

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

AGENDA March 7, 2019

Garry Tanuan, Chair
Trustee Ward 8

Markus De Domenico, Vice Chair
Trustee Ward 2

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Michael Del Grande
Trustee Ward 7

Daniel Di Giorgio
Trustee Ward 10

Taylor Dallin
Student Trustee

Norman Di Pasquale
Trustee Ward 9

Angela Kennedy
Trustee Ward 11

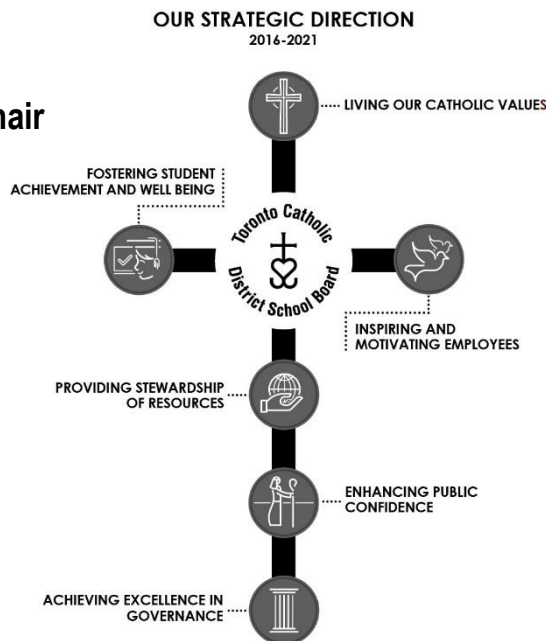
Ida Li Preti
Trustee Ward 3

Teresa Lubinski
Trustee Ward 4

Joseph Martino
Trustee Ward 1

Maria Rizzo
Trustee Ward 5

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

Maria Rizzo
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.

OUR MISSION

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

OUR VISION

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



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

PUBLIC SESSION

Garry Tanuan, Chair

Markus de Domenico, Vice-Chair

Thursday, March 7, 2019

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 February 7, 2019 for Public Session	1 - 25
9. Approval of Minutes of Previous Sub-Committee Meetings - Nil	
10. Delegations	
10.a Greet Gemels, Representative of the Catholic School Parent Council (CSPC) for St. Brigid Catholic School, regarding Junior Kindergarten (JK) French Immersion	26

11. **Presentations**
12. **Notices of Motion**
13. **Consent and Review**
14. **Unfinished Business**
15. **Matters referred or deferred**
16. **Staff Reports**
 - 16.a 2018-2019 Midpoint Professional Development (Information) 27 - 36
 - 16.b Review of Compensation for Elementary Lunchtime Supervisors (Information) 37 - 40
17. **Listing of Communications**
18. **Inquiries and Miscellaneous**
19. **Updating of Pending Lists**
 - 19.a Annual Calendar of Reports and Policy Metrics 41 - 43
 - 19.b Monthly Pending List 44
20. **Closing Prayer**
21. **Adjournment**

OUR MISSION

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

OUR VISION

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



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

PUBLIC SESSION

HELD THURSDAY, FEBRUARY 7, 2019

PRESENT:

Trustees:

G. Tanuan, Chair
M. de Domenico, Vice-Chair
N. Crawford
F. D'Amico – In person/via Teleconference
M. Del Grande
D. Di Giorgio
N. Di Pasquale
A. Kennedy
I. Li Preti
T. Lubinski
J. Martino
M. Rizzo

Student Trustees:

T. Dallin
J. Ndongmi

Staff:

R. McGuckin
D. Koenig
A. Della Mora
L. Noronha
M. Caccamo
S. Campbell

F. Cifelli
 P. De Cock
 N. D'Avella
 L. Di Marco
 M. J. Gendron
 G. Iuliano Marrello
 K. Malcolm
 L. Maselli-Jackman
 J. Shanahan
 S. Vlahos
 J. Wujek
 D. Yack

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

External Guest: A. Robertson, Parliamentarian

5. Approval of the Agenda

MOVED by Trustee De Domenico, seconded by Trustee Del Grande, that the Agenda, as amended to include the Addendum; Item 9c) Delegation from Catholic Parent Involvement Committee (CPIC); Item 17a) Inquiry from Trustee Del Grande regarding Writing Programs in Schools; and Item 17b) Inquiry from Trustee de Domenico regarding Snowplowing, be approved.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
 de Domenico

Opposed

Del Grande
 Di Giorgio
 Di Pasquale
 Kennedy
 Li Preti
 Lubinski
 Martino
 Rizzo
 Tanuan

The Motion was declared

CARRIED

6. Report from Private Session

Trustee de Domenico reported that in PRIVATE Session a legal opinion was received and a Human Resources matter was dealt with as well.

