUND

1. On Thursday, April 19, 2018 student trustees Rhea Carlisle and Joel Ndongmi held the annual TCDSB catholic student leadership conference “*Voices that Challenge*”. The CSLIT (2017-2018) under the direction of the student trustees reviewed the recommendations given by the student body. These recommendations were presented to the then in-coming student trustee Taylor Dallin. After consultation with the CSLIT executive (which were appointed in June 2018) and a cross section of members from the CSLIT general assembly who met at Olympia Sports Camp (September 1-3, 2018), student leaders prioritized their recommendations and developed a plan of action for 2018-2019. CSLIT wishes to present these recommendations to the greater general assembly at their first monthly meeting on Tuesday, September 25,

2018 so that a wider poll can be administered. After the opinions of the wider general assembly are compiled, the CSLIT executive want to further explore and address these recommendations to serve the students of the TCDSB and show that their voices have been heard.

2. Before having staff take action in response to the recommendations put forth at the “Voices That Challenge” Conference held on April 19, 2018, the 2018-2019 CSLIT decided that it would be valuable to capture the student voice of the entire CSLIT General Assembly before prioritizing each recommendation in case original issues raised in the 2017 conference are no longer relevant to this year’s student body. Prioritized issues for the 2018-2019 CSLIT as selected by the greater General Assembly will be assigned to the appropriate Executive Members and subcommittees.
3. The practice of recommending initiatives from the Voices that Challenge conference through the outgoing student trustee and CSLIT executive to the incoming CSLIT executive has become the adopted procedure. This procedure allows for the current student trustees and CSLIT to adopt and work on the priorities they feel are most relevant.
4. The current recommendations put forth by this school year’s CSLIT can be managed administratively with the support of the appropriate program departments.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The following is an action plan regarding the Report to Board - “CSLIT: Inspiring Active Citizenship in Catholic Education”. The Catholic Student Leadership Department and student leaders attending the CSLIT meetings on September 1-3, 2018 agreed to develop specific action plans related to selected student recommendations. Note: The issues listed are not necessarily in order of importance although all selected as priorities for this year’s CSLIT. The CSLIT recognizes that the different issues listed below become a priority at different points in the school year.

CSLIT 2018-2019 Recommended Actions

1. Environmental Stewardship

Pope Francis’ encyclical *Laudato Si’* calls us to serve and be stewards of our global and local environment by promoting the sustainable use of our natural

resources while keeping in line with our Catholic values.

CSLIT believes that the Bottled Water-Free Initiative should be more heavily enforced within our schools and increasing commercial profit gained from the selling of bottled water should not be supported by the TCDSB. Since there is an enormous amount of resources wasted to extract, bottle, package, ship, and distribute plastic water bottles, CSLIT feels that the use and sale of bottled water at school and staff events is in direct conflict with what it means to be a *responsible citizen*.

CSLIT also recognizes the importance of our carbon footprint on the environment. If animal agriculture is the leading cause of greenhouse gasses, the highest consumer of water, and the largest contributor to the decimation of the rainforest, then as *reflective, holistic, creative thinkers* who want to take care of the earth and God's creation, we need to address the number one contributor to these 3 environmental issues. CSLIT proposes a meatless Friday food program in all TCDSB cafeterias to address these environmental factors.

2. Anti-Sweatshop Uniform Policy

As Catholic Leaders we believe in the equality of workers across the world. We witness Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society where no young adult is forced to work in substandard conditions.

TCDSB students have expressed interest in learning about the sweatshop industry and curious about the providers and the production process of their uniforms. As *responsible citizens*, partnering with organizations like Ontario Catholic No Sweat Network, will help students investigate uniform providers and find the truth surrounding the ethics of uniform production.

CSLIT encourages the board to continue to invite students to Anti-sweatshop committee meetings and inviting more keynote speakers about this project at CSLIT General Assemblies and at student leadership conferences such as the Voices That Challenge and iLITE.

3. Student Well-Being

As Catholic leaders, it is essential that we take care of ourselves before serving others. Part of this includes maintaining healthy minds and positive mental well-being.

CSLIT would like to place a greater focus on mental health and promote schools as a place where students can openly seek help without fear of judgement. Students should feel comfortable initiating such conversations and never feel stigmatized for trying to be *effective communicators*.

It is important that the various pre-existing mental well-being initiatives/resources continue to be supported (e.g. the Stop the Stigma).

CSLIT also wants to create a new initiative called De-Stress Week (close to exam period). Providing students with the adequate resources to connect with other students about mental health and teaching them how to develop positive coping strategies is crucial to overall well-being.

4. Creating Safe and Inclusive Schools

In order to be a *collaborative contributor* a student needs to feel safe. With the growing usage of social media, online safety is becoming an increasingly prevalent issue. The anonymity of online bullying facilitates the progression of such behaviours to a point where it can become a source of isolation for certain students.

CSLIT would like to work towards eliminating barriers to an inclusive school environment by continuing to collaborate with the Safe School Department, Safe Schools Advisory committee and play a more prominent role in the Safe Schools Symposiums.

CSLIT would like to further promote resources for students in times of difficulty such as the Anonymous Alerts App.

5. Inclusion and Belonging for all Students

As this year's pastoral theme is "Rooted in Christ, We Belong", it is crucial we apply our Catholic values with compassion, respect, and sensitivity to all

students (LGBTQ+, international students, newcomers, students in financial need).

CSLIT recognizes the value of school programs like Big Brother, Best Buddies, and The Annual Inclusion and Belonging Retreat. Student leaders urge the TCDSB to continue to support these initiatives and expand them into schools where these programs are not offered.

CSLIT would like to continue and grow last year's inaugural Newcomer Student Leadership Conference to further integrate international students into the fabric of the TCDSB community.

Poverty is also an issue many students within our board face and can often become a cause of isolation. The Angel Foundation Charity for Learning's Breakfast Program should continue to be supported for it provides nutrition for all students which allows them to better succeed at school.

Through open consultations, students have mentioned the importance of hiring staff that represent the diversity of the student body. A more diverse school staff and board personal, positively contributes to an inclusive environment where every feels welcomed and the notion that "you are not alone."

6. Substance Abuse and Body Image

As Catholic leaders, one way to embrace our faith is keeping away from harmful practices. Substance abuse is a very current issue that is negatively impacting students.

CSLIT would like to dedicate more time addressing substance abuse as it hinders students' capabilities to be productive in the classroom and affects their academic performance. Students need to be more aware of the physiological effects of such actions and how it will impact their future.

This connects with the Ontario Catholic Graduate Expectation to be a *discerning believer*. Rather than using substances to escape, students can utilize prayer as a very effective method of coping with stress.

7. Practical Skills Learning

CSLIT recognizes the importance of a well-rounded education. As *self-directed, responsible lifelong learners* who positively contribute to their community, students need to acquire a broad knowledge base that will prepare them for the 21st century.

CSLIT wants to advocate for the integration of more practical skills taught within school. Students want increased access to learning opportunities such as cooking, managing finances, and post-secondary pathways.

Board resources should be devoted to programs that promote acquiring these often forgotten practical and important skills. Supporting the formation of such clubs gives students the opportunity to be more prepared for life outside of the classroom. Guest speakers at iLITE, Voices that Challenge, Camp Olympia, CSLIT and ECSLIT can be organized so that students are exposed to these skills.

E. METRICS AND ACCOUNTABILITY

1. Students should be stimulated to effect positive change in our world around injustices. Students feel a calling to live out their faith, thus involvement in social justice actions allow them to make their faith visible. The current Student Trustees will be engaging the CSLIT standing committees so that they can work with various staff to address their specific recommendations. Students feel that board policies must address and be in line with current global social justice issues relevant and important to students.
2. The Student Trustees and CSLIT will report annually to the Board on the impact of their initiatives.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

EDUCATION QUALITY AND ACCOUNTABILITY (EQAO) PRIMARY DIVISION, JUNIOR DIVISION, GRADE 9 AND OSSLT ASSESSMENT RESULTS

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

Created, Draft	First Tabling	Review
September 11, 2018	October 4, 2018	Click here to enter a date.

M. Vanayan, Senior Coordinator, Educational Research

L. DiMarco, Superintendent of Curriculum, Leadership and Innovation; Academic ICT

G. Iuliano Marrello, Superintendent of Student Success

INFORMATION REPORT

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Director of Education

D. Koenig
Associate Director
of Academic Affairs

T. Robins
Acting Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report summarizes the results of Toronto Catholic District School Board (TCDSB) student achievement on the 2017-2018 EQAO Assessments of Reading, Writing and Mathematics, Primary Division and Junior Division, the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT).

Overall, Board scores remain strong at or above 75% in Grade 3 and 6 reading and writing, Grade 9 academic mathematics and OSSLT. In Primary and Junior, mathematics results remain low both in the Board and Province. At the secondary level, Grade 9 applied mathematics scores for TCDSB have increased, are above the Province yet still require improvement.

After further analysis, a professional learning plan will be brought to the November Student Achievement and Well-Being, Catholic Education and Human Resources meeting.

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

B. PURPOSE

1. This report presents Provincial and Board results on the Education Quality and Accountability Office (EQAO) Primary Division, Junior Division, Grade 9 Assessments and the OSSLT. School and Board results from all assessments were released on September 19, 2018.

C. BACKGROUND

1. Administration of Assessments

The Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6) are administered to all Ontario students, in June, at the end of the:

- primary division (Grade 3); and
- junior division (Grade 6).

The Grade 9 Assessment of Mathematics is administered to:

- all Ontario students who are working toward their Grade 9 academic or applied mathematics credit;
- students in the first-semester mathematics courses in January; and

- students in the second-semester or full-year mathematics courses in June.

The OSSLT is administered to:

- all Grade 10 Ontario students working towards an Ontario Secondary School Diploma (OSSD) at the end of March or early April.

Successful completion of the OSSLT is a requirement for the OSSD.

2. **What is measured?**

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

3. **Reporting**

Primary, Junior and Grade 9 Assessments reports use:

- the province's four levels for reporting student achievement results;
- the provincial standard as Level 3, which corresponds to a 70 to 79 per cent.

OSSLT reports use “successful” or “unsuccessful” for reporting student achievement results.

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

D. EVIDENCE/RESEARCH/ANALYSIS

1. Primary Division Student Results Over Time For TCDSB and Ontario

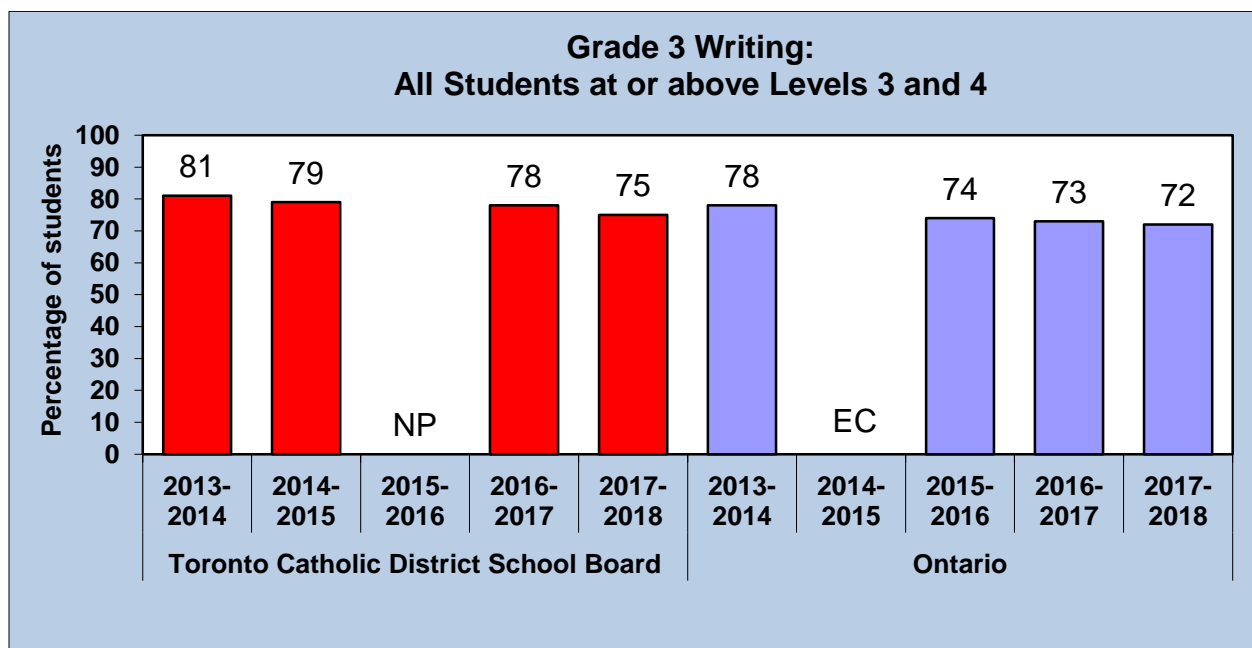
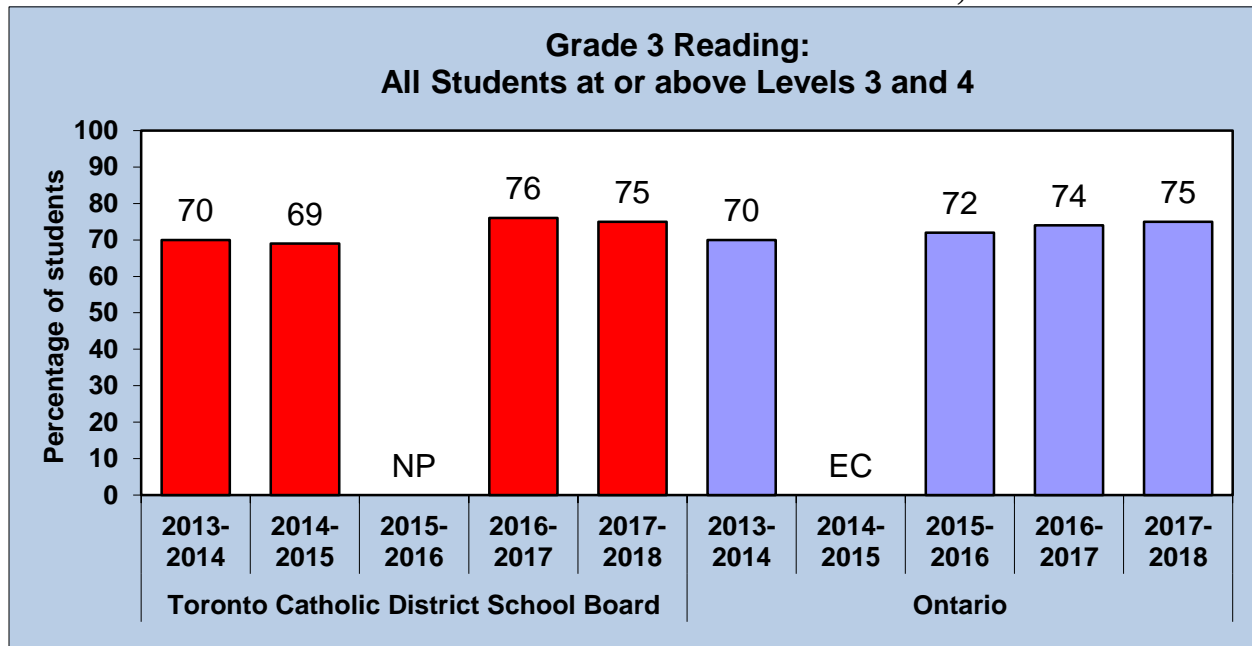
NOTE:

