

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

AGENDA
April 4, 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

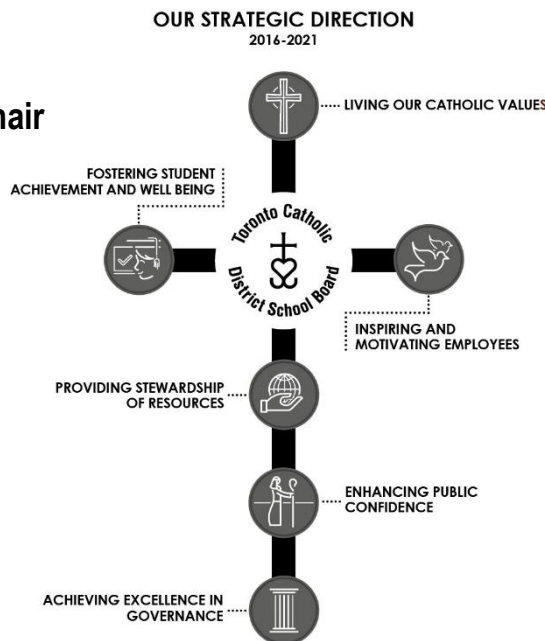
Ida Li Preti
Trustee Ward 3

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.

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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, April 4, 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 March 7, 2019 for Public Session** 1 - 20
9. **Approved Revised Minutes of the Catholic Education and Living Our Catholic Values Sub-Committee Meeting Held March 6, 2019** 21 - 32

Recommendations from March 6, 2019 Meeting to Student Achievement and Well Being, Catholic Education and Human Resources Committee:

- 1) That this Committee bring forward and recommend unusual Items that

can affect the perception of Catholic Church Teachings in Our Board.

2) That this Sub-Committee meet on a monthly basis, approximately 10 days before each month's Student Achievement Meeting, and also on an as needed basis in the event of emergencies, and that cancellation of meetings be at the discretion of the Chair and lead Staff.

3) That when the Catholic Education Sub-committee is formulating or drafting a Policy, that it consult with Nurturing Our Catholic Community.

4) That the following terms of Reference be adopted:

Be it resolved that the Student Achievement, Catholic Education and Human Resources Committee (SAWBCEHR) 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:

- a. The living our Catholic Values Pillar of the Multi-Year Strategic Plan
- b. Program alignment with the Catholic Graduate Expectations
- c. Building Catholic school communities and strong relationships between school, home and church
- d. Programs and services lead by Nurturing Our Catholic Community
- e. The achievement of the aims and objectives of the Board in Catholic Education
- f. Deployment of Board resources for Catholic Education
- g. Policy development and revision in the area of Catholic Education
- h. Enhance Faith Development for all Staff and Students and Trustees
- i. Other matters of Catholicity as referred from SAWBCEHR from time to time. And;

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 TCDSB staff and stakeholders as determined by the Director and other appropriate individuals as determined by the Board of Trustees from time to time; and:

Be it further resolved that this sub-committee report monthly to the SAWBCEHR Committee.

- 5) That the Catholic Education Sub-Committee review the Religious Education Department Budget prior to the next Sub-Committee meeting to be held March 26, 2019.
- 6) That Staff provide an update to the Sub-Committee at either the March 26, 2019 Sub-Committee Meeting or the following meeting, on the progress of the Repository.
- 7) That Trustee Tanuan distribute to the Sub-Committee members and Trustees an outline of the Back to Our Catholic Faith Program.

Recommendations from March 26, 2019 Meeting:

- 1) That the Catholic Education and Living our Catholic Values Sub-Committee has strong concerns surrounding Denominational rights regarding the course content, courses and introduction of eLearning courses;
- 2) That the Catholic Education committee has concerns about eCourses being taught by teachers not employed by an Ontario Catholic School Board;
- 3) That the Board write a letter to OCSTA, the Association of Catholic Bishops of Ontario and the Ontario Ministry of Education outlining the above noted concerns; and
- 4) That Student Achievement And Well-Being Committee refer to Governance and Policy that staff develop a policy on Catholic Curriculum in all subjects taught in all Toronto Catholic Schools. In addition we recommend that OCSTA encourage all Catholic Boards in Ontario to develop their own Catholic Curriculum policy.