7. Declarations of Interest

Trustee Del Grande declared an interest in Item 9a) Delegation from John Del Grande regarding Student Achievement and Student Performance due to a family relationship. Trustee Del Grande indicated that he would neither participate in the discussion nor vote on the matter.

Trustee Del Grande left the horseshoe at 7:23 pm.

8. Approval & Signing of the Minutes of the Meeting held January 10, 2019 for Public Session

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that the Minutes of the Regular Meeting held January 10, 2019 for PUBLIC Session be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Kennedy
de Domenico
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

9. Delegations

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that Item 9a) be adopted as follows:

- 9a) John Del Grande regarding Student Achievement and Student Performance** received and referred to staff for a report regarding the acceleration process for applicable students in our Board and possible policy development.

Trustee D'Amico joined via Teleconference at 7:32 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Trustee Del Grande returned to the horseshoe at 7:35 pm.

MOVED by Trustee Rizzo, seconded by Trustee de Domenico, that Item 9b) be adopted as follows:

- 9b) Paolo De Buono regarding Improving the Perception of Equity at the Senior Management Level** received and referred to staff to come back in March, if possible, with a report regarding the contents of the presentation.

Results of the Vote taken, as follows:

<u>In Favour</u>	<u>Opposed</u>
Trustees Crawford	Li Preti
D'Amico	Lubinski
de Domenico	
Del Grande	
Di Giorgio	
Di Pasquale	
Kennedy	
Martino	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that Item 9c) be adopted as follows:

9c) John Del Grande regarding CPIC received and referred to staff.

Time for business expired and the Chair called for a 15-minute extension, as per Article 12.6, to complete discussion on the Item, the vote of which failed on a tie, as follows:

Results of the Vote taken, as follows:

<u>In Favour</u>	<u>Opposed</u>
Trustees D'Amico	Crawford
De Domenico	Di Giorgio

Del Grande	Kennedy
Di Pasquale	Li Preti
Rizzo	Lubinski
Tanuan	Martino

Results of the Vote taken on the Motion to Receive and Refer to Staff, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

12. Consent and Review

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

14a) Trustee Rizzo

14b) Trustee Rizzo

15a) Trustee Del Grande

15b) Trustee Kennedy

15c) Trustees Di Pasquale, Kennedy and Rizzo

15e) Trustee Rizzo

MOVED by Trustee Del Grande, seconded by Trustee Di Pasquale, that the Item not held be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

ITEM AS CAPTURED IN ABOVE MOTION

15d) Annual Report on the Accessibility Standards Policy (A.35)
received.

**14. Matters Referred or Deferred from the Regular Board Meeting Held
January 24, 2019**

Listing of Communications

MOVED by Trustee Crawford, seconded by Trustee de Domenico, that Item 14a) be adopted as follows:

14a) Board of Health Appointee Trustee Li Preti (Verbal) received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Martino, that Item 14b) be adopted as follows:

- 14b) Federal Government regarding Bill C-44** referred to the Political Action Ad Hoc Committee.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

15. Staff Reports

Trustee D'Amico disconnected via Teleconference and arrived in person at 8:27 pm.

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

- 15a) Accountability Framework for Special Education 2018-19** that the Item be referred to a special meeting.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Di Pasquale, that we hear the presentation from staff at this time.

The Chair ruled the Amendment out of order.

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

In Favour

Trustees Del Grande
Di Giorgio
Lubinski

Opposed

Crawford
D'Amico
de Domenico
Di Pasquale
Kennedy
Li Preti
Martino
Rizzo
Tanuan

The Main Motion was declared

LOST

MOVED by Trustee Di Pasquale, seconded by Trustee Crawford, that the Item be received.