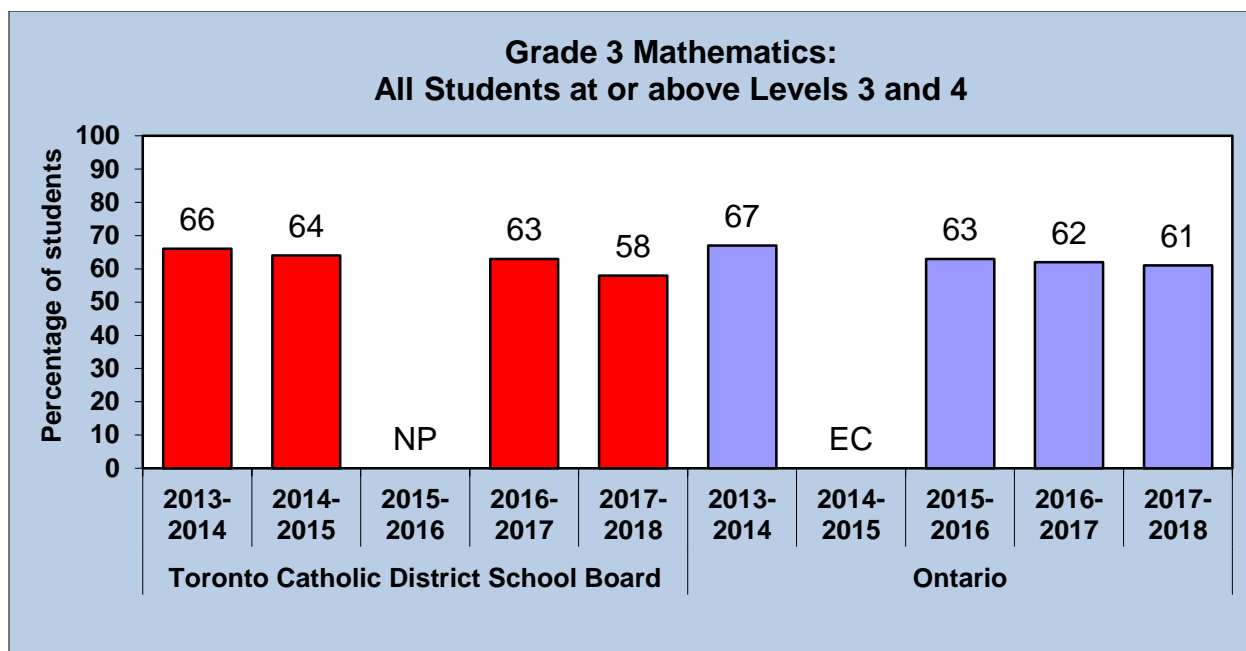
EC= Exceptional Circumstances: in 2015 there were labour disruptions in a significant proportion of schools in Ontario, provincial data were not available.

NP= Not Participating: Elementary schools in the TCDSB did not participate in the 2016 assessments due to ongoing labour issues.

Percentage at or above the provincial standard

Total number of TCDSB Grade 3 students in 2017-2018 = 6,267





As shown in the three graphs above, over the past five years, the percentage of Grade 3 students who performed at or above the provincial standard:

- in Reading (graph 1):
 - TCDSB and Ontario: increased from 70% to 75%
- in Writing (graph 2):
 - TCDSB decreased from 81% to 75%
 - Ontario decreased from 78% to 72%
- in Mathematics (graph 3):
 - TCDSB decreased from 66% to 58%
 - Ontario decreased from 67% to 61%.

• **Junior Division Student Results Over Time For TCDSB and Ontario**

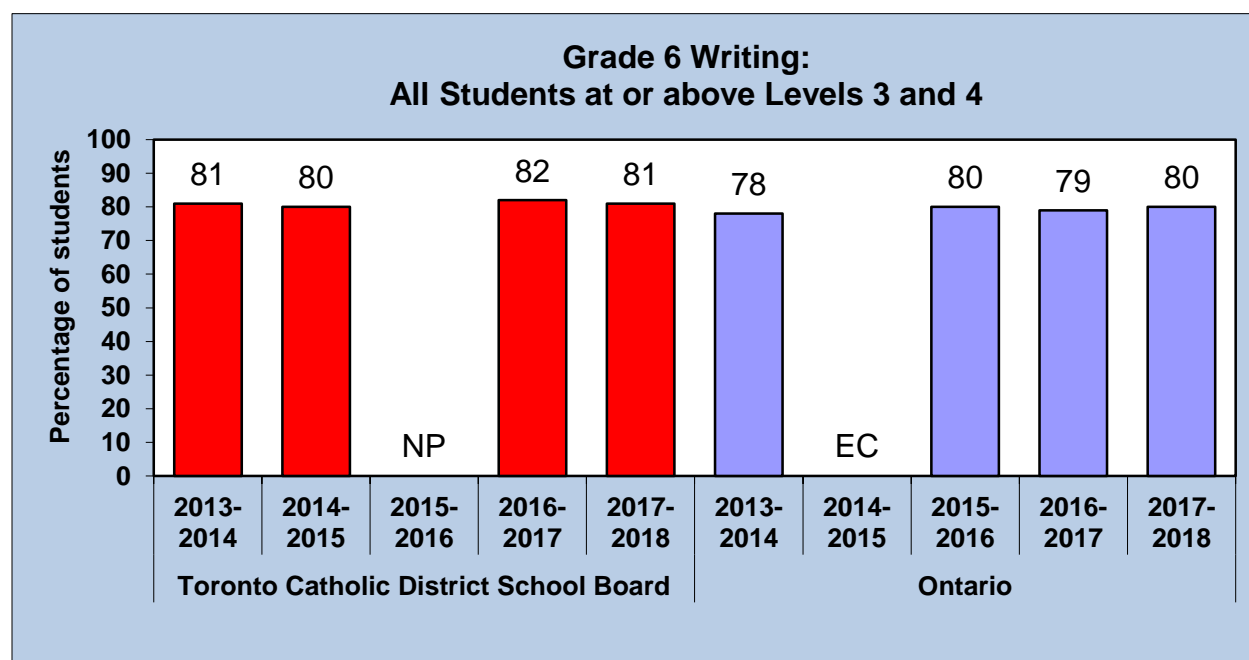
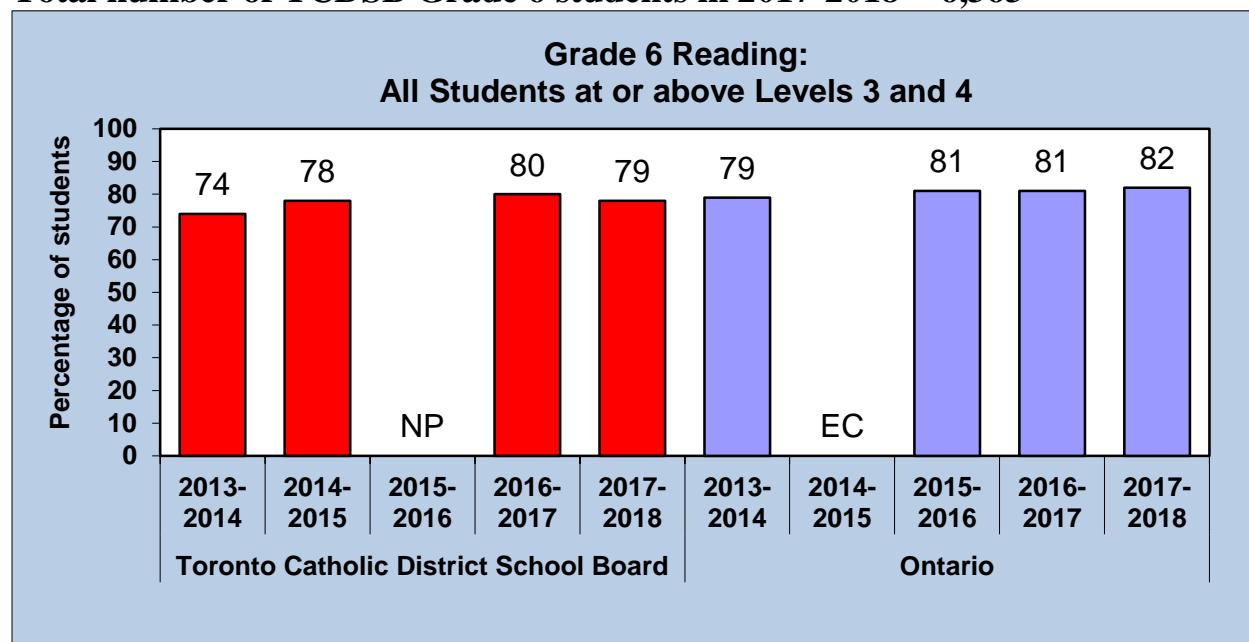
NOTE:

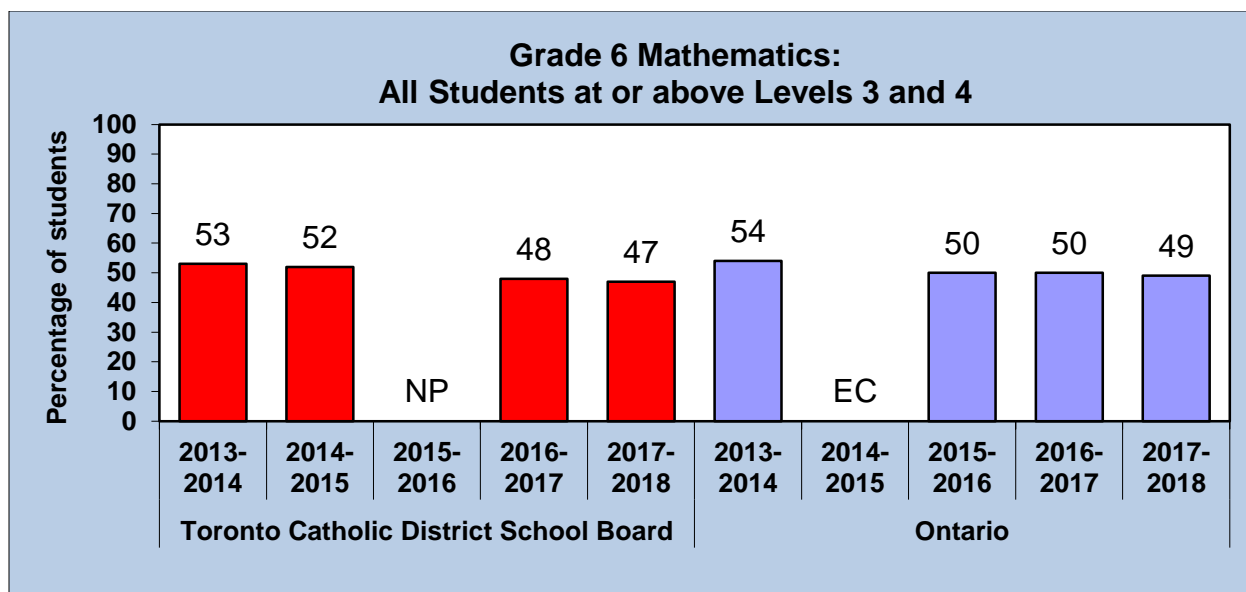
EC= Exceptional Circumstances: in 2015 there were labour disruptions in a significant proportion of schools in Ontario, provincial data were not available.

NP= Not Participating: Elementary schools in the TCDSB did not participate in the 2016 assessments due to ongoing labour issues.

Percentage at or above the provincial standard

Total number of TCDSB Grade 6 students in 2017-2018 = 6,363





As shown in the three graphs above, over the past five years, the percentage of Grade 6 students who performed at or above the provincial standard:

- in Reading (graph 1):
 - TCDSB increased from 74% to 79%
 - Ontario: increased from 79% to 82%
- in Writing (graph 2):
 - TCDSB remained stable at 81%
 - Ontario increased from 78% to 80%
- in Mathematics (graph 3):
 - TCDSB decreased from 53% to 47%
 - Ontario decreased from 54% to 49%.

Grade 9 Mathematics Results Over Time For TCDSB and Ontario

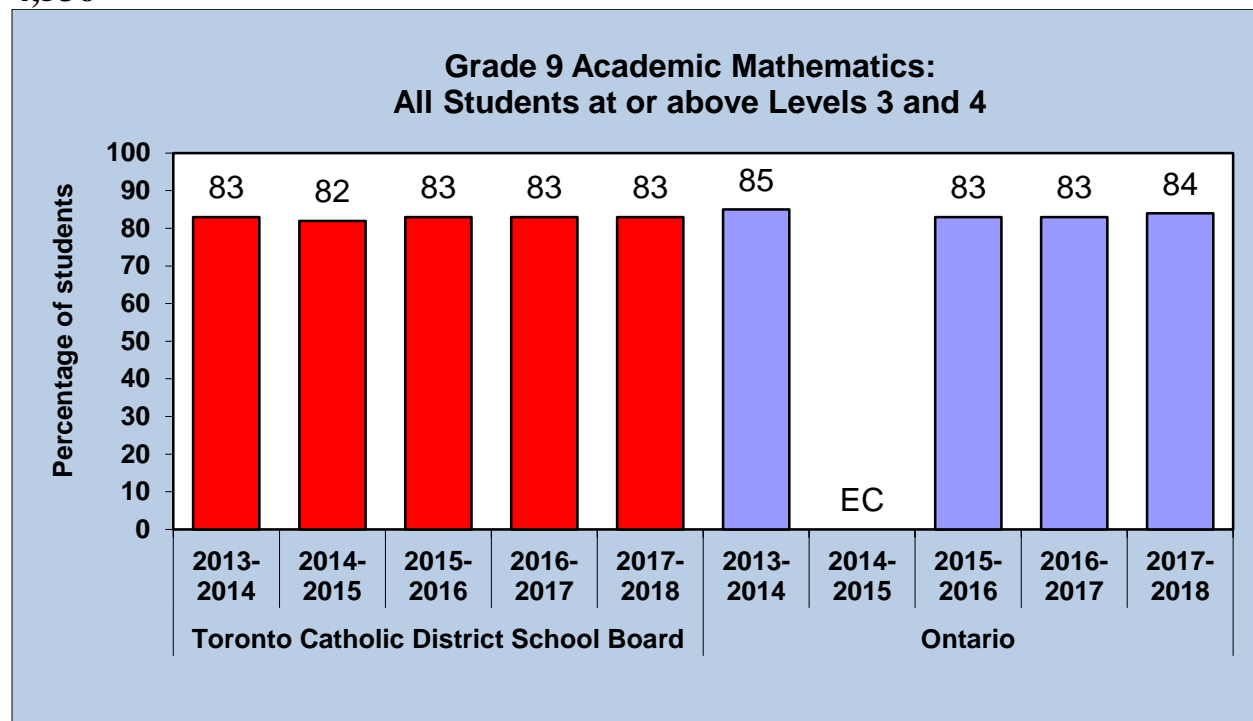
NOTE:

EC= Exceptional Circumstances: in 2015 there were labour disruptions in a significant proportion of schools in Ontario, provincial data were not available.