10. Delegations

11. Presentations

- 11.a Isabel Andrews regarding Brain Cancer Awareness Day

12. Notices of Motion

- 12.a From Teresa Lubinski regarding Brain Cancer Awareness Day, May 24, 2019

33 - 34

13.	Consent and Review	
14.	Unfinished Business	
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19.b	Monthly Pending List - Nil	
20.	Closing Prayer	
21.	Adjournment	

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

HELD THURSDAY, MARCH 7, 2019

PRESENT:**Trustees:**

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

Student Trustees:

T. Dallin
J. Ndongmi

Staff:

D. Koenig
A. Della Mora
L. Noronha
P. Matthews
P. Aguiar
M. Caccamo
S. Campbell
F. Cifelli

P. De Cock
 N. D'Avella
 G. Grant
 G. Iuliano Marrello
 M. Loberto
 K. Malcolm
 J. Shanahan
 S. Vlahos
 J. Wujek

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

External Guest: A. Robertson, Parliamentarian

4. Roll Call and Apologies

An apology was extended on behalf of Trustee Li Preti.

5. Approval of the Agenda

MOVED by Trustee Martino, seconded by Trustee Rizzo, that the Agenda, as amended to include the Addendum; Re-categorize Item 10b) Delegation: Natalie Rizzo regarding International Women's Day as Item 11d): Presentation, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
 de Domenico
 Del Grande
 Di Giorgio
 Di Pasquale

Kennedy
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

6. Report from Private Session

MOVED by Trustee de Domenico, seconded by Trustee Rizzo, that the following matters discussed in PRIVATE Session be received:

- a. Approved the appointment of Lori Ciccolini to the Special Education Advisory Committee for 2018-2022;
- b. Approved students to receive the Sister Evanne Hunter Young Women in Leadership Award: Grade 8 Award – Emily Karagossian from St. Kateri Tekakwitha Catholic Elementary School and Grade 12 Award – Adaeze Mbalaja from Madonna Catholic School Secondary School;
- c. Received reports regarding Principal and Vice-Principal Assignments and 2019/2020 Pre-Budget Updates and Risks; and
- d. Considered a Trustee inquiry about a pending litigation matter.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Kennedy
de Domenico
Di Giorgio
Di Pasquale
Kennedy
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

7. Declarations of Interest

Trustee Kennedy declared an interest in Item 16b) Review of Compensation for Elementary Lunchtime Supervisors as she has family members who are employees of the Board. Trustee Kennedy indicated that she would neither participate in the discussion nor vote on the matter.

In PRIVATE Session, Trustee Kennedy declared an interest in an Item regarding Budget as she has family members who are employees of the Board. Trustee Kennedy did not participate in the discussion nor vote on the matter.

There were none in DOUBLE PRIVATE Session.

8. **Approval & Signing of the Minutes of the Meeting**

MOVED by Trustee Crawford, seconded by Trustee Lubinski, that the Minutes of the Regular Meeting held February 7, 2019 for PUBLIC Session be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

9. **Approval of Minutes of Previous Sub-Committee Meetings**

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

- 9a) Approved Minutes of the Catholic Education and Living Our Catholic Values Sub-Committee Meeting Held February 25, 2019** received Minutes and:

- 1) That a representative be requested from the Archdiocese of Toronto with expertise in faith and morals, to be added as an advisor to the Catholic Education and Living Our Catholic Values Sub-Committee;
- 2) That the Ontario Catholic School Trustees' Association (OCSTA) be invited to send a representative as an advisor to the Catholic Education and Living Our Catholic Values Sub-Committee.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Del Grande left the horseshoe at 7:43 pm.

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

9b) Recommendations from the Catholic Education and Living Our Catholic Values Sub-Committee Meeting Held March 6, 2019 that the Board approve the following recommendations:

- 1) That this Committee bring forward and recommend unusual Items that can affect the perception of Catholic Church Teachings in Our Board;
- 2) That this Sub-Committee meet on a monthly basis, approximately 10 days before each month's Student Achievement Meeting, and also on an as needed basis in the event of emergencies, and that cancellation of meetings be at the discretion of the Chair and lead Staff;
- 3) That when the Catholic Education Sub-committee is formulating or drafting a Policy, that it consult with Nurturing Our Catholic Community;
- 4) That the following Terms of Reference be adopted:

BE IT RESOLVED: That the Student Achievement, Catholic Education and Human Resources Committee (SAWBCEHR) 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:

- a. The living our Catholic Values Pillar of the Multi-Year Strategic Plan
- b. Program alignment with the Catholic Graduate Expectations
- c. Building Catholic school communities and strong relationships between school, home and church
- d. Programs and services lead by Nurturing Our Catholic Community
- e. The achievement of the aims and objectives of the Board in Catholic Education
- f. Deployment of Board resources for Catholic Education
- g. Policy development and revision in the area of Catholic Education
- h. Enhance Faith Development for all Staff and Students and Trustees
- i. Other matters of Catholicity as referred from SAWBCEHR from time to time, and;

BE IT 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 the

Toronto Catholic District School Board (TCDSB) staff and stakeholders as determined by the Director and other appropriate individuals as determined by the Board of Trustees from time to time; and

BE IT RESOLVED: That this sub-committee report monthly to the SAWBCEHR Committee.