Trustee D'Amico left the horseshoe at 9:02 pm.

Trustee Lubinski left the horseshoe at 9:09 pm.

Trustee Rizzo left the horseshoe at 9:11 pm.

Trustee Lubinski returned to the horseshoe at 9:14 pm.

Trustees Del Grande and Di Giorgio left the horseshoe at 9:15 pm and returned at 9:25 pm.

Trustee D'Amico connected via Teleconference at 9:30 pm.

Trustee Rizzo returned to the horseshoe at 9:32 pm.

Trustee Crawford left the horseshoe at 9:38 pm and returned at 9:42 pm.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Lubinski, that a further meeting be held to discuss the Special Education Accountability Framework report.

Trustee D'Amico disconnected via Teleconference at 9:52 pm.

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

In Favour

Opposed

Trustees Crawford
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanan

The Motion as amended was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

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

In Favour

Opposed

Trustees Crawford
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

The Chair declared a five-minute recess.

The meeting resumed with Trustee Tanuan as Chair.

The Attendance list remained unchanged.

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

15b) External Research Conducted in the Toronto Catholic District School Board - Policy S.19 February 2019 Update received.

Trustee D'Amico reconnected via Teleconference at 10:30 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that the Agenda be reopened to add Item 15f) Notice of Motion from Trustee Di Pasquale regarding Appointing Another Trustee to the Governance and Policy Committee, and to discuss Item 15e) Selection of Trustees to the Labour Relations Ad Hoc Committee prior to Item 15c) Parent Engagement Updated Report 2017-18.

Trustee Di Giorgio left the horseshoe at 10:48 pm.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

15e) Selection of Trustees to the Labour Relations Ad Hoc Committee

The Chair called for nominations.

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that Trustee Lubinski be nominated.

Trustee Lubinski accepted.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Lubinski, seconded by Trustee Rizzo, that Trustee Tanuan be nominated.

Trustee Tanuan accepted.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Rizzo, that Trustee Crawford be nominated.

Trustee Crawford accepted.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustees Crawford, Lubinski and Tanuan will sit on the Labour Relations Ad Hoc Committee.

MOVED by Trustee Di Pasquale, seconded by Trustee de Domenico, that Item 15f) be adopted as follows:

15f) Notice of Motion from Trustee Di Pasquale regarding Appointing Another Trustee to the Governance and Policy Committee:

THEREFORE BE IT FURTHER RESOLVED: That Teresa Lubinski be appointed to the Governance and Policy Committee and Political Action Ad Hoc Committee;

THEREFORE BE IT FURTHER RESOLVED: That the By-law Sub-Committee review membership and composition for all committees and recommend changes to Board; and

THEREFORE BE IT FURTHER RESOLVED: That the Notice of Motion is waived, making this motion take effect immediately.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Crawford left the meeting at 11:04 pm.

11. Notices of Motion

MOVED by Trustee Di Pasquale, seconded by Trustee de Domenico, that Item 11a) be adopted as follow:

11a) From Trustee Lubinski regarding Proposed Sub-Committee of Student Achievement and Wellbeing, Catholic Education and Human Resources Committee (SAWBCEHR):

BE IT RESOLVED: That the SAWBCEHR Committee establish a Sub-Committee under Section 5.9 of the Board's Operating By-law 175, to consider matters pertaining to the relevant Terms of Reference of the SAWBCEHR Committee, such as, but not limited to:

1. The living our Catholic Values Pillar of the Multi-Year Strategic Plan;
2. Program alignment with the Catholic Graduate Expectations;
3. Building Catholic school communities and strong relationships between school, home and church;
4. Programs and services lead by Nurturing Our Catholic Community;
5. The achievement of the aims and objectives of the Board in Catholic Education;
6. Deployment of Board resources for Catholic Education;
7. Policy development and revision in the area of Catholic Education;
8. Enhance Faith Development for all Staff and Students and Trustees; and
9. Other matters of Catholicity as referred from SAWBCEHR Committee from time to time; and

BE IT FURTHER RESOLVED: That this Sub-committee be named the *Catholic Education and Living our Catholic Values Sub-Committee*;