ACADEMIC PROGRAM

Percentage at or above the provincial standard

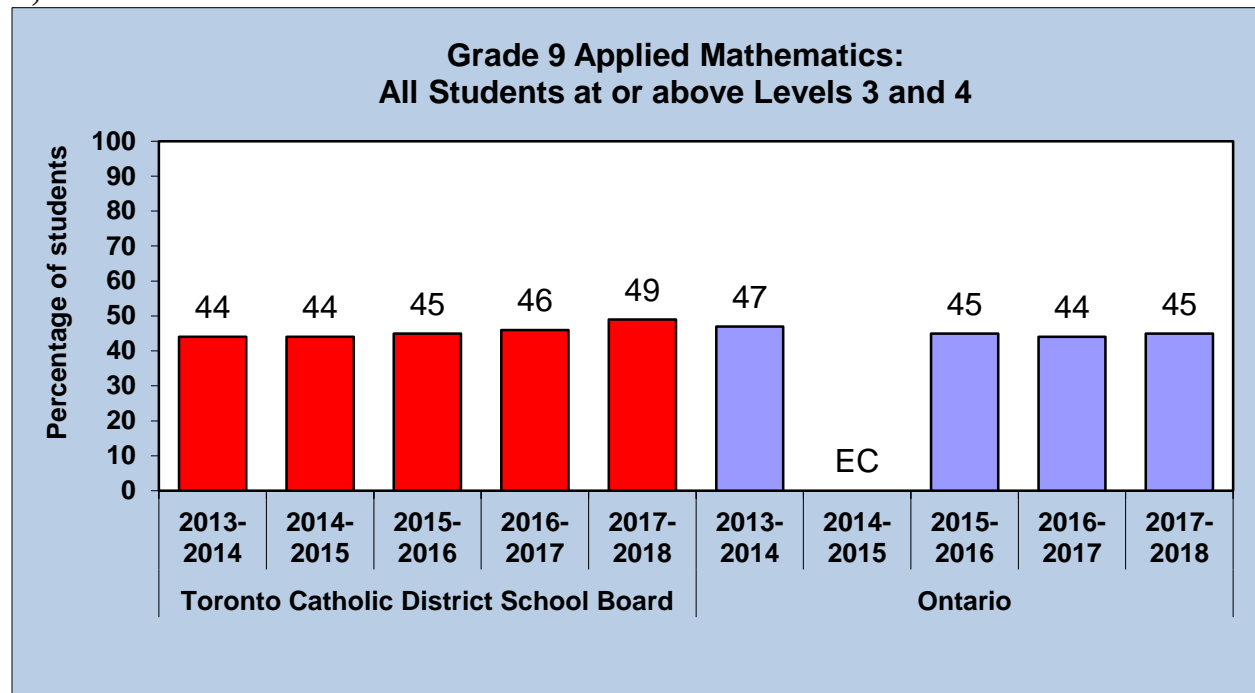
Total number of TCDSB Grade 9 students in 2017-2018 Academic Program = 4,536



APPLIED PROGRAM

Percentage at or above the provincial standard

Total number of TCDSB Grade 9 students in 2017-2018 Applied program = 1,900



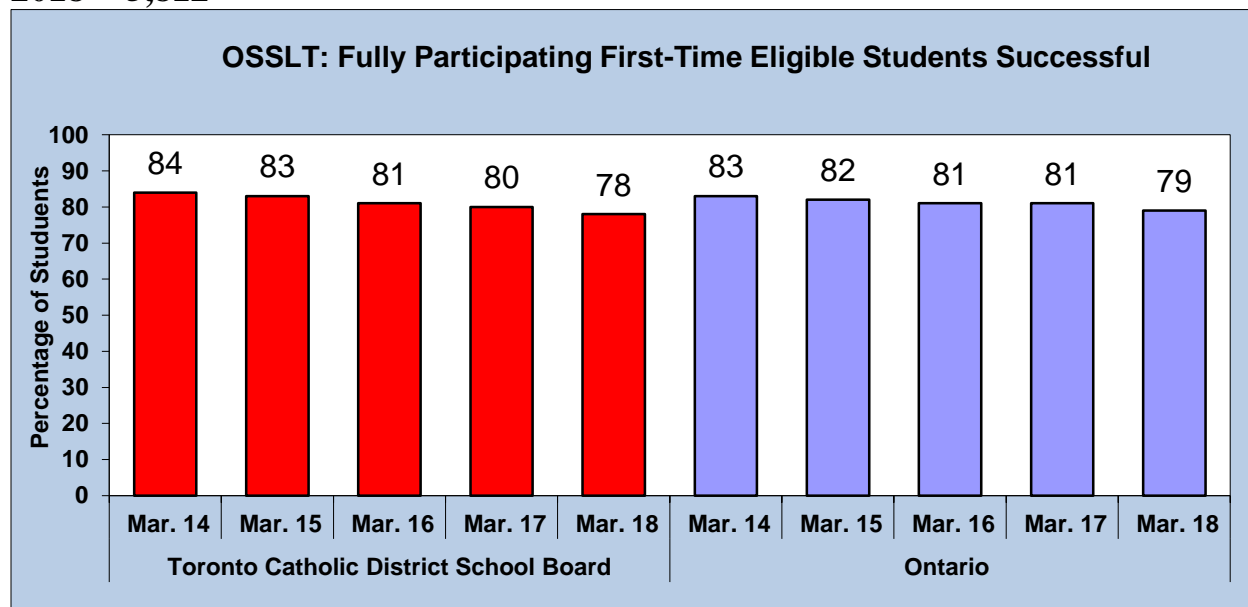
As shown in the two graphs above, over the past five years, the percentage of Grade 9 students who performed at or above the provincial standard:

- in Academic (graph 1):
 - TCDSB remained relatively stable at 83%
 - Ontario remained relatively stable at 84%
- in Applied (graph 2):
 - TCDSB increased from 44% to 49%
 - Ontario decreased from 47% to 45%.

The Ontario Secondary School Literacy Test Results Over Time For TCDSB and Ontario

Percentage of First-time Eligible students successful

Total number of First-time eligible TCDSB students writing the test in 2017-2018 = 5,812



As shown in the graph above, over the past five years, percentage of Grade 10 students successful on the OSSLT:

- Board decreased from 84% to 78%
- Ontario decrease from 83% to 79%

E. METRICS AND ACCOUNTABILITY

1. Overview of Results

- Overall, Board literacy results remain strong with scores at or above 75%.
- In Primary and Junior, mathematic results remain low both in the Board and Province.
- At the secondary level, Grade 9 applied mathematics scores for TCDSB have shown improvement but continue to be low.
- In both Grade 9 academic mathematics and OSSLT, the Board mirrors the Province and maintains strong results.
- The EQAO results continue to point to mathematics (in the primary and junior divisions and at the applied level) as an area of focus.

2. Learning and Improvement Planning

- Deeper analysis of the 2017-2018 EQAO results at both the system and school level is underway. The analysis will inform the revision of learning plans in literacy and numeracy for our school communities and for the board.
- These assessment results are used in conjunction with other data to coordinate plans for improving student achievement and well-being consistent with the TCDSB Multi-Year Strategic Plan and Ministry of Education initiatives, to inform our Board Learning and Improvement Plan.
- The analysis will inform Professional Learning Plans, for literacy and numeracy, to be presented to the Student Achievement and Well-being Committee of the Board in November 2018.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

**UPDATE ON THE PILOT PROJECT FOR JUMP
MATHEMATICS 2017-2018**

"I can do all things through him who strengthens me." Philippians 4:13

Created, Draft	First Tabling	Review
September 24, 2018	October 4, 2018	Click here to enter a date.

M. Vanayan, Senior Coordinator, Educational Research

L. DiMarco, Superintendent of Curriculum, Leadership and Innovation; Academic ICT

RECOMMENDATION REPORT

Vision:

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

Mission:

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Director of Education

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Acting Associate Director
of Planning and Facilities

L. Noronha
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A. EXECUTIVE SUMMARY

In January 2015, the JUMP Math Pilot was implemented within the TCDSB for fourteen elementary schools. Since 2015, schools have received JUMP teacher and student resources, as well as professional development to support implementation. This report summarizes the results of surveys (teachers, parents, students, principals) and EQAO data for participating schools.

A pilot project is designed to be a small-scale study to evaluate feasibility before determining if the project being piloted should be used system-wide, in a limited fashion or to be discontinued. The TCDSB has just completed the third year of the JUMP pilot project.

The report makes the following recommendations based on what has been learned from the JUMP Math Pilot:

- since enough data has been collected: move from a pilot project status to the status of an additional math resource going forward, in any school, consistent with their school learning improvement plan and professional learning plan;
- since the data collected showed that JUMP worked most effectively as a supplementary resource with primary students and with students achieving at level 2: JUMP can be employed as an additional supplementary resource in the primary division, or with students achieving at level 2;
- since plans for professional learning are underway for 2018-2019, continue with planned JUMP Math professional learning for Grade 3 and Grade 6 teachers in the former pilot schools, focusing on students achieving at level 2.

The cumulative staff time required to prepare this report was 65 hours.

B. PURPOSE

1. This is an annual report on the JUMP Math Pilot initiative made available to schools through the Curriculum Leadership and Innovation Department to inform planning within the Toronto Catholic District School Board.

C. BACKGROUND

1. The Toronto Catholic District School Board initiated a pilot of JUMP Math in January 2015.
2. Schools received JUMP Math teaching and student resources. The schools were: Christ the King*, D'Arcy McGee, St. Angela, St. Bede, St. Bernard, St. Brigid, St. Charles Garnier, St. Clare, St. James, St. John XXIII, St. Kevin, St. Leo, St. Paul, and St. Theresa Shrine.

(* Note: Christ the King merged with another school in 2017-2018 school year and is now The Holy Trinity).

3. Since the start of the JUMP Math pilot, schools have participated in ongoing professional development offered by the JUMP Math Office to support program implementation. Additionally, schools receive support from the TCDSB Mathematics Resource Team.

D. EVIDENCE/RESEARCH/ANALYSIS

1. ACHIEVEMENT DATA: EQAO Mathematics

EQAO Math across years: 2014 – 2018

Percent of students at Level 3&4	Grade 3 Math					Grade 6 Math				
	2014	2015	2017	2018	Trend	2014	2015	2017	2018	Trend
Province	67	EC	62	61		54	EC	50	49	
TCDSB	66	64	63	58		53	52	48	46	
St. Bernard	40	53	67	63		33	21	18	28	
St. Angela	60	46	50	40		24	31	48	24	
St. Charles Garnier	31	40	38	21		24	16	16	9	
St. Leo	70	64	42	72		43	30	64	49	
Christ the King*	91	76	69	76		55	70	74	52	
D'Arcy McGee	28	51	24	28		34	49	31	18	
St. Kevin	32	67	21	18		52	27	33	37	
St. Clare	70	62	97	67		66	68	38	17	
St. Paul	50	65	70	64		30	47	29	40	
St. John XXIII	67	45	58	49		55	66	91	68	
St. Bede	48	63	78	80		53	70	39	33	
St. Theresa Shrine	58	54	45	65		32	61	55	27	
St. James	38	58	41	27		27	14	32	42	
St. Brigid	82	82	68	58		60	52	51	71	

* Note: Christ the King merged with St Teresa in the 2017- 2018 school year and is now The Holy Trinity.

Summary of EQAO results

- The EQAO results in math for the JUMP pilot schools are **inconsistent**.
- The TCDSB has now had two groups of students who have participated in the JUMP math pilot, and have had EQAO cohort results for both Grade 3 and Grade 6 students (2014 Grade 3 – 2017 Grade 6; and 2015 Grade 3 – 2018 Grade 6). We were unable to find any data that supported a positive change related to JUMP math.
- Within the JUMP Pilot schools, there were schools that received support through the Renewed Math Strategy.
- Any changes in achievement scores must be interpreted at the local level to reflect effective practices, strategies, and supports implemented, recognizing that the context of each school is unique.

2. PERCEPTUAL DATA

In the Spring of 2018, all 14 schools in the JUMP Pilot were invited to provide feedback through four surveys: Teacher Survey, Student Survey, Parent Survey, and Principal Survey.

Teachers (n = 81)

- Responses from 81 teachers in 13 schools; teachers represented all divisions.

Survey Question Topic	Percentage of positive responses from teachers		
	> 80%	50-79%	< 50%
Supporting the curriculum		Ontario Curriculum Expectations 64%	
Meeting Ontario Curriculum Achievement Chart	Knowledge 80%	Application 59%; Thinking 52%	Communication 43%
Benefitting students		Confidence 79%; Participation 68%; Perseverance 66%; Achievement 61%	
Student enjoyment		Program 75%	
Helpfulness of materials		Student assessment and	Professional development 40%

Survey Question Topic	Percentage of positive responses from teachers		
	> 80%	50-79%	< 50%
		practice book 78%; Teacher resources 68%	
Frequency of use	Student assessment and practice book 84%	Lesson plans and teacher resources 62%	JUMP Math SMART Board lessons 22%
Quality of teacher resources		Content 72%; Organization 61%; Ease of use 54%	
Quality of student assessment and practice books	Content 83%;	Ease of use 74%; Organization 68%	
Quality of JUMP Math SMART board lesson materials			Content 38%; Organization 35%; Ease of use 32%
Helpfulness for students	Students at Level 2 in math 80%	Students at Level 1 in math 67%; Students at Level 3/4 in math 51%	
Use of program	Program required supplementation (e.g., Nelson Math, EQAO-type questions, practice problem solving sheets, online applications) 94%		
Continued use of JUMP math		With supplementation 78%	Exclusively 11%; Choose not to continue 10%

Students (n = 406)

- Responses from 11 schools; 164 students in Grade 3 and 239 students in Grade 6.

Survey question topic	Percentage of positive responses from students		
	> 80%	50-79%	< 50%
Attitudes regarding math		Reading math problems 65%; Good at math 50%;	Liking math 49%; Thinking about steps used to solve problems 44%; Answering difficult questions 29%; Talking to parents about math 27%
Perceptions of success		Feel more successful this year 67%	No difference from other years 27%; Feel less successful this year 5%

Parents (n = 86)

- Responses from 9 schools; 50 parents of Grade 3 students, 33 parents of Grade 6 students.
- About half the parents reported that their child likes math (49%); 52% of parents indicated that their child is experiencing greater success this year. About one third of parents (30%) reported “no change” in progress in math.
- When asked about the JUMP Math work at home, 54% of parents indicated that it was ‘just right’; 23% ‘not challenging enough’; 20% ‘difficult’.
- This type of variability is also reflected in the comments of parents: some are positive, some are not positive.

Principals (n=13)

- Responses from 13 principals (one principal is new to the school).
- The majority indicated that implementation levels were high (7 or above on a scale of 1 to 10) in the Primary Division. Implementation levels tend to be lower for the higher grades.
- When asked about school willingness to continue implementation, 10 schools responded ‘yes’, 3 schools indicated ‘no’.
- While some strengths were identified (e.g., in the Primary Division; for specific student needs), principals indicated the need for supplementing the program and required improvements in the learning materials.

Summary of all data above:

Metrics	Results
Math achievement	<ul style="list-style-type: none">• Inconsistent Results• Overall no improvement• Points to the need to monitor and evaluate at the local level
Teacher survey	<ul style="list-style-type: none">• Points to limitations to the program and perceived strengths• Points to a need to supplement with other math materials
Student survey	<ul style="list-style-type: none">• Little evidence for positive or improved attitudes towards math
Parent survey	<ul style="list-style-type: none">• Points to no evidence of positive change in attitudes and achievement
Principal survey	<ul style="list-style-type: none">• Overall, continue implementation with supplementation of the JUMP math and professional learning
Program	<ul style="list-style-type: none">• Supplementation of JUMP math is required to address student learning needs in mathematics• Does not meet the needs of all schools, all divisions, all students

E. ACTION PLAN

The TCDSB will continue to Focus on Fundamentals as per the Ministry of Education directive.