5) That the Catholic Education Sub-Committee review the Religious Education Department Budget prior to the next Sub-Committee meeting to be held March 26, 2019;

6) That Staff provide an update to the Sub-Committee at either the March 26, 2019 Sub-Committee Meeting or the following meeting, on the progress of the Repository; and

7) That Trustee Tanuan distribute to the Sub-Committee members and Trustees an outline of the Back to Basics of Our Catholic Faith Program.

MOVED by Trustee Martino, seconded by Trustee Rizzo, that the recommendations be referred back to the Catholic Education and Living Our Catholic Values Sub-Committee.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Giorgio
Di Pasquale
Kennedy
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

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

10. Delegations

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that Item 10a) be adopted as follows:

- 10a) Greet Gemels, Representative of the Catholic School Parent Council (CSPC) for St. Brigid Catholic School, regarding Junior Kindergarten (JK) French Immersion** received and referred to Staff to come back with a report including the JK French Immersion Admission Policy, with consideration for admission of the delegate's child to the JK French Immersion Program at St. Brigid Catholic School at the April 4, 2019 Student Achievement and Well-Being, Catholic Education and Human Resources Committee meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Giorgio
Di Pasquale
Kennedy
Lubinski
Martino
Rizzo
Tanan

The Motion was declared

CARRIED

11. Presentations in Honour of International Women's Day

MOVED by Trustee Lubinski, seconded by Trustee Martino, that Item 11a) be adopted as follows:

11a) Rev Dr Cheri Novo, Former Politician in Ontario received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
de Domenico
Di Giorgio
Di Pasquale
Kennedy
Lubinski
Martino
Rizzo
Tanan

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 8:26 pm.

Trustee D'Amico joined via Teleconference at 8:27 pm.

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

11b) Kelly Belton, Former TCDSB Parent received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

Trustee Martino left the horseshoe at 8:34 pm and returned at 8:40 pm.

MOVED by Trustee Crawford, seconded by Trustee de Domenico, that Item 11c) be adopted as follows:

11c) Dr. Gina Valle, Educator, Producer, Director and Founder of Diversity Matters received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

Trustee de Domenico left the horseshoe at 8:44 pm and returned at 8:50 pm.

MOVED by Trustee Crawford, seconded by Trustee Rizzo, that Item 11d) be adopted as follows:

11d) Natalie Rizzo received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

20. Approved Minutes and Recommendations of Ad Hoc Committee Meetings

MOVED by Trustee Di Pasquale, seconded by Trustee Kennedy, that Item 20a) be adopted as follows:

20a) Approved Minutes of the Political Action Ad Hoc Committee Meeting Held February 19, 2019 received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Di Pasquale, seconded by Trustee Rizzo, that Item 20b) be adopted as follows:

20b) Recommendations from the Political Action Ad Hoc Committee Meeting Held March 6, 2019 that the Board approve the following:

1. That the Committee's Terms of Reference be adopted;
2. That the Chair of the Board meet with two or three interested representatives from each of the TCDSB Advisory Groups and also Catholic Parent Involvement Committee (CPIC) and Ontario Association of Parents in Catholic Education (OAPCE); and
3. WHEREAS the planned changes to the Ontario Autism Program may not adequately meet the needs of students with autism and will put additional pressures on the limited school board resources; and

WHEREAS the Board has received no information about the number of students to expect making it problematic to prepare for any increases in enrolment; and

THEREFORE BE IT RESOLVED: That the Chair of the TCDSB issue a statement about the Government's announcement:

1. Requesting that the Minister of Education and the Minister of Children, Community and Social Services reconsider the planned changes to the Ontario Autism Program with respect to the impact that these changes will have on the ability of school Boards to meet the needs of autistic children; and
2. Requesting that the Ministers meet with TCDSB and Ontario Catholic Schools Trustees Association (OCSTA) representatives to discuss the needs of school Boards with respect to providing services to students with autism.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

Trustee Di Giorgio left the horseshoe at 8:55 pm and returned at 9:04 pm.

16. Staff Reports

MOVED by Trustee Crawford, seconded by Trustee Rizzo, that Item 16a) be adopted as follows:

16a) 2018-2019 Midpoint