BE IT FURTHER RESOLVED: That this Sub-Committee be comprised of no more than one third of the Board of Trustees and the Chair and Vice-Chair as Ex-Officio members and that additional committee membership shall include Toronto Catholic District School Board staff and stakeholders, as determined by the Director, and other appropriate individuals as determined by the Board of Trustees from time to time;

BE IT FURTHER RESOLVED: That this Sub-Committee report monthly to the SAWBCEHR Committee; and

That this Committee comprise Trustees Crawford, Lubinski and Tanuan; and

That the Notice of Motion be waived, making this motion take effect immediately.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees D'Amico
de Domenico
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

11b) From Trustee Di Pasquale regarding Appointing Another Trustee to the Portuguese Advisory Committee and Trustee Lubinski:

THEREFORE BE IT RESOLVED: That the Board of Trustees appoint Trustee Di Pasquale as an additional Trustee to the Portuguese Advisory Committee effective immediately; and

THEREFORE BE IT RESOLVED: That the Board of Trustees appoint a Trustee to the Transportation Consortium.

MOVED by Trustee Rizzo, seconded by Trustee Del Grande, that Trustee de Domenico be appointed to the Transportation Consortium, with Trustee Rizzo as the Alternate, and that the Notice of Motion be waived, making this motion take effect immediately.

Trustee de Domenico accepted.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees D'Amico
de Domenico
Del Grande
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Trustee Di Giorgio returned to the horseshoe at 11:07 pm.

MOVED by Trustee Rizzo, seconded by Trustee Lubinski, that Items 15c), 17a) and 17b) be adopted as follows:

15c) Parent Engagement Updated Report 2017-18;

17. Inquiries and Miscellaneous

17a) Inquiry from Trustee Del Grande regarding Writing Programs in Schools; and

17b) Inquiry from Trustee de Domenico regarding Snowplowing that those Items be referred to the February 14, 2019 Corporate Services, Strategic Planning and Property Committee Meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Lubinski, seconded by Trustee Li Preti, that Item 12a) listed in the DOUBLE PRIVATE Agenda be referred to the next appropriate Committee meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that the meeting resolve into Full Board to Rise and Report.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees D'Amico
de Domenico
Del Grande
Di Giorgio
Di Pasquale
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

20. Adjournment

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that the meeting be adjourned.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

**PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED**

For Board Use
Only

Delegation No. _____

☐ Public Session
☐ Private Session
☐ Three (3)
 Minutes

Name	Greet Gemels	
Committee	Student Achievement and Well-Being Catholic Education Human Resources	
Date of Presentation	3/7/2019	
Topic of Presentation	JK French Immersion	
Topic or Issue	Priority and assignment of available spots	
Details	I would like to discuss the application of the priority-based system that is used to determine who is offered a spot in French Immersion schools and the socio-economic divide surrounding it	
Action Requested	I would like to have the priority-based system reviewed and I would like for my son to have the opportunity to be merged into the JK French Immersion program	
I am here as a delegate to speak only on my own behalf	{ 1) I am here as delegation to speak only on my own behalf }	
I am an official representative of the Catholic School Parent Committee (CSPC)	No St Brigid	
I am an official representative of student government		
I am here as a spokesperson for another group or organization		
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T.14.	I Agree	



REPORT TO

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

2018-2019 MIDPOINT PROFESSIONAL DEVELOPMENT REPORT BACK

You water its furrows abundantly, settling its ridges, softening it with showers, and blessing its growth.

Psalm 65:10 (NRSVE)

Created, Draft	First Tabling	Review
February 25, 2019	March 7, 2019	Click here to enter a date.

Lori DiMarco, Superintendent, Curriculum Leadership & Innovation; Academic ICT
Gina Iuliano Marrello, Superintendent, Student Success
Marina Vanayan, Senior Coordinator, Research

INFORMATION REPORT

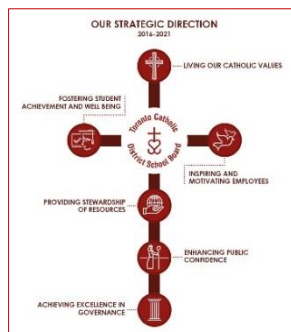
Vision:

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

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report provides a summary of the 2018-2019 midpoint check reporting process that involves all TCDSB schools. In January 2019, Principals were required to complete a digital standard midpoint report to share results of the work done with staff and students in the area of School Learning Improvement Planning. The summary in this report includes the successes and the challenges related to professional learning initiatives that support the School Learning and Improvement Plan at the local level and which are also in line with the Board Learning Improvement Plan (BLIP).