Curriculum staff will implement the following recommendations based on what has been learned from the JUMP Math Pilot:

- since enough data has been collected: move from a pilot project status to the status of providing JUMP math as an additional resource going forward, in any school, consistent with the school learning improvement plan and professional learning plan;
- since the data collected showed that JUMP worked most effectively as a supplementary resource with primary students and with students achieving at level 2: JUMP can be employed as an additional

supplementary resource in the primary division, or with students achieving at level 2;

- since plans for professional learning are underway for 2018-2019, continue with planned JUMP Math professional learning for Grade 3 and Grade 6 teachers in the former pilot schools, focusing on students achieving at level 2.

F. METRICS AND ACCOUNTABILITY

There will be continued monitoring of achievement in mathematics as part of the Board Learning and Improved Plan.

G. STAFF RECOMMENDATION

That the Board of Trustees approve the following with regard to JUMP Math:

1. since enough data has been collected: move from a pilot project status to the status of an additional math resource going forward, in any school, consistent with their school learning improvement plan and professional learning plan;
2. since the data collected showed that JUMP worked most effectively as a supplementary resource with primary students and with students achieving at level 2: JUMP can be employed as an additional supplementary resource in the primary division, or with students achieving at level 2;
3. since plans for professional learning are underway for 2018-2019, continue with planned JUMP Math professional learning for Grade 3 and Grade 6 teachers in the former pilot schools, focusing on students achieving at level 2.



REPORT TO

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

OPAL (OUTDOOR PLAY AND LEARNING) PROGRAM K – 8

"Let the little children come to me; do not stop them; for it is such as these that the kingdom of God belongs."

Mark 10:14 (NRSVCE)

Created, Draft	First Tabling	Review
September 24, 2018	October 4, 2018	Click here to enter a date.
S. Molyneaux, Early Years L. DiMarco, Superintendent, Curriculum, Leadership & Innovation; Academic ICT S. Campbell, Superintendent Area 8 Schools; Early Years D. Friesen, Acting Executive Superintendent, Facilities Services G. Iuliano Marrello, Superintendent, Student Success F. Cifelli, M. Caccamo, J. Wujek, Superintendent, Area 1,3,5 Schools		
RECOMMENDATION REPORT		

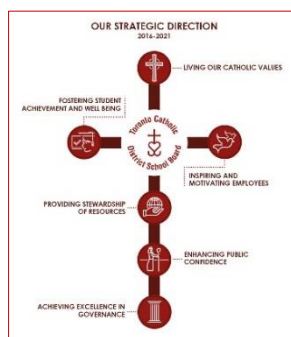
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A. EXECUTIVE SUMMARY

This report outlines a proposal for a 3-year pilot of the OPAL (Outdoor Play and Learning) program in five TCDSB schools. Through the OPAL program, children will engage in freely-chosen play with “loose parts” (tools, boxes, spare tires, fabric, etc.) to foster imaginative play, physicality, relationships and stewardship of the environment. The OPAL program can be initially implemented during outdoor recesses, and later, connected directly to the curriculum as part of the regular instructional day.

The OPAL program pilot aligns with the goal “to create welcoming, healthy and equitable learning environments for all students”, from the Board’s Multi-Year Strategic Plan: Fostering Student Achievement and Well-Being.

In the fall of 2018, 4 schools are being proposed by the TCDSB to participate in the OPAL program pilot. The schools selected are St. Augustine, Holy Family, St. Maria Goretti, and St. Marcellus. In addition, St. Bruno/St. Raymond site has been requested and will be funded by EarthDay Canada. The TCDSB will fund training costs and support, occasional teacher coverage and storage sheds for each site.

The cost of the OPAL program for the TCDSB is \$208,800. Funding will come from Student Success (\$138, 800), School Renewal Grant (\$40,000) and Early Years (\$30,000).

St. Augustine, Holy Family and St. Bruno/St. Raymond will be fully implemented in 2018/2019 (Year 1). The staff of St. Maria Goretti and St. Marcellus will be invited to participate in training in 2018/2019 with implementation the following year (Year 2). Year 3 is a consolidation year for all schools.

Once the success of the OPAL pilot has been evaluated, it will be determined whether or not to extend the program to other schools. If the pilot is deemed successful, and if funding is available, a matrix will be used to determine future expansion sites.

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

B. PURPOSE

1. The purpose of this report is to propose a pilot project with OPAL.

C. BACKGROUND

1. At the invitation of the former Executive Superintendent of Facilities Services, staff was invited to attend the October 2017 OPAL symposium to learn about the OPAL program.
2. The former Executive Superintendent of Facilities Services invited EarthDay Canada to present to Education Council on February 26, 2018.
3. A committee was struck to consider the viability of piloting the OPAL program in TCDSB schools. The Committee consisted of representatives from Facilities, Curriculum Leadership and Innovation – Early Years, and the Evergreen Foundation.
4. Staff attended two OPAL information sessions and observed the play program at a school that had already implemented OPAL.
5. The TCDSB Early Years department created an OPAL pop-up (demo) open to the families of attendees at the Saturday, May 26, 2018 TCDSB 21Camp.
6. In the fall of 2018, it is proposed that TCDSB begin the pilot with 4 schools (one per geographical quadrant of north, south, east and west). In addition, the St. Bruno/St. Raymond site has been requested, and will be funded, by EarthDay Canada.
7. The cost of the OPAL program for the TCDSB is \$208,800. Funding will come from Student Success (\$138, 800), School Renewal Grant (\$40,000) and Early Years (\$30,000).
8. There is a requirement for storage in the playground for loose parts. Large storage sheds will be installed by the Operations and/or Renewal Departments, funded by the School Renewal Grant, at an estimated cost of \$40,000.

9. EarthDay Canada charges total \$140 000 to cover the cost of a full-time OPAL Mentor to provide on-site support, one EarthDay Canada additional staff member to support schools, a part-time Play Projects Coordinator, workshops, materials, research, programming, evaluation and reflection. This fee also covers EarthDay Canada transportation costs, administration and IT Support.
10. OPAL staff will adapt the program and reframe lessons to infuse Catholicity and the Ontario Catholic Schools Graduate Expectations.
11. A summary of all costs is shown below. The cost per school, beyond the initial one-time central costs is \$17,200.

OUTDOOR PLAY AND LEARNING PROGRAM (OPAL) IMPLEMENTATION COSTS				
(4 School Pilot Study)				
One-time Central Costs	2018-19	2019-20	2020-21	TOTAL
OPAL Training the Trainers	\$ 140,000	\$ -	\$ -	\$ 140,000
Subtotal - One-time Central Costs	\$ 140,000	\$ -	\$ -	\$ 140,000
School-based Implementation Costs				
Educator Release Time	\$ 13,500	\$ 11,475	\$ 3,825	\$ 28,800
Storage Shed	\$ 30,000	\$ 10,000	\$ -	\$ 40,000
Subtotal - School-based Costs	\$ 43,500	\$ 21,475	\$ 3,825	\$ 68,800
Total Implementation Cost	\$ 183,500	\$ 21,475	\$ 3,825	\$ 208,800
Average School-based Implementation Cost per School				\$ 17,200
Assumptions:				
(1) <i>Each School location requires a Storage Shed</i>				
(2) <i>Training and support beyond year 3 by TCDSB staff</i>				

12. To determine which schools would participate in the pilot, staff used the following criteria:
 - a. Demographic data were used. Demographic data includes 9 categories: government transfer payments, low family income, born outside of Canada, second language spoken at home, family mobility, parent unemployment housing (rent/own), parent education. Data is ranked in n-tiles from 1 (low) to 9 (high).
 - b. Early Development Instrument (EDI) data was used. The EDI data were collected in 2016 for all TCDSB schools and identify children's ability to meet age appropriate developmental expectations. From this data, TCDSB identified schools that needed most support as EDI focus schools.
 - c. The initial list of schools (37) was formulated by selecting:

- i. all EDI focus schools;
 - ii. all schools with more than 5 n-tiles from 1-3 out of the 9 categories in the demographic data; and
 - iii. all schools that had a low n-tile rank for parent income.
 - d. Schools were grouped into their geographic areas based on Superintendent areas (Areas 1&2 – West, Areas 3&4 – North, Areas 5&6 – South, Areas 7&8 – East). All data was then considered by comparing schools within the quadrant.
 - e. Any schools from the original 37 with low n-tile rank in Second Language (indicating many students from homes where English is a second language). Schools with higher rank were eliminated.
 - f. The Parent Unemployment data was used to eliminate additional schools – schools remaining had higher parent unemployment rates.
 - g. If a school already had an Early On program, it was eliminated.
 - h. Schools with lower Parent Education n-tile ranks, higher ranks were eliminated
 - i. Lastly school size was a factor, choosing larger schools from remaining list of schools.
13. The proposed schools are St. Augustine, Holy Family, St. Maria Goretti, St. Marcellus (see Appendix A for data that lead to the selection of these four schools). Principals have been consulted.
14. The replacement school for St. Bruno/St. Raymond has been designed to include built-in storage for loose parts opening to the playground so that after moving into the new site, the OPAL program can continue.
15. Once the success of the OPAL pilot has been evaluated, it will be determined whether or not to extend the program to other schools.

D. EVIDENCE/RESEARCH/ANALYSIS

- 1. Evidence in support of the OPAL philosophy:
 - a) Pope Francis on outdoor play and nature: “We have a responsibility to pass on the beauty of nature in its integrity to future generations, and an obligation to exercise a just stewardship of the gifts we have received.”

- For students, being outdoors in play develops a knowledge and love of nature.
- b) Ryerson University report on OPAL: TDSB schools found that there were positive changes in play behaviour and attitudes, increased playtime and physical activity, improved communication, negotiation and risk management skills. Interview findings show that outdoor play has become more engaging, inclusive and imaginative after the OPAL play intervention.
 - c) Canadian Council on Learning: “Play nourishes every aspect of children’s development.... play develops the foundation of intellectual, social, emotional, physical and emotional skills necessary for success in school and in the life. It paves the way for learning.”
 - d) ParticipACTION Position Statement on Active Outdoor Play: “Access to active play in nature and outdoors--with its risks--is essential for healthy child development. We recommend increasing children's opportunities for self-directed play outdoors in all settings--at home, at school, in child care, the community and nature.”
 - e) Why Loose Parts?: Loose parts play provides equity for all. Students of all capabilities can participate in play. “Loose parts are open-ended and are free of biases and stereotypes, all children can interact with them equally, without any preloaded ideas of how they ought to be used.” (Beloglovsky and Daly, 2014).
 - f) National Center on Early Childhood Development, Teaching and Learning: “STEAM learning happens naturally everyday as children explore, play, and try new things. When young children have the opportunity to investigate the world around them, they learn and experiment with new STEAM skills and theories. Research shows there is a positive relationship between early STEAM experiences and future success in school.”

E. ACTION PLAN

1. Early Years and Facilities will work with schools to develop an implementation plan.

2. Meet with Principals of selected schools to discuss implementation.
3. Develop a Communication Plan to announce the pilot and keep stakeholders up-to-date on the progress of the pilot.
4. TCDSB staff from the 5 pilot schools will attend the OPAL Symposium on Friday, November 2, 2018.
5. Working together with Research, staff will develop a survey to take baseline data and follow-up to measure student well-being and the effects of play.

F. STAFF RECOMMENDATION

That the TCDSB proceed with a 3-year pilot of the OPAL program in the following schools beginning in the fall of 2018: St. Augustine, Holy Family, St. Maria Goretti, St. Marcellus and at St. Bruno/St. Raymond (at the request of EarthDay Canada).



REPORT TO

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

CSPC POLICY METRIC REPORT 2017-18

Welcome one another, therefore, just as Christ has welcomed you, for the glory of God.
Romans 15:7

Created, Draft	First Tabling	Review
September 24, 2018	October 4, 2018	Click here to enter a date.
J. Wujek, Superintendent of Education Area 5, Parent Engagement M. Sequeira, Coordinator: International Languages, Parent Engagement and Community Outreach		
INFORMATION REPORT		

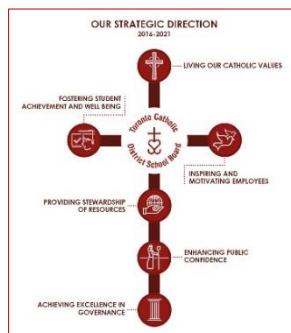
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A. EXECUTIVE SUMMARY

This Information Report provides an overview of participation and content of Catholic School Parent Councils (CSPCs) and their valued contribution to local school matters. The report also offers metrics that quantify the level and quality of engagement between staff and parents.

In the context of the Board's Multi-Year Strategic Plan:

- Living Our Values - Parents will be supported in their integral role of nurturing the relationship between home, school and parish
- Enhancing Public Confidence - Improve communication and consultation, that reflect the mission, vision and values of the board, with our stakeholders

The cumulative staff time required to prepare this report was 18 hours

B. PURPOSE

1. The notice for this Policy Metric Report appears on the Master Pending List and Rolling Calendar for the October Board Committee Meeting for Student Achievement and Well-Being.
2. Board Policy S.10 Catholic School Parent Councils states “[an] annual report of CSPC activities will serve as an assessment of the Council’s work to support student achievement and well-being at the school”.

C. BACKGROUND

1. The TCDSB’s Parent Engagement and Communications Departments play a guiding and supporting role to parents and staff in the promotion of effective parent engagement for the purpose of our shared vision of academic excellence and spiritual development.

At the system level, staff from these and other departments work closely with Toronto Ontario Association for Parents in Catholic Education (Toronto – OAPCE) and the Catholic Parent Involvement Committee (CPIC) to support local CSPCs.

2. Ontario Regulation 612 (School Councils and Parent Involvement Committees): “the purpose of school councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents.”

D. EVIDENCE/RESEARCH/ANALYSIS

1. CSPC Annual Activity Report – 2017-18 – Appendices A and B

Board Policy S. 10, Catholic School Parent Councils states:

The Catholic School Parent Council (CSPC) of each school in the TCDSB will, through the active participation of parents, endeavour to improve student achievement and well-being and to enhance the accountability of the education system to parents. Each CSPC shall function in an advisory role by making recommendations to the principal of the school and, where necessary, to the Board, on any matter in accordance with the Education Act, TCDSB policies and guidelines and operating procedures.

Appendix A is a copy of the Activity Report template that completed by CSPC Chairs at the end of the 2017-18 school year to summarize CSPC membership, meetings, activities and needs.

Appendix B is a summary of the completed Activity Reports. Highlights include:

- 35% Participation in the report completion
- 97% of schools had 6 or more meetings (per policy)
- Over half of responding councils had at least seven parent members
- 60% had a designated OAPCE rep
- fundraising information suggests robust support for academic achievement and parent engagement
- Parents Reaching Out Grant – 132 schools had approved applications – 66% utilization of these funds

2. CSPC Meeting (2017-18) Survey – Principals – Appendix C

Board Policy S.10 Regulation (4) states:

The principal will provide information and solicit the views of CSPC on matters concerning:

- i. student achievement and the School Learning Improvement Plan;
- ii. annual funding for parent involvement;
- iii. the school budget;
- iv. school policies and procedures including the code of conduct;
- v. school uniform or dress code.

Accordingly, TCDSB principals were surveyed about the appearance of these topics (i-v above) during their CSPC meetings last year. Appendix C summarizes the responses. Highlights include:

- 145 surveys completed
- 56% report content related to Student Achievement at most or all meetings
- 63% report content related to Annual Funding at most or all meetings
- 69% report content related to School Budget at most or all meetings
- 56% report content related to School Policies and Procedures at most or all meetings
- 28% report content related to Uniform/Dress Code at most or all meetings
- “not at all” responses are very low except school uniform and dress code

3. System Activities Supporting CSPCs – Appendix D

Appendix D is documentation of Community Engagement/Outreach Activities from 2017-18 that included participation from the Parent Engagement Department. This information was presented at Regular Board on September 20, 2018 as part of the Communications and Community Engagement Annual Report. In summary:

- The information demonstrates collaboration between school staff, system staff, local parents, CPIC and OAPCE - Toronto

- There is good parent participation in the three events
- There was an excellent range of topics that promote equity, capacity-building and collaboration

4. Further System Initiatives Supporting CSPCs

- April 2018 – adoption of CPIC recommendation “that parent engagement strategies and best practices be standing item at every superintendent/principal meeting(s)”
- Week of April 23, 2018 – Parent Engagement Staff attended and spoke at every area principal meeting and shared resources and practices on the following topics:
 - Safe Schools Plan
 - Parent Involvement Committee Funding (\$500)
 - Parents Reaching Out Grant Funding (\$1000)
 - End of Year CSPC Reporting
 - Block Budget Reporting to CSPC
 - Upcoming Parent Engagement Conference
- Head Start Symposium for Newly Promoted Administrators August 2018
Superintendent of Parent Engagement presented to group about:
 - CSPC composition
 - CSPC elections
 - CSPC communications
 - CSPC Financial Reporting
 - Overall Importance of Parent Engagement
 - OAPCE – Toronto and CPIC as PE partners
- Coordinator of Parent Engagement Office responds daily to numerous Parent Engagement/CSPC inquiries via phone and email from staff and parents

E. METRICS AND ACCOUNTABILITY

Action Items for 2018-19:

1. Improved and enhanced communications strategies with parents both within the governance structures and the school community.
2. Improved use of exit surveys following school and Board parent engagement events.
3. Review considerations from Parent Voice Survey (Regular Board - August 23, 2018) – Communication Theme - “Monitor”.
4. Use data enclosed in this report as benchmark for strategy improvement and comparative future reporting.
5. Continue and review system-based activities that support CSPC capacity building
 - CSPC workshops
 - Ongoing in-servicing of staff at Principal meetings and Head Start
 - Collaborate with CPIC and OAPCE – Toronto

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



(Name of School) Catholic School Parent Council

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

Annual

Activity Report for the 2017-2018 School Year

A. School Council Members

Position	Name or Number
Chair	
Co-Chair/Co-Chair	
Secretary	
Treasurer	
Pastor/Parish Representative	
OAPCE Representative	
Teaching Staff Representative	
Non-Teaching Staff Representative	
Community Member	
Student (Secondary)	
Number of additional Parent Council Members	

B. Dates of CSPC Meetings:

1.	2.	3.	4.	5.	6.
----	----	----	----	----	----

C. Fundraising Activities Supported:

• Learning Materials	Yes	No
• Arts Activities (Drama, Music, Visual Arts)	Yes	No
• Sports Activities	Yes	No
• Buses	Yes	No
• Celebrations (Sacraments, Graduation, Etc.)	Yes	No
• Humanitarian/Charity	Yes	No
• Other	Yes	No

D. List two CSPC initiatives that supported student achievement and well-being, as per the School's Learning Improvement Plan.

Initiatives	Brief Description

E. What supports/information from TCDSB staff would be beneficial to assist your school's Catholic School Parent Council reach its goals?

1.

2.

3.

Thank you to all members of the council, volunteers in sub-committees and school staff for their time and dedication, which contributed to the success of this council in this school year.

CSPC Chair's Signature

Date

APPENDIX B - CSPC POLICY METRIC REPORT 2017-18

TCDSB PRO and PIC Spending, and Report on CSPC Activities

PRO Grant:

- 132 schools' applications were approved: 119 were for \$1000.00 and the remainder were for less than \$1000.00
- 66% of the schools used most of the funds

PIC Grant:

- Current unused balance - \$310, 687.77 among schools

Activities and Financial Report for 2017-2018 (35% submission rate)

Of the 35% that was submitted; the information below is presented

- 55% had 7 or more parents on council
- 60% had an elected/appointed OAPCE Representative
- 97% had 6 or more meetings

Use of Fundraising budget:

- 66% of raised funds supported the purchase of learning materials
- 63% of raised funds supported the Arts
- 54% of raised funds supported sports activities
- 60% of raised funds supported the transportation for events/excursions
- 72% of raised funds supported celebrations (Graduation/Sacraments)
- 51% of raised funds for humanitarian/charity organizations

APPENDIX C - CSPC POLICY METRIC REPORT 2017-18

CSPC Meeting (17-18) Survey Results

Number of responses: 145 (Completed by School Principals)

1. During the course of last year's CSPC meetings, how often did you provide information and/or solicit the views of CSPC about the following:

	Every meeting	At most meetings	Twice	Once	Not at all	No response
i. Student achievement and the Social Learning Improvement Plan	23 15.9%	59 40.7%	42 29.0%	17 11.7%	4 2.8%	0 0.0%
ii. Annual funding for parent involvement	22 15.2%	70 48.3%	38 26.2%	12 8.3%	1 0.7%	2 1.4%
iii. The school budget	54 37.2%	46 31.7%	19 13.1%	17 11.7%	7 4.8%	2 1.4%
iv. School policies and procedures including the code of conduct	15 10.3%	66 45.5%	33 22.8%	26 17.9%	4 2.8%	1 0.7%
v. School uniform or dress code	9 6.2%	31 21.4%	52 35.9%	38 26.2%	14 9.7%	1 0.7%

APPENDIX D - CSPC POLICY METRIC REPORT 2017-18

System Activities Supporting CSPCs (from 2017-18 Communications and Community Engagement Annual Report)

ENGAGEMENT	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
September, 2017 TCDSB System and School Parent Engagement Forum	Inform/Engage	TCDSB Parent Engagement Department initiative to welcome new parents/guardians to our Catholic community and to provide them with information regarding programs and strategies for ensure equitable student outcomes.	-100 parents/guardians attended the keynote address: “System and School Parent Engagement: Why It Makes a Difference to Student Success” -Parents/guardians also had the opportunity to participate in one of the following break-out sessions: 1. Parent Engagement: Connecting with our Newcomers 2. Communication: The Grade Representative Approach 3. Secondary School: Staying Engaged with our Teens
October, 2017 TCDSB CSPC Conference	Inform/Engage	TCDSB Parent Engagement Department initiative to develop a series of workshops provide information and resources to new and returning CSPC and Administrators’ on Ministry and TCDSB policies and guidelines in order to lay the foundation for effective governance to support student achievement.	Attended by 160 parents/guardians who participated in target workshops to support effective governance in TCDSB school communities. The three workshops focused on supporting CSPC executive roles: Chair, Treasurer, and Secretary. Included were opportunities for participants to interact and network to share best practices.

APPENDIX D - CSPC POLICY METRIC REPORT 2017-18

System Activities Supporting CSPCs (from 2017-18 Communications and Community Engagement Annual Report)

May, 2018 CPIC/OAPCE Conference	Inform/Engage	Parent Engagement Department in collaboration with CPIC and OAPCE organized a mini conference with a focus on providing parents with the skill and knowledge building opportunities to support equity in student outcomes	<p>-90 parents participated in a Social Networking Safety Symposium, followed by workshops on: Special Education; 21st Century Learning; Positive Parenting; <i>Jump Math</i> and Internet Safety</p> <p>-Workshops were video taped and will be uploaded to the TCDSB Parent Portal as a resource for parents who could not attend the conference</p> <p>-Participants also had opportunities to network and solicit information from a variety of agencies that support families and students</p> <p>Student workshops were provided by <i>Scientists in the Schools</i> and staff, as a child minding and student learning opportunity to provide equitable access to participation in the conference to all parents</p>
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REPORT TO

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

CATHOLIC PARENT INVOLVEMENT COMMITTEE STAFF ASSESSMENT REPORT 2017-2018

“For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them” Ephesians 2:10

Created, Draft	First Tabling	Review
September 24, 2018	October 4, 2018	Click here to enter a date.

J. Wujek, Superintendent of Education Area 5, Parent Engagement

M. Sequeira, Coordinator: International Languages, Parent Engagement and Community Outreach

INFORMATION REPORT

Vision:

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

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T. Robins
Acting Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report outlines the CPIC facilitated and sponsored initiatives for the 2017-2018 academic year. Included is an outline of the parent conferences and workshops, distribution of resources to Catholic School Parent Councils, and monetary sponsorship for parent events.

The cumulative staff time required to prepare this report was 12 hours

B. PURPOSE

1. This is an annual standing report.
2. This report complies with the Action After request made on January 28, 2016 that an Annual Information Report on Catholic Parent Involvement Committee activities be added to the rolling calendar. Staff was to report on the statistics of meetings, activities and initiatives undertaken by CPIC.

C. BACKGROUND

CPIC is a parent-led committee of volunteers who work both at the Board and at the Ward level. CPIC members provide information and advice on parent engagement to the school board, create initiatives that promote and facilitate parent engagement, and educate parents to support them in their children's learning at home and/or at school. They collect information and ideas from wards, discuss the information at meetings and disseminate it to parents.

- I. January 28, 2016 - The Catholic Parent Involvement Committee Annual Report was presented at the Regular Board meeting. Arising out of this presentation, the Annual Report was received by the Board and recommendations were made to have a report presented on an annual basis.
- II. June 9, 2016 - Staff presented a report on the meetings, activities and initiatives completed by CPIC during the time period 2014-2015 and 2015-2016 academic years. Outline the context and/or chronology of why the Information Report is before the Board or Standing Committee.

D. EVIDENCE/RESEARCH/ANALYSIS

MEETINGS: CPIC met nine times during the past session.

Meetings took place at the Catholic Teachers' Centre, 2nd Floor CEC

Start time 7:00pm

- Inaugural Meeting Monday October 15, 2017
- Meeting #1 Monday, November 20, 2017
- Meeting #2 Monday, December 11, 2017
- Meeting #3 Monday, January 15, 2018
- Meeting #4 Monday, February 12, 2018
- Meeting #5 Monday, April 16, 2018
- Meeting #6 Monday, May 14, 2018
- Meeting #7 Monday, June 18, 2018

Meeting #8 Monday, September 17, 2018 Minutes of meetings held and financial records were made available for public inspection at TCDSB offices, as well as posted on the TCDSB, CPIC website.

EVENTS:

CPIC SPONSORED EVENTS		
EVENT	DATE	DETAILS
TCDSB Parent Engagement Forum	Sept. 13/17	<ul style="list-style-type: none">• Held at the CEC• Focus on the value of parental involvement• Networking opportunity• Information sessions: best practices; what engagement looks like; and ideas that parents can explore in the future
CSPC Mini Conference	Oct. 23/17	<ul style="list-style-type: none">• Held at the CEC• CSPC Roles and Responsibilities Workshops• 160 parents participated in 3 workshops organized by TCDSB staff: Chair/Treasurer/Secretary• Feedback was provided in Exit Survey that will serve to guide future workshops
TCDSB/OAPCE	Apr. 30/18	<ul style="list-style-type: none">• PRO Grant workshop in partnership with OAPCE• Representative for Ministry of Education reviewed application• M. Sequeira presented on the application process and use of funds

CPIC SPONSORED EVENTS		
EVENT	DATE	DETAILS
OAPCE Commissioning Parent and Principal Awards	Nov. 6/17	<ul style="list-style-type: none"> Held at the CEC Principal Awards \$500.00 Printing of Certificates/Frames \$200.00
“Social Network & On-line Safety”	Dec. 4/17	<ul style="list-style-type: none"> Madonna CSS
Screenagers “Screenagers” is a documentary that explores how screen time can lead to possible risks of failing in school, social isolation and digital addiction. Ultimately, the film explores solutions to handle screen time and provides parents with tools to help young people develop self-control and find balance in their digital lives.	Nov. 2/18	Senator O’Connor CCSS
	Jan. 10/18	Senator O’Connor
	March 6/18	Father Serra
	May 28/18	Chaminade
	May 30/18	Mgrs. Percy Johnston
“Mental Awareness - Youth Speak”	Feb. 21/18	Senator O’Connor
Introduction Seminar to the Faith In Our Child Series : “Our Parish, Our Spiritual Goal”	Feb. 13, 23, 26, 27/18	Ward 5, 8, 11
“Lift Jesus Higher Event”	March 3/18	Convention Centre

CPIC – PR0 EVENTS		
EVENT	DATE	DETAILS
CPIC/OAPCE Conference	May 5/18	<ul style="list-style-type: none"> Social Networking Safety – Paul Davis Workshops: Special Education 21st Century Learning; Positive Parenting; Jump Math; Internet Safety Science workshop for students Resource Fair Videotaped workshops

TCDSB (Student Leadership/Staff Development Department)		
Raising Youth Together Free parenting Workshops <ul style="list-style-type: none"> • Effective parent/child communication techniques • Goal-setting, motivation and school engagement • Inspiring teens to take responsibility • How to connect with your child and create an extraordinary relationship • Understanding the teenage mind 	April 18/18	MPJ 35 families: 65 adults, 51 children
	April 20/18	BMTM 65 families: 103 adults, 91 children
	April 23/18	SMT 47 families: 80 adults, 79 children
	April 26/18	JCM 34 families: 65 adults, 48 children

RESOURCES:

TCDSB CSPC Resources to Improve Communication
<ul style="list-style-type: none"> • Update of CSPC TCDSB Portal Page • TCDSB Information Brochures: ‘Catholic School Parent Councils’, ‘Parent Reaching Out (PRO) Grants’, ‘Parent Involvement Committee (PIC) Grants’, ‘AGM, Elections and Inaugural Meeting’, CSPC Elections: Timeline of Events’, and ‘CSPC End of the Year Checklist’ • ‘CSPC Email Information Poster’: access and value of using CSPC TCDSB email account. Poster was emailed and a hard copy was sent via courier to all CSPC chairs

MOTIONS:

Motions Presented to the Board of Trustees:

- 1 TCDSB Board Meeting November 16, 2017 - PAR submission to “Suspend The School Closure Process” – Motion Carried
- 2 Motion #17/11-04 that parent engagement strategies and best practices be a standing item at every superintendent/principal meeting(s) – Motion Carried by Board Feb 22, 2018
 - Currently practiced by staff

- 3 Motion #17/11-16 that Staff send a letter with CSPC email information addressed to each CSPC Chair by courier. The letter should include the benefits and value of using the TCDSB assigned email address, as well as how to obtain access and how to forward to their personal email address if desired. A copy of this letter should also be sent to all Principals with a strong header to remind the Principals of the importance of CSPC Chairs using the TCDSB assigned email address. - Motion Carried by Board Feb 22, 2018
 - Enhanced communication on this matter is currently underway
- 4 Motion 17/11-16 that Staff remind Principals that the Safe School Committee at the school level should include the mandated parent representative(s). - Motion Carried by Board Feb 22, 2018
 - Safe Schools Department has communicated this via email to all principals this school year and in person at recent principals' meeting
- 5 Motion #17/12-03 that the Board of Trustees review the secondary school level policy on parent-teacher interviews to confirm that the option of one or two evening is available to parents; and, that Staff ensures that parent(s) are informed about their options and rights to connect with teachers and principals outside of designated interview days. - Motion Carried by Board Feb 22, 2018
 - Under consideration for future discussion, Board Policy A. 33 (Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns) provides proper protocols for positive interactions between all stakeholders, The guiding principles of Board Policy T. 07 Community Engagement also apply
- 6 Motion #18/02-17 that a new process & IT protocol be developed to achieve the following:
 - I. Consistent with the Toronto Catholic PIC recommendation Motion 17/11-16 made on November 20, 2017 and to be acted on by staff every new school year and, the School Board send out via the school principal a personalized letter that informs & instructs the newly elected or returning CSPC chair about the existence, benefits and login information to the CSPC email account. - Motion Carried by Board Feb 22, 2018
 - Enhanced communication on this matter is currently underway