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

A. PURPOSE

1. At the December 6, 2018 Student Achievement and Well-Being, Catholic Education and Human Resources Committee, Trustees received the report: Toronto Catholic District School Board K-12 Professional Development Plan for Student Achievement and Well Being 2018-19. Upon receipt, there was a motion to provide Trustees with a summary report of the successes and the challenges, at the midpoint, of the professional development initiatives to support the Board Learning Improvement Plan (BLIP).

B. BACKGROUND

1. Schools create a School Learning Improvement Plan through the development of a Professional Learning Form. When completing the Professional Learning Form schools look at detailed data for the individual students to determine an urgent critical learning need for the school, while supporting goals as outlined in the Board Learning Improvement Plan. A school goal is created to address the student urgent critical learning need. School teams also determine the professional learning goals for the staff so that they can work toward improving the student related learning needs and achieve the determined SMART goal. Professional learning sessions, supported by central staff, occur at the local level to build capacity thereby improving learning across the system.

2. The process for monitoring the School Learning Improvement Plans of each school was changed this year:
- This new process provides regular check-in points for Principals with the Areas Superintendent, and provides more specific and focused feedback with regard to progress on school goals.
 - For the midpoint check (Jan-Feb), each school Principal created a report about school progress toward addressing the school's urgent critical student learning need and toward addressing the professional learning needs of staff in order to address the student learning needs.
 - Schools were asked to show evidence of student progress to date related to addressing student needs, as well as identifying professional learning completed for staff members.
 - Schools identified as intensive or increased support (64), by the Ministry, presented their midpoint check reports on January 30, 2019.
 - All schools not identified as intensive or increased support, were to present their midpoint check reports on February 12. However, due to weather conditions, this was rescheduled to February 26 and 28.
 - All midpoint check reports were presented to a group of professional colleagues, who provided actionable feedback to the Principal, to be used in further work related to the school goals, with school staff.
 - The colleagues who provided feedback consisted of Ministry Student Achievement Officers, Area and Central Superintendents, Central Coordinators (who were previously Principals), Director of Education, Associate Director of Academic Affairs, Research Department staff and other Principals.
 - In order to focus feedback, while each school Principal presented their report, colleagues were asked to identify an area in which the school is experiencing success and an area in which the school should focus next steps (challenge).
 - In the Joanne Quinn and Michael Fullan book: **Coherence** (2016) a Coherence Framework is outlined into 4 areas: focusing direction, cultivating collaborative cultures, securing accountability (measuring impact) and deepening learning.
 - When providing feedback colleagues were asked to categorize their feedback in one of the following 4 areas from the Coherence Framework:

- Focusing Direction: indicates that actions are purpose driven; that the set goals have impact; that there is clarity in the planned strategy; and that the leader manages the change
 - Cultivating Collaborative Cultures: indicates that there is collaborative work happening, there is a culture of growth, that capacity building is occurring and that the leader is the lead learner
 - Securing Accountability (Measuring Impact): increasing accountability within the school by constantly improving and refining instructional practice; occurs when individuals and groups willingly take on personal, professional and collective responsibility for continuous improvement; not limited to test score gains but on deeper and more meaningful learning for all students
 - Deepening Learning: there is clarity in the learning goals; that there is precision in the pedagogy being applied; there is evidence of a shift in practice as a result of the capacity building
3. The evidence provided in this report is focused on the observations of colleagues and the feedback provided to the intensive and increased support schools.

C. EVIDENCE/RESEARCH/ANALYSIS

The findings of the midpoint check with intensive and increased support schools (64):

1. Colleagues were instructed to provide each school with one piece of positive feedback, indicating an area in which the school is experiencing success. The feedback provided fell into the following areas: collaborative culture (44%), focusing direction (36%), measuring impact (11%) and deepening learning (9%). This data indicates that most of the intensive and increased support schools have collaborative culture or focusing direction as the area of strength.
2. Schools received specific focused feedback. This is a summary of the most common comments, provided to the schools, that noted success.