- II. In recognizing that CSPC chairs are not school board employees, they should not be subject to BYOD policies, the school board needs to provide straightforward instructions on the various means to access their CSPC email account and how to set it up as an additional mailbox on the parent's existing: email accounts (examples by way of ActiveSync, etc.), web service, and mobile connect methods and/or on how to forward or proxy, to their personal email. - Motion Carried by Board Feb 22, 2018
- Staff is reviewing a response and plan
 - Revised ActiveSync instructions and tutorials are in creation phase
- III. These instructions should be easily accessible using modern social media methodology like YouTube, Facebook, Video on Parent webpage, et al. – Motion Carried by Board Feb. 22, 2018
- Staff is reviewing a response and plan, such instructions are in the creation phase

E. METRICS AND ACCOUNTABILITY

1. This annual summary of CPIC activities serves as an assessment of the committee's work to support parental engagement at TCDSB.
2. Advice provided to the Board of Trustees and the Director of Education and any action arising out of this advice will be monitored and assessed.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

OPENING STATEMENT

Dear Director of Education, Chair of Trustees, TCDSB Parents and members of the Toronto Community:

The Toronto Catholic Parent Involvement Committee “Toronto Catholic PIC” had a very busy, cooperative and engaging year. Parents are welcome to attend any of our meetings or events. Meetings are normally held on the third Monday of each month other than March, July and August. To be certain of the exact dates and times Toronto Catholic PIC meetings are posted on the TCDSB website. <https://www.tcdsb.org/Board/TrusteesoftheBoard/boardmeeting/Pages/BoardMeeting.aspx>

As you are may be aware, the purpose of your Committee is to promote, support, encourage and enhance parent engagement and parent involvement in our child's or children's education to help improve their academic achievement and well-being.

We are first and foremost a parent-centric body. Our primary means of achieving our purpose and objectives is by providing information and advice on parent engagement and parent involvement to the TCDSB through the Director of Education and the chair of the Board of Trustees.

In addition, we work co-operatively with and support your school councils--CSPCs--through the principals of TCDSB schools and/or the chairs and members of each CSPC to help the members develop skills and acquire knowledge to help them engage parents at the school level.

Finally, we directly undertake activities to help parents of students in TCDSB schools support their children's learning-whether at home or at school. We work to:

- share effective practices to help engage parents, especially parents who may find engagement challenging, in their children's learning;
- identify and reduce barriers to parent engagement;
- help ensure that TCDSB schools create a welcoming environment for parents of its students.
- host events for parents that assist parents to develop or enhance skills and provide resources that will improve academic achievement and well-being.

All our meetings are open to the public to encourage communication from parents and other members of the Toronto Community.

We wish to acknowledge the challenging work, dedication and commitment of the many individuals who volunteer their time to contribute to the success of the Committee over the past year. Special thanks are due to the exemplarily efforts of the following Members of the 2017-18 Committee:

- The CPIC Executive Parent Members J. Del Grande (Vice-Chair and Ward 12 Parent Rep), J. Fiorante (Treasurer and Ward 4 Parent Rep), D. Alvares (Ward11 Parent Rep), for the extra meetings, phone calls, text messages, emails etc. that maintained the transparent posture to between meeting decisions including the request for funding decisions.
- J. Del Grande, Vice-Chair for chairing the Budget and Priority Setting Subcommittee, his technical advice during our formal CPIC Meetings, his assistance in ensuring the clarity of the Minutes and Agendas, his speedy answers to text messages, and lending an ear to ideas and concerns.
- J. Fiorante, Treasurer for maintaining the financial records of this Committee.
- D. Hastings (Community Rep 3) for chairing the Nominations and Elections Subcommittee and his attendance and reporting on the Board of Trustee Meetings.
- D. Alvares (Ward11), for the organizing and control of the Screenagers Movie “Growing Up In The Digital Age” which was shown in Ward 11, Ward 1, Ward 3 with the assistance of CPIC



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE ANNUAL REPORT

For the Academic Year Ending August [Year]

Representatives: A. Canning (Ward 1), M. De Domenico (Ward1), A. Crudo-Perri (Ward4), J. Fiorante (Ward4).

- A. Crudo-Perri (Ward4) and J. Fiorante (Ward4) for quickly accepting the co-chairing of the Conference Subcommittee with little time to prepare for the successful CPIC-OAPCE Summit Event held during May 2018. Thanks also go out to the parents that worked on their team subcommittee.
- R. Oliveros (Ward8), N. Ang (Ward5), B. Xavier (Ward11) for working hard on the “Faith-In-Our-Child” events as well as looking after the CPIC Information and Parent Resource table at the “Lift Jesus Higher Rally”.
- A. Canning (Ward1) and M. De Domenico (Ward1); A. Crudo-Perri (Ward4) and J. Fiorante (Ward4); R. Oliveros (Ward8), N. Ang (Ward5), D. Alvares (Ward11) for their excellent job of attending CSPC meetings in their Wards to follow and promote the mission of Toronto Catholic PIC.
- K. Muthiah (Ward10) for reminding me again why we volunteer our time on this wonderful parent led Committee.

COMMITTEE MEMBERS

Parents, the Toronto Catholic PIC is your Committee with 28 positions to be filled by parents/guardians of students enrolled at a TCDSB school. In odd number years, we hold elections for 12 Parent Members: Ward Representatives open to parents/guardians that either live in or their student attends a TCDSB School in an odd-numbered ward. In even number years, we hold elections for 12 Parent Member: Ward Representatives open to parents/guardians that either live in or their student attends a TCDSB School in an even-numbered ward. Parent Members: Ward Representatives commit to a two-year term or if appointed or elected at a by-election for the period remaining in the term. The remaining 4 Parent Member: At-Large positions are open to all parents/guardians throughout the TCDSB system. These parents/guardians commit to a one-year term or if after October of each year for the term remaining. Parent Member: At-Large positions are elected/appointed by your Committee during one of its meetings.

To locate the Ward, you live in or the Ward that your child or children attend go to the TCDSB website:

[TCDSB New Wards](#)

An election for the Parent Member: Ward Representatives for Odd Numbered Wards was held on Monday October 2, 2017 and By-Elections for unrepresented Even Numbered Wards was held on Wednesday October 4, 2017.

The following parents are the Toronto Catholic PIC Team for the FY2017-18:

Parent Members: Ward Representatives who were elected in each Ward or appointed by your Committee:

Ms. A. Canning (W1), Mr. M. De Domenico (W1), Ms. S. Mastronardi (W2), Mr. G. Feldman (Chair) (W2), Ms. A. Crudo-Perri (W4), Mr. J. Fiorante (Treasurer) (W4), Mr. N. Ang (W5), Mr. P. Matos (W6), Mr. G. Gikas (W6), Mr. J. Augustine (W7), Ms. R. Oliveros (W8), Ms. Y. Yeung (W8), Mr. K. Muthiah (W10), Mr. D. Alvares (Communications) (W11), Mr. B. Xavier (W11), Ms. P. Corpuz (W12), Mr. J. Del Grande (Vice-Chair) (W12).

Parent Members: At-Large that were appointed by the Parent Member: Ward Representatives are: Ms. K Coto (PMAL1).

Community Representative(s) that were appointed by your Committee
Ms. N. Marriot (CR1), Mr. D. Rodriguez (CR2), Mr. D. Hastings (CR3).



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE ANNUAL REPORT

For the Academic Year Ending August [Year]

COMMITTEE MEETINGS

The Committee met nine times during the fiscal year.

Meetings were held on the following dates:

- Inaugural Meeting Monday October 15, 2017
- Meeting #1 - Monday, November 20, 2017
- Meeting #2 Monday, December 11, 2017
- Meeting #3 Monday, January 15, 2018
- Meeting #4 Monday, February 12, 2018
- Meeting #5 Monday, April 16, 2018
- Meeting #6 Monday, May 14, 2018
- Meeting #7 Monday, June 18, 2018
- Meeting #8 Monday, September 17, 2018

Minutes of meetings held, and financial records are available for public inspection at the TCDSB's offices at 80 Sheppard Avenue East in Toronto. In addition, Minutes are posted on the TCDSB website.

SUBCOMMITTEES & PROJECTS

Major accomplishments of the Committee in FY2017-18 included the following:

- Motions Presented to the Board of Trustees:
 - November 16, 2017 PARS submission to "Suspend The School Closure Process"
 - Motion #17/11-04 that parent engagement strategies and best practices be a standing item at every superintendent/principal meeting(s)
 - Motion #17/11-16 that Staff send a letter with CSCP email information addressed to each CSCP Chair by courier. The letter should include the benefits and value of using the TCDSB assigned email address, as well as how to obtain access and how to forward to their personal email address if desired. A copy of this letter should also be sent to all Principals with a strong header to remind the Principals of the importance of CSCP Chairs using the TCDSB assigned email address.
 - Motion 17/11-16 that Staff remind Principals that the Safe School Committee at the school level should include the mandated parent representative(s).
 - Motion #17/12-03 that the Board of Trustees review the secondary school level policy on parent-teacher interviews to confirm that the option of one or two evening is available to parents; and, that Staff ensures that parent(s) are informed about their options and rights to connect with teachers and principals outside of designated interview days.
 - Motion #18/02-17 that a new process & IT protocol be developed to achieve the following:
 1. Consistent with the Toronto Catholic PIC recommendation Motion 17/11-16 made on November 20, 2017 and to be acted on by staff every new school year and, the School Board send out via the school principal a personalized letter that informs & instructs the newly elected or returning CSCP chair about the existence, benefits and login information to the CSCP email account.
 2. In recognizing that CSCP chairs are not school board employees, they should not be subject to BYOD policies, the school board needs to provide straightforward instructions on the various means to access their CSCP email account and how to set it up as an additional mailbox on the parent's existing: email accounts (examples by way of ActiveSync, etc.), web

service, and mobile connect methods and/or on how to forward or proxy, to their personal email.

3. These instructions should be easily accessible using modern social media methodology like YouTube, Facebook, Video on Parent webpage, et al.

- Your Committee Funded these TCDSB recognized Parent Engagement Events:
 - OPACE Toronto “Commissioning Ceremony, Parent Volunteer & Principal of Excellence Awards 2017” in the amount of \$700. To recognize all the parents who are nominated from their communities for the contributions to Catholic Education in the TCDSB.
 - Ward 4 Event “Social Networking and Online Safety with Paul Davis” on Monday December 4, 2017 at Madonna CHS up to \$1,000. To educated parents on social media apps and how to navigate them safety with their children.
 - Filipino Heritage Day event at CEC up to \$800. To encourage parents to be more involved at home, at school, or at the Board using the example of the PASSOC Project in Toronto Catholic Schools.
 - OAPCE Trustee All Candidate’s Meeting to be held at the CEC on October 1, 2018 up to \$1,000. To encourage Parents in round table discussions within their wards to ask one on one questions with the Trustee candidates.
 - OPACE Toronto “Commissioning Ceremony, Parent Volunteer & Principal of Excellence Awards 2017” up to \$1,000. To recognize all the parents who are nominated from their communities for the contributions to Catholic Education in the TCDSB and to provide Parent Resource Information.
- Administrative Matters handled:
 - Provided Toronto Catholic PIC Feedback to the Director of Leadership, Collaboration and Governance, Ministry of Education by November 30, 2017
 - Selection of CSPC Members to attend PIC Symposium on April 20-21, 2018.
- Attendance, Presented and/or Disseminated CPIC or Parent Engagement resource information.
 - TCDSB Parent Engagement Forum - September 13, 2017
 - TCDSB CSPC Roles and Workshops – October 23, 2017
 - OAPCE Toronto parent volunteer and principal of excellence awards - November 6. 2017
 - TCDSB PARS Meeting at CEC on November 30, 2017
 - Ward 4 Paul Davis “Social Network & On-line Safety” led by CPIC Reps A. Crudo-Perri (Ward4) & J. Fiorante (Ward4) on December 4, 2017 at Madonna CSS.
 - Ward 11 “Mental Awareness - Youth Speak” led by CPIC Rep D. Alvares (Ward11) on Feb 21, 2018 at Senator O’Connor College School.
 - Introduction Seminar to the Faith In Our Child Series “Our Parish, Our Spiritual Goal” in Ward 8, 5 and 11. Led by CPIC Reps R. Oliveros (Ward8), D. Alvares (Ward11), B. Xavier (Ward11) & N. Ang (Ward5) on February 13, 23, 26 and 27, 2018.
 - “Lift Jesus Higher Event” led by CPIC Rep R. Oliveros (Ward8) on March 3, 2018 at the Toronto Convention Centre.
 - Ward 11 “Screenagers Movie Screening” Led by CPIC Rep D. Alvares (Ward11) on January 10, 2018 at Senator O’Connor College School.
 - Ward 1 South “Screenagers Movie Screening” Led by CPIC Reps M. de Domenico (Ward1) and A. Canning (Ward1) on March 6, 2018 at Father Serra CES.
 - PIC Symposium April 20th, and 21st, 2018 attended by G. Feldman, Chair (Ward2), J. Fiorante, Treasurer, (Ward4) and up to 5 TCDSB CSPC Members.
 - Ward 1 North “Screenagers Movie Screening” Led by CPIC Rep A. Canning (Ward1) and M. de Domenico (Ward1)

- Toronto Catholic PIC - PRO-Grant Events led by CPIC Rep A. Crudo-Perri on May 5, 2018 at the CEC.
- Ward 3 & 4 “Screenagers Movie Screening” Led by CPIC Reps A. Crudo-Perri (Ward4) and J. Fiorante (Ward4) on May 28, 2018 at Chaminade College School.
- Filipino Heritage Day Event on June 12, 2018 at the CEC.
- Presentations by TCDSB Staff and others
 - Federation of North American Explorers by Mr. Ho and his two children on January 15, 2018.
 - “Dream Big” Event by Ms. T. Pastore, Executive Director of Parents Engaged In Education (PEIE) on January 15, 2018.
 - TCDSB Equity & Inclusive Team informed Toronto Catholic PIC about the TCDSB Policy on May 14, 2018
 - TCDSB Technical Service on OWA email system and cellphone activation on May 14, 2018

The following Subcommittees were established by the Committee:

Budget & Priority Setting Subcommittee. The Chair of this Subcommittee is part of the responsibility of the Toronto Catholic PIC Vice-Chair who was Mr. J. Del Grande. The members of this subcommittee were Mr. J. Fiorante, Ms. A. Crudo-Perri and Ms. N. Marriott.

Governance & Procedure Subcommittee. The Chair of this Subcommittee Mr. D. Rodriguez who was appointed on Monday October 15, 2017. Members of this Subcommittee were Mr. D. Hastings, Mr. K. Muthiah, Mr. N. Ang and Mr. D. Alvares.

Nominating & Elections Subcommittee. The Chair of this Subcommittee Mr. D. Hastings was appointed on Monday October 15, 2017. The members of the Nominating and Elections Subcommittee were: Ms. K. Kota and Mr. N. Ang. The Nominating and Elections Subcommittee was responsible for recruiting Parents for vacant Parent Member roles on Toronto Catholic PIC. Working with Staff on the screening of potential Parent Members. To review other ideas to attract and recruit members for the 2018 Elections.

Conference Planning Subcommittee. The coChairs of this Subcommittee Ms. A. Crudo-Perri and Mr. J. Fiorante were appointed on Monday February 12, 2018. This Subcommittee was responsible for the assignment, budgetary control and reporting of the 2016-17 PRO-Grant approved Ward Events. Members were Mr. D. Alvares and Mr. G. Gikas.

The following Ad-hoc Subcommittees were established by your Committee

Communications & Dissemination Subcommittee formed Monday October 16, 2017 under the leadership of Mr. D. Alvares. This ad-hoc Subcommittee was tasked with the role of developing Toronto Catholic PIC communication pamphlets, Event Photographs and Video Recording, Parent Handouts, Banners, etc.

Screenagers Movie Subcommittee formed at a Special Committee Meeting held on Monday October 16, 2017 under the leadership of Mr. D. Alvares. This ad-hoc Subcommittee was responsible for negotiating a contract with the movie producers to permit screening in 4 or 5 schools within the TCDSB and to ensure that the events followed the format required for a successful showing of the movie to students and then to parents.

Making Your Voice Heard Subcommittee formed on Monday October 16, 2017 under the leadership of Mr. J. del Grande. The Subcommittee meetings were handled as breakouts during the formal CPIC meetings so that all members could contribute.



TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE ANNUAL REPORT

For the Academic Year Ending August [Year]

FINANCIAL REPORT

We attach the Financial Report dated August 31, 2018 for your further information

SUMMARY/OTHER

Finally, we would like to wish the best of luck to all Parent candidates who will stand in the Parent Member: Ward Representative's elections to be held on Tuesday October 2, 2018 for Even Ward Candidates and our by-elections on Wednesday October 3, 2018 for the vacant position Odd Ward Candidates. To locate the Ward, you live in or the Ward that your child or children attend go to the TCDSB website: [TCDSB New Wards](#).

Issues that we foresee as being important matters for the consideration of the new Committee following the October 2018 elections include:

- We need to concentrate on Elementary school awareness of CPIC to get longevity.
 - Marketing and Awareness; CPIC members need meet to CSPC chairs twice/year.
 - Is process effective - Elections vs Referral;
 - Motivation to Join;
 - Referral of members, nominations.
- Visit parents at a CSPC meetings as well as visit parents before and after school
- CPIC information on a page that can be provided to parent councils and individuals of
 - What CPIC does,
 - Why a parent would be interested to be part of CPIC,
 - CPIC objectives,
 - CPIC priorities, and
 - Things CPIC has done;
- Continue the work of the "Making Your Voice Heard" Subcommittee on finalizing the triangles into a pamphlet.

The Toronto Catholic Parent Involvement Committee (Toronto CPIC) is a parent-led, Ministry of Education-funded, parent volunteer organization within the TCDSB. Its purpose is to improve student academic achievement and well-being by supporting, encouraging and enhancing meaningful parent engagement. Toronto CPIC partners with TCDSB staff and Trustees and communicates with and supports Toronto Catholic School Advisory Councils to achieve its objectives and focuses on matters that affect more than one school.

Sincerely yours,

Geoffrey Feldman

Chair

September 20, 2018

cc: **Director of Education, Toronto Catholic District School Board**
Chair of the Board of Trustees, Toronto Catholic District School Board

Year-End Financial Report of the Toronto Catholic Parent Involvement Committee

CPIC Grant & Expenditure Summary	CPIC 2017-18	PRO GRANT 2017-18
As at August 31, 2018	FR 1394	FR 1417
APPROVED FUNDING	20,106.00	10,000.00
CARRYOVER FROM PREVIOUS YEAR	46,133.49	5,724.51
TOTAL FUNDING	66,239.49	15,724.51
EXPENSES:		
Childcare & Supplies	1,724.25	1,091.35
Election-Parent Recruitment Expenses		
Media Advertising		
Transcriptions		
Mileage	1,041.80	
Parent Resources		
Printing & Supplies	1,021.21	
Promotional Materials	3,056.70	1,679.51
Refreshments - Events		4,442.84
Refreshments - Meeting	2,347.88	
Speaker Expenses	1,467.28	5,123.14
Telecommunication	2,884.96	108.85
Translation Services		
TTC Tokens - Buses		
TOTAL EXPENDITURES	13,544.08	12,445.69
Balance	52,695.41	3,278.82



REPORT TO

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

ANGEL FOUNDATION FOR LEARNING CENTS-OFF PROGRAM

For where your treasure is, your heart will be also. (Matthew 6:21)

Created, Draft	First Tabling	Review
September 24, 2018	October 4, 2018	Click here to enter a date.

Michael Caccamo, Superintendent of Education, Area 3 and Nurturing our Catholic Community
John W. Yan, Chief Communications and Government Relations Officer

INFORMATION REPORT

Vision:

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

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T. Robins
Acting Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report will provide information to the Board of Trustees regarding the Angel Foundation for Learning's *Cents-Off Program*, a fundraising initiative of the Foundation with employees of the TCDSB. The Report will outline efforts already in place to promote the Cents-Off campaign, as well as other opportunities for further promotion of the Program.

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

B. PURPOSE

1. At the Regular Board of Trustees meeting on May 17, 2018, the Executive Director of the Angel Foundation for Learning (AFL) presented the organization's Annual Report highlighting the many initiatives that support students by nurturing their body, mind and soul through nutritional, educational, and spiritual programs.
2. The AFL is an official charity of the Board. The presentation included an overview of the Foundation's various fundraising efforts, including its *Cents-Off Program*. The Board of Trustees approved a motion that the annual report be:

“Received and that staff come back with a report on how the Cents-Off Program can be promoted to employees.”

C. BACKGROUND

1. This Report provides information regarding the *Cents-Off Program* and how Board staff can provide additional marketing assistance to the AFL's efforts to increase overall TCDSB employee participation.
2. Through its four wings of support – student nutrition programs, school allocations, guardian angel funds, and bursaries and awards – the Foundation works to give every student an equal opportunity to succeed.
3. The work at the AFL is sustained by the donations received and through its fund-raising activities. The *Cents-Off Program*, which is available to all

TCDSB employees, has the potential to be one of the Foundation's largest sources of revenue.

4. TCDSB employees are invited to take part in the *Cents-Off Program*, whereby the cents from each pay-cheque is automatically donated to the Angel Foundation for Learning. Participants receive a tax receipt for the donation amount, which will be reflected on the employee's annual TCDSB T4 slip. (Employees can also choose to increase their donation to a set amount each pay-cheque. Some employees choose to donate a set amount; this ranges from \$1.00 to \$35.00 each pay.)
5. The TCDSB has approximately 14,000 full and part-time employees; all are eligible to participate in the program. The average bi-weekly donation is .47 cents, for those employees that are only donating the "cents". This is an average total of \$12.22 yearly. Current enrolment in the *Cents-Off Program* is 1,569 employees. In 2017-18, 1,571 participants generated \$37,613.90.
6. Data for the past 6 years:

Year	Number of Participants	Total Donation
2012-13	1,600	\$34,699.04
2013-14	1,716	\$39,875.11
2014-15	1,771	\$35,586.95
2015-16	1,707	\$37,421.98
2016-17	1,620	\$36,107.54
2017-18	1,571	\$37,613.90

7. Although individual donations can amount to less than \$25.74 per year, the donations add up and contribute to funding the Foundation's student support programs; specifically, money generated through the *Cents-Off Program* helps fund the Social Work Emergency Fund, the Camp Fund and the School Allocations Fund.
8. All money raised through the *Cents-Off Program* goes directly to support TCDSB students. Many of the Foundation's Programs receive grants and/or directed donations; however, the Foundation must still raise the bulk of the

money for the School Allocation Fund (\$50,000), the Social Work Emergency Fund (\$75,000), and the Camp Fund (\$40,000). The Foundation also needs funds to help student nutrition Programs that are in communities where they cannot generate enough parent donation money to carry the Program. Needs and requests increase yearly: in 2012-13, the Social Work Emergency Fund budget was \$25,000; in 2017-18, the budget was \$75,000 but this was exceeded by \$12,000; in 2018-19, the budget will be \$90,000 for this fund.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The following strategies have been used to date to help promote the *Cents-Off Program* with TCDSB employees:
 - Human Resources provides new employees with a brochure providing details about the program and how to register
 - Presentations are made at every orientation session to NTIP teachers
 - Emails are sent frequently to employees inviting participation
 - Presentations are made to schools' staff at staff meetings
 - Presentations are made at principals' meetings inviting participation and requesting principals to promote the program with their school staff
 - Awareness campaign continues at all events and functions of the AFL, including *Annual Feed the Soul Gala* (November) and Annual Charity Golf tournament.
 - The Foundation holds monthly random draw for existing participants
2. Further opportunities to promote up-take of the *Cents-Off Program*:
 - Explore with leadership of union and non-union partners, the feasibility of introducing a mandatory participation automatic payroll deduction program as a feature embedded in employment contracts and local collective agreements, which is a best-practice used by other unions and associations in similar academic institutions (e.g. York University).
 - Develop further strategies to market the program and to enhance the awareness campaign at the local school level.
 - Emphasize leadership by example centrally with efforts to maximize *Cents-Off Program* participation rates by Trustees, Executive Office, Senior Staff, CEC management staff and all CEC-based employees.

- Continue ongoing collaboration and joint marketing activities with the TCDSB Communications Department.

E. METRICS AND ACCOUNTABILITY

1. The success and growth of the Angel Foundation for Learning's *Cents-Off Program* can be monitored through statistics provided within the Foundation's Annual Report.
2. The Angel Foundation for Learning can report to the Board upon invitation from the Board.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The Communications Department will continue to suggest and innovate new collaborative, out-of-the-box marketing initiatives with the AFL team. As an example, the first-ever CEC Staff Appreciation Year-End BBQ on June 28, 2018 featuring tickets sales for a "Dunk Tank" targeting the Board Chair, Director, and Senior Staff collected over 91 new *Cents-Off* contributors in one afternoon.
2. More coordinated and targeted marketing efforts are already being planned between the Communications Department and the AFL with a goal to increase *Cents-Off Program* participation rate from the current 11 percent level to 25 percent of all TCDSB employees by December 31, 2019.
3. Engage the leaders of our union and non-union partners to communicate the critical benefits of the *Cents-Off Program* funding for AFL services to promote participation with the ultimate goal of encouraging mandatory participation through a mutually agreed upon automatic payroll deduction program.

G. CONCLUDING STATEMENT

This report is for the consideration of the Board to endorse the actions outlined above as part of the Report's implementation, strategic communications and stakeholder engagement plan.



REPORT TO

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

ST. JOHN PAUL II DAY IN THE TCDSB

You are the salt of the earth. You are the light of the world. (Matthew 5:13,14)

Created, Draft

September 24, 2018

First Tabling

October 4, 2018

Review

[Click here to enter a date.](#)

Michael Caccamo, Superintendent of Education, Area 3 and Nurturing our Catholic Community

RECOMMENDATION REPORT

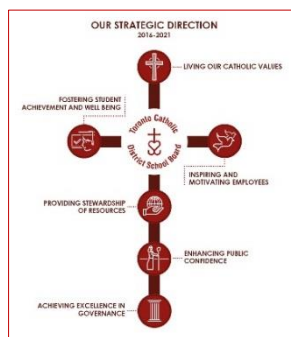
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Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T. Robins
Acting Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report will recommend that the date the TCDSB recognizes St. John Paul II's Feast Day be aligned with the date recognized by the Church; namely, October 22nd, which is the date of St. John Paul II's papal ordination.

The cumulative staff time required to prepare this report was 5 hours.

B. PURPOSE

1. This Recommendation Report is on the Order Paper of the Student Achievement and Well-Being Committee in order to align the Feast Day that the TCDSB's recognizes for St. John Paul II with that of the date recognized by the Church.

C. BACKGROUND

1. On April 20, 2011, the Board passed a motion to recognize "Blessed Pope John Paul II Day" on the first Monday following Divine Mercy Sunday (the second Sunday of Easter) upon his beatification.
2. Pope Benedict XVI beatified Pope John Paul II on May 1, 2011.
3. The City of Toronto and the Province of Ontario celebrate Pope John Paul II Day on April 2nd, which is the date of his death. (Bill 72, 2014, was an Act in the Province of Ontario to proclaim Pope John Paul II Day on April 2nd.)
4. Since Pope John Paul II's canonization on April 27th, 2014, the Church celebrates his memorial on October 22nd, which is the date of his papal ordination.

D. EVIDENCE/RESEARCH/ANALYSIS

1. During the 2017-18 school year, Monday after Divine Mercy Sunday fell on April 9th, which was the Solemnity of the Annunciation of our Lord, a celebration that takes priority over any other feast or memorial. It would be considered inappropriate to have any other celebration in the Church on this date.

2. Since the date of Divine Mercy Sunday changes each year, depending on the date of Easter, it has been challenging for schools to remember that the first Monday after Divine Mercy Sunday is the date the TCDSB recognizes as St. John Paul II Day. The Province of Ontario, the City of Toronto and the Church have their own dates to celebrate, which creates further confusion in schools.
3. In a report to the Board on April 16, 2012, outlining resources available to assist schools with recognizing Pope John Paul II Day, it was recommended that, once the Church selected a Feast Day for Pope John Paul II upon his canonization, the Board align its Feast Day with that of the Church's.

E. METRICS AND ACCOUNTABILITY

1. Greater observation of St. John Paul II Day will be evident by schools sharing all of their initiatives, events and celebrations recognizing the feast day.

F. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Schools will be advised through the Communications and the Nurturing our Catholic Community (NOCC) Departments regarding the new date that the TCDSB recognizes St. John Paul II Day.
2. Communications will occur through emails, Director's Bulletin, e-news, Weekly Wrap-Ups, and through the posting of the feast day on the Board's website and the NOCC portal page.
3. Resources to support school communities in the recognition of St. John Paul II Day will continue to be made available through the Communications and through the Nurturing our Catholic Community Departments.
4. Should October 22nd fall on a weekend, schools will be invited to celebrate St. John Paul II Day on the Friday prior.

G. STAFF RECOMMENDATION

Staff recommends that the TCDSB recognizes October 22nd as St. John Paul II Day, aligning its celebration with that of the Church's.



REPORT TO

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

**BLESSED POPE PAUL VI CATHOLIC SCHOOL
NAME CHANGE**

"Parents and teachers, your task- and the many conflicts of the present day do not make it an easy one- is to help your children and your students to discover truth, including religious and spiritual truth."

- EVANGELII NUNTIANDI (78), *Apostolic Exhortation of his Holiness Pope Paul VI, 1975*

Created, Draft	First Tabling	Review
September 24, 2018	October 4, 2018	Click here to enter a date.