Evidence of:

- a positive collaborative culture witnessed in the areas of literacy, math and religion and in staff working together with resource staff and Ministry staff

- staff engagement, buy-in and risk-taking through learning together
 - Principal leadership is key combined with distributed leadership
 - clear focus and aligned SMART goals
 - professional learning is responding to student needs
 - positive goal setting and monitoring
 - clear alignment between the student urgent critical learning need and the staff professional learning
 - student voice
 - data demonstrates and informs student progress and a prescribed focus
 - clear pre-, mid-, and post assessment in some schools
 - focus on specific skills in the area of math which is necessary for improvement
 - good monitoring of process and student progress – for example: analyzing/discussing student work
 - engagement of the whole staff in learning
3. This year, we are engaged in a pilot with MathUP School. MathUP School focuses on school improvement challenges that Principals face in math. It offers processes and tools to use in a math whole school improvement process.

Feedback from the 16 Elementary Principals participating in the MathUP School pilot indicates that the program has provided them with structures and skills for monitoring student progress through school-wide math focused problems and analysis of results to guide targeted differentiation for students.

Principals have indicated that the MathUP pilot has increased their math knowledge and provided direction for them to lead the instructional program.

The MathUP pilot will be reviewed in detail at Education Council in March.

4. Professional colleagues were asked to provide each school with one piece of actionable feedback, indicating the area within the school requiring more focus. The feedback provided fell into the following areas: measuring impact (45%), deepening learning (23%), collaborative culture (16%) and focusing direction (16%). This data indicates that most of the intensive and increased support schools require more focus on measuring impact or deepening learning.

5. Schools received specific focused feedback. This is a summary of the most common next steps suggestions provided to the schools to assist with addressing challenges:
- Need to tie Professional Learning to more detailed data analysis of student results
 - Data indicating the success of focused work in the school needs to be more precise and specific related to student learning
 - Ensure that student work assessments include the opportunities for student voice and choice
 - Ensure professional learning ties directly to student urgent critical learning need
 - Increase precision by becoming more specific in using evidence based strategies
 - More professional learning specific to evidence based strategies needed
 - Share learning amongst all teaching staff
 - Build a stronger culture of learning among staff as it is critical to student success
 - Ensure that all grades, all classrooms and all subject areas see themselves in the school goals and feel that they are contributing to school success
 - Use the Professional Learning Community model as a good opportunity to share professional learning related to the school's urgent critical learning need
 - Create goals that are less broad and more specific
 - Focus on similar learning skills across all classrooms.
6. Feedback was collected from the Principals of the intensive and increased support schools regarding this new process for monitoring School Learning Improvement Planning.
7. When asked to reflect on the midpoint check process Principals provided various comments. The most common comment was that the greatest success is achieved when School Learning Improvement Planning is a

collaborative process between all staff, with the Principal as lead learner and supported by the School Superintendent.

8. When asked to reflect on the midpoint check process Principals provided various comments. Mentioned most consistently as the greatest challenge is the lack of occasional teachers thus interfering with momentum because schools had to cancel or reschedule planned professional learning sessions.

D. METRICS AND ACCOUNTABILITY

ACTIONABLE NEXT STEPS:

1. School Principals received verbal feedback at the conclusion of their midpoint check report presentation.
2. Written feedback is being provided to the Principals through their Area Superintendent.
3. The Ministry Student Achievement Officers and the Principal Instructional Math Coach will be meeting with the Principal of each intensive or increased support school, in March, to discuss in detail next steps with regard to professional learning and monitoring of student achievement.
4. At the March-April Principal meetings, Principals will be asked to bring student specific data for students who make up the school marker group (student to move) to discuss the evidence of progress for each student in the group.
5. Area Superintendents will continue to attend school organized professional learning, with a focus on the schools identified as needing more support.
6. Elementary schools identified as intensive or increased support schools work have a teacher assigned as a Numeracy/Literacy Coach to work with Grade 6 to 8 classrooms; and work closely with Central Resource staff in planning professional development.

7. Principals of increased and intensive support schools can also request the support of a Principal Instructional Math Coach and/or a Student Achievement Officer from the Ministry of Education (recently re-engaged with schools on a limited basis, after the Ministry pause).
8. Elementary intensive support schools also have the support of a centrally assigned Math Facilitator to work in K to Grade 6 classes. In addition, these schools are required to report through an online application: *Planning and Reporting for Improved Student Achievement* (PRISA). This tool is designed for schools to inform the Ministry of progress in the area of improved student achievement.
9. All Secondary Schools are required to take part in the Ministry of Education initiative, *Achieving Excellence in Applied Level Courses* (AEAC). AEAC requires secondary schools to report three times a year on student progress in Grade 9 Applied Mathematics. Schools have the option of tracking other cohort groups in Grade 9 and Grade 10 courses identified as requiring additional support. As a result of the Ministry of Education pause, schools began the process late this year (February 2019). Central Resource Staff work with school teams in completing the professional learning cycle in order to support students and provide teachers with professional learning opportunities. In addition, school principals are also supported by a Student Achievement Officer and a Principal Instructional Leader. Schools are required to report student performance data three times a year: March 5, April 30, and July 15.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.

190130

{School Name Here}

Midpoint Check

{Principal Name Here}

Student Learning Need

Focus Group

- Who are they?
- How many people make up this group?

Urgent Critical Learning Need

- Less than 140 characters

SMART Goal

- Focus group will move from % to % as measured on the {name assessment}

Teacher Professional Learning

Staff PD Critical Need:

What is the plan for professional learning?

o E.g., collaborative inquiry, math study group, SSLN, PLT etc.

•

What took place to date? (include in comments #days used)

•

What is planned for the rest of the year? (include in comments #days remaining)

•

Who is helping you?

•

Monitoring Progress

What is being monitored

•

Who is monitoring?

•

Whose learning is being monitored?

•

How is it monitored?

•

Evidence of Student Learning: Progress to Date

How do you know?

- o E.g., marker groups, student assessment, student work etc

-

Show evidence

-

Evidence of Teacher Professional Learning: Progress to Date

How do you know?

- o E.g., Increased content knowledge; change in practice

-

Show evidence

-

What have you learned regarding teacher professional learning?

-

Next Steps

What are the next steps that relate to:

- o Student Learning Needs
- o Teacher Professional Learning

With regard to specific focus groups

With regard to everyone else



REPORT TO

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

**REVIEW OF COMPENSATION FOR ELEMENTARY
LUNCH TIME SUPERVISORS**

They said, "An Egyptian helped us against the shepherds; he even drew water for us and watered the flock." Exodus 2:19

Please use the "New Revised Standard Version Catholic Edition" from <https://www.biblegateway.com/> for Bible quotes.

Created, Draft	First Tabling	Review
February 15, 2019	March 7, 2019	Click here to enter a date.

Adrian Della Mora – Executive Superintendent of Education – Human Resources & Employee Relations

Paul De Cock – Comptroller of Business Services

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

L. Noronha
Associate Director of Facilities,
Business and Community
Development, and
Chief Financial Officer

A. EXECUTIVE SUMMARY

Lunch Supervisors play an integral role within our elementary schools in ensuring students' safety and nurturing a climate of respect. The fact that many of our Lunch Supervisors are parents or grandparents of students within each school or individuals that live and attend Church within the local community speaks to the authentic bond between the home, school, and parish which is foundational to our organization.

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

B. PURPOSE

This report addresses the following Trustee approved Board motion which was brought forward during the January 17, 2019, Corporate Services meeting:

That for the 2018/19 Revised Budget Estimates, an in-year budget reallocation for Elementary Lunchtime Student Supervisors, as described in Option 2 within this report, be approved; and

That Staff study and come back with a report no later than the March 21, 2019, Corporate Services Committee Meeting on how we might improve compensation to lunchroom supervisors to attract lunchroom supervisors.

C. BACKGROUND

1. The TCDSB began hiring Lunch Time Supervisors in our elementary schools during the 1989 academic year in response to the need to provide additional supervision during lunch periods. The goal was to enhance safety and ensure that students adhered to the school's code of conduct.
2. Given the value-added nature of the role and the growing supervision needs required at the school level, the TCDSB embraced opportunities to expand this program.

Table A below depicts the change in the annual number of Lunch Supervisors employed within the TCDSB over the last four years.

Table A

	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Total number of Lunch Supervisors employed	419	419	457	499

Table A demonstrates how the TCDSB continues to address the increasing demand for Lunch Time Supervisors. Despite ongoing recruitment efforts, the TCDSB is unable to fill all requests. As of February 25, 2019, the Board has 115 unfilled open Lunch Time Supervisor positions.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The TCDSB is aware of the need to appropriately compensate its Lunch Time Supervisors. Table B below depicts the hourly wage paid to Lunch Supervisors over the period 2015 through to 2019.

Table B

	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Hourly wage paid to Lunch Supervisor	\$13.04/hour (includes statutory vacation pay)	\$13.04/hour (includes statutory vacation pay)	\$13.04/hour (includes statutory vacation pay)	\$15.04/hour (includes statutory vacation pay)

Table B reveals that Lunch supervisors received an Employment Standards Act hourly wage increase to \$14 per hour (plus statutory and vacation pay provisions) in January 2018. Aside from this one increase, the hourly wage has been static.

2. In light of the need to retain and attract Lunch Time Supervisors, it is prudent for the TCDSB to provide them with a competitive hourly wage.

Table C presents a Board by Board summary of wages paid to their Lunch Supervisors during the 2018 – 2019 academic year.

Table C

	TDSB (Toronto District SB)	YCDSB (York Catholic DSB)	DCDSB (Durham Catholic DSB)	DPCDSB (Dufferin Peel Catholic DSB)	TCDSB (Toronto Catholic DSB)
Hourly wage paid to Lunch Supervisors during the 2018/2019 academic year	\$14.65/hour Plus statutory holiday and Vacation pay After 30 days of employment – rate jumps to \$19.63/hour plus statutory plus vacation pay	\$14.14/hour Plus statutory plus vacation pay	\$14.28/hour Plus vacation pay	\$13.85/hour Plus vacation pay	\$14.00/hour Plus statutory plus vacation pay = \$15.04/hour

Table C suggests that the TCDSB’s hourly wage is competitive with surrounding Boards but is less competitive with the the TDSB rate.

For every \$1/hour wage increase the Board approves, it would add an approximate \$110,000 pressure on the Board’s operating budget. Given the uncertainty with the 2019/2020 budget, staff would advise that caution in adding additional budget pressures should be exercised.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

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	A.D. Facilities, Business, Community Development
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 and <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 and <u>A.37 Communications</u> Policy Metric	Director of Education
12	October (A)	Student Achievement	Board Learning Improvement Plan Report	Associate Director Academic Services
13	October (A)	Student Achievement	Student Trustees: Voices that Challenge- CSLIT	Associate Director Academic Services

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

14	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
15	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO); the Grade 9 Assessment of Mathematics; and the OSSLT Assessment (EQAO)	Associate Director Academic Services
16	October (A)	Student Achievement	<u>S.22 Religious Accommodation Policy Report</u> and <u>S.S.02 Opening or Closing Exercises Policy Report</u>	Associate Director Academic Services
17	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
18	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report	Associate Director Academic Services
19	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

20	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
21	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services
22	December (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services

STUDENT ACHIEVEMENT AND WELL BEING

PENDING LIST TO MARCH 7, 2019

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Feb-19 Student Achievement	Apr-19	Student Achievement	Report regarding the contents of the Presentation (Delegation: Paolo De Buono Regarding Improving the Perception of Equity at the Senior Management Level)	Associate Director, Academic Affairs
2	Feb-19 Student Achievement	Apr-19	Student Achievement	Report regarding the acceleration process for applicable students in our Board and possible policy development (Delegation: John Del Grande regarding Student Achievement and Student Performance)	Associate Director, Academic Affairs
3	Feb-19 Corporate Services	Apr-19	Student Achievement	Report that investigates the possibility of assisting with educational programs to certify library technicians, and further investigates the number of teacher librarians available to be librarians in our elementary schools (Inquiry from Trustee Rizzo regarding Libraries in Elementary Schools)	Associate Director, Academic Affairs