John Wujek, Superintendent of Education, Area 5 Schools

RECOMMENDATION REPORT

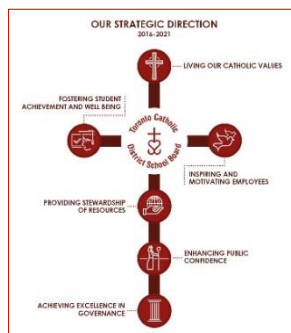
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Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T. Robins
Acting Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

Giovanni Battista Montini was born on September 26, 1897 in Concesio, Brescia, Italy. He was ordained Bishop and Archbishop of Milan in 1954 and was elevated to the College of Cardinals in 1958. In June 1963 Cardinal Giovanni Montini was elected and installed as the 262nd Pope of the Roman Catholic Church taking the name of Paul. Pope Paul VI died in 1978 and left behind a fifteen year legacy that included his encyclical *Humanae Vitae* in 1968. He was a champion of the Church's social justice teachings. History also has commented that Paul VI was an evangelical Pope like Pope Francis. Paul believed that the world "'has a constant need of being evangelized,' and that people today 'listen more willingly to witnesses than to teachers,'" . Pope Paul VI was Beatified on October 19, 2014 and is expected to be canonized on October 14, 2018.

(Source: *National Catholic Reporter* (online). October 18, 2014. "Pope Paul VI is almost a saint. Here are four of his biggest legacies", by David Gibson, Religion News Service.)

Pope Paul VI Catholic School was incorporated into the Metropolitan Separate School Board in 1974. On October 5, 1976, His Holiness, Pope Paul VI, bestowed his official blessing on the school on October 5, 1976. The official opening and solemn blessing of the school took place on April 26, 1981 at its current site at 270 Laughton Avenue. The school serves the Caledonia and St. Clair community, and is currently located in Ward 6.

The TCDSB and the Blessed Pope Paul VI school community are requesting an official name change to coincide with the canonization of Blessed Pope Paul VI on October 14, 2018.

Staff recommends to change the name of the school from "Blessed Pope Paul VI Catholic School" to "Saint Paul VI Catholic School".

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

B. PURPOSE

The purpose of this report is to request an official name change for the school from "Blessed Pope Paul VI Catholic School" to "Saint Paul VI Catholic School" in accordance with Board Policy S. 07.

C. BACKGROUND

1. Upon the announcement earlier this year that Pope Francis would be canonizing Blessed Pope Paul VI, consultations began within the school community regarding the consideration of the name change of the school. The supporting documentation from the school community is found in **Appendix A**. The local parish and Catholic School Parent Council are endorsing the suggested name change.
2. On September 14, 2018, correspondence was received by the Board from the Office of the Cardinal, Archdiocese of Toronto approving of the name change following the canonization.
3. In anticipation of this occasion the school is planning a celebration of the official name change on October 15, 2018

D. EVIDENCE/RESEARCH/ANALYSIS

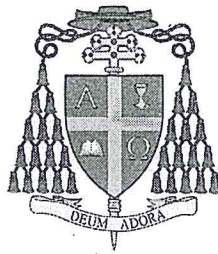
1. It is a consistent practice that we change the name of our schools when the Church further recognizes religious figures from our Faith.
2. The process of Beatification and Canonization is an important sign by the Church to proclaim to the world the holiness of people of faith as witnesses to Christ.
3. Our schools who are named after such individuals become signs to the community of Catholic Faith. The namesake of schools inspires the students and staff and fosters spiritual growth consistent with our Pastoral Plan.
4. The celebration of the life of Pope Paul VI will support our Catholic mission and vision and will enhance the spiritual development of the school community.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. This celebration of the school's namesake will be an additional feature to "We Belong" as part of our Pastoral Plan.

F. STAFF RECOMMENDATION

That the Board of Trustees support the staff recommendation for an official name change of the school from “Blessed Pope Paul VI Catholic School” to “Saint Paul VI Catholic School”.



September 14, 2018

Mr. John Wujek
Superintendent of Schools – Area 5
Toronto Catholic District School Board
80 Sheppard Avenue East
Toronto, ON M2N 6E8

Dear Mr. Wujek,

Thank you for your letter which request approval of a name change of Blessed Pope Paul VI Catholic School to Saint Paul VI Catholic School.

The name change to be effective following the canonization of Pope Paul VI later this year.

May Our Lord bless you always.

Yours sincerely in Our Lord,

Thomas Card. Collins

Cardinal Thomas Collins,
Archbishop of Toronto

September 14, 2018

Ms. Liliana Lio
School Principal
Blessed Pope Paul VI Catholic School
270 Laughton Avenue
Toronto, ON M6N 2X8

Dear Ms. Lio,

We are enthusiastic and inspired about what is ahead for our school as we celebrate the canonization of Pope Paul VI. It with great pleasure, that we the Catholic School Parent Council of 2017-2018 give our support to the renaming of our school from "Blessed Pope Paul VI Catholic School" to "Saint Paul VI Catholic School".

Please let us know if there is anything further we can do to support your efforts in sharing this joyous news with our school community.

Best Regards,



Debbie Rocci
CSPC Co-Chair



Veronica Furtado
CSPC Co-Chair

Cc: Frank D'Amico, Trustee
John Wujek, Superintendent

St. Nicholas' Parish

1277 St. Clair Avenue West, Toronto, ON M6E 1B8
Email: stnicholasofbariparish@gmail.com

Tel: (416) 654-8908 Fax: (416) 654-9658

June 8, 2018

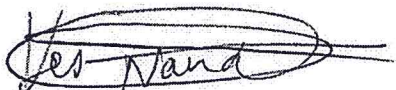
Mr. John Wujek, Superintendant
Ms. Liliana Lio, School Principal
Frank D'Amico, Trustee

The Vatican has announced the canonization of Blessed Paul VI set for October 2018. It is a great news for the Church and for our Blessed Paul VI School community as well.

On behalf of St. Nicholas Parish, I support the renaming of our School from "Blessed Paul VI Catholic School" to "Saint Paul VI Catholic School". May the newly Saint Paul VI continue to inspire our School.

Thank you again for the attention you will give to this matter.

Sincerely,



Rev. Bruno Kesangana Nandaba
Administrator of St. Nicholas of Bari Parish



REPORT TO

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

**BLESSED ARCHBISHOP ROMERO CATHOLIC
SCHOOL NAME CHANGE**

"If we are worth anything, it is not because we have more money or more talent, or more human qualities. Insofar as we are worth anything, it is because we are grafted onto Christ's life, his cross and resurrection.

This is a person's measure."

Oscar Romero

Created, Draft	First Tabling	Review
September 25, 2018	October 4, 2018	Click here to enter a date.

P. Keyes, Superintendent Area 2

RECOMMENDATION REPORT

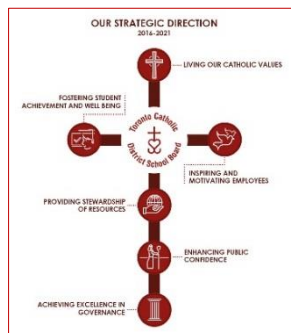
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Director of Education

D. Koenig
Associate Director
of Academic Affairs

T. Robins
Acting Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

Blessed Óscar Romero, in full **Óscar Arnulfo Romero y Galdámez**, (born August 15, 1917, Ciudad Barrios, El Salvador—died March 24, 1980, San Salvador; beatified May 23, 2015) (15 August 1917 – 24 March 1980) was a prelate of the Roman Catholic Church in El Salvador , who served as the fourth Archbishop of El Salvador. He spoke out against poverty, social injustice, assassinations, and torture. In 1980, Romero was martyred while offering Mass in the chapel of the Hospital of Divine Providence.

Archbishop Oscar Romero will be canonized on October 14, 2018 at the Vatican along with Pope Paul VI.

In 1989, Archbishop Romero Catholic Secondary School opened its doors welcoming into its community students from diverse backgrounds. The school remains committed to meeting the varying needs of each student while nurturing the whole child academically, physically and spiritually. The school aspires to celebrate and embrace the vision of Archbishop Oscar Romero as an example of Catholic teachings in action. The school is located at 99 York Humber Boulevard and serves the old City of York community. Blessed Archbishop Romero is currently located in Ward 5.

The TCDSB and the Blessed Archbishop Romero school community are requesting an official name change to coincide with the canonization of Archbishop Romero on October 14, 2018.

Staff recommends changing the name of the school from “Blessed Archbishop Romero Catholic Secondary School” to “Saint Oscar Romero Catholic High School”.

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

B. PURPOSE

The purpose of this report is to request an official name change for the school from ‘Blessed Oscar Romero Catholic Secondary School’ to ‘Saint Oscar Romero Catholic Secondary School’ in accordance with Board Policy S. 07.

C. BACKGROUND

1. Upon the announcement earlier this year that Pope Francis would be canonizing Blessed Archbishop Oscar Romero, consultations began within the school community regarding the consideration of the name change of the school. The supporting documentation from the school community is found in **Appendix A**. The local parish and Catholic School Parent Council are endorsing the suggested name change.
2. On July 25, 2018, correspondence was sent from the Board to the Office of the Cardinal, Archdiocese of Toronto approving of the name change following the canonization. We have received an email assurance from the Archdiocese office that approval will be forthcoming (**Appendix B**).
3. In anticipation of this occasion the school is planning a celebration of the official name change on October 16, 2018

D. EVIDENCE/RESEARCH/ANALYSIS

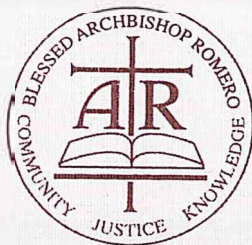
1. It is a consistent practice that we change the name of our schools when the Church further recognizes religious figures from our Faith.
2. The process of Beatification and Canonization is an important sign by the Church to proclaim to the world the holiness of people of faith as witnesses to Christ.
3. Our schools who are named after such individuals become signs to the community of Catholic Faith. The namesake of schools inspires the students and staff and fosters spiritual growth consistent with our Pastoral Plan.
4. The celebration of the life of Blessed Oscar Romero's life will underline our Catholic mission and vision and will offer uplift for the spiritual development of the school community.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. This celebration of the school's namesake will be an additional feature to 'We Belong' as part of our Pastoral Plan.

F. STAFF RECOMMENDATION

That the Board of Trustees support the staff recommendation for an official name change of the school from 'Blessed Archbishop Romero Catholic Secondary School' to 'Saint Oscar Romero Secondary Catholic School'.



Blessed Archbishop Romero

Catholic Secondary School

September 14, 2018

To whom it may concern,

Upon learning that I was moving to Blessed Archbishop Romero CSS near that end of the 2017-18 school year, I began communication with the outgoing principal Nancy Mancini and area superintendent Douglas Yack. I was informed that the Vatican had announced a date for the canonization of Oscar Romero for 14 October 2018. I immediately contacted several of the teachers at Romero who had already formed a committee to look at school crest redesign in anticipation of a new school name.

Ms Mancini informed me that conversations with staff indicated a fondness for the name St Oscar Romero CSS. Many of the staff saw this as an opportunity to rebrand the school and promote it in a different way as the namesake of this modern day Latin American saint. As previously mentioned, a committee, of approximately 8 teachers, was created which began looking at all aspects of the current crest and motto. We are excited about moving forward with a new name and look, but also staying true to Oscar Romero the man and his actions.

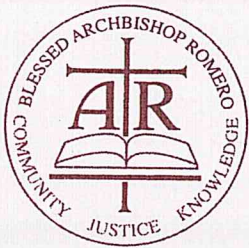
I am respectfully asking for permission for the school to change our name to St Oscar Romero CSS.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Stephen Carey', with a long horizontal stroke extending to the right.

Stephen Carey

Principal



Blessed Archbishop Romero

Catholic Secondary School

September 14, 2018

To whom it may concern,

Last year at our final CSPC meeting of the year, conversation was had around the news from the Vatican indicating that Archbishop Romero was to be canonized on October 14, 2018. The principal at the time, Nancy Mancini, informed us that the staff was very much in favour of the school name changing from Blessed Archbishop Romero CSS to St. Oscar Romero CSS.

As a group of parents, we too, support the change in name to St Oscar Romero CSS to reflect this new title within the church.

Sincerely,

Sandra Darquea

CSPC Chair





Parroquia Nuestra Señora de Guadalupe

OUR LADY OF GUADALUPE PARISH

694 Weston Road, Toronto, Ontario M6N 3R2

Tel: (416) 767-8658 Fax: (416) 767-6455

e-mail: olgpooffice@guadalupetoronto.com

September 26, 2018

To: Rory McGuckin,
Director of Education, TCDSB

Cc: Stephen Carey
Principal
Blessed Archbishop Romero CSS

On October 14, 2018, the Catholic Church officially recognize the sainthood of Oscar Romero, Archbishop of San Salvador, who was martyred as he was celebrating Mass: The canonization of Blessed Archbishop Oscar Romero will take place in Rome by Pope Francis, so on Behalf of Our Lady of Guadalupe Parish I am pleased to endorse the TCDSB's name change from Blessed Archbishop Oscar Romero to Saint Oscar Romero Catholic Secondary School.

Thank you for your consideration.

Fr. Ricardo Quinones
Pastor

From: MacCarthy, Neil <neilm@archtoronto.org>
Sent: Wednesday, September 19, 2018 9:24 AM
To: Keyes, Patrick (Superintendent of Schools - Area 2) <patrick.keyes@tcdsb.org>
Cc: White, Barry <BWhite@archtoronto.org>; Yan, John (Communications) <John.Yan@tcdsb.org>
Subject: RE: renaming of Blessed Archbishop Romero Catholic High School to St Oscar Romero Catholic High School

Good morning again Patrick.

The cardinal's office will reissue a new letter. It may be a week or two before you get it as the cardinal is currently out of country.

That said, you can move ahead with plans to go with the Saint Oscar Romero name.

All the best.

Neil

Neil MacCarthy
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REVISED ANNUAL REPORTS & POLICY METRICS STUDENT ACHIEVEMENT

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
2	January (P)	Student Achievement	<u>A.35 Accessibility Standards</u> Policy Metric	Associate Director Academic Services
3	February (P)	Student Achievement	<u>S. 19 External Research</u> Policy Metric	Associate Director Academic Services
4	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
5	May (A)	Student Achievement	Staffing Status Report for Next School Year	Executive SO Business Services
6	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
7	June (P)	Student Achievement	<u>B.B.04 Smoke & Vapour Free</u> Policy Metric	Associate Director Academic Services
8	September (A/P)	Student Achievement	Annual Safe Schools Report <u>S.S.12 Fresh Start</u> Policy Metric	Associate Director Academic Services
9	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services
10	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion</u> Policy Metric	Associate Director Academic Services
11	September (P)	Student Achievement	<u>T.07 Community Engagement</u> Policy Report <u>A.37 Communications</u> Policy Metric	Director of Education
12	October (A)	Student Achievement	Student Trustees: Voices that Challenge	Associate Director Academic Services
13	October (A)	Student Achievement	ECLIST Report - Elementary Leaders	Associate Director Academic Services

**REVISED ANNUAL REPORTS & POLICY METRICS
STUDENT ACHIEVEMENT**

14	October (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services
15	October (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
16	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
17	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO) · Grade 9 Assessment of Mathematics and OSSLT Assessment (EQAO)	Associate Director Academic Services
18	November (A)	Student Achievement	Board Learning Improvement Plan (BLIP)	Associate Director Academic Services
19	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
20	November (P)	Student Achievement	<u>S.22 Religious Accommodation Policy Report</u> <u>S.S.02 Opening or Closing Exercises Policy Report</u>	Associate Director Academic Services
21	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services
22	December (A/P)	Student Achievement	Accountability Framework for Special Education and <u>S.P.01 Special Education Programs and Services Policy Metric</u>	Associate Director Academic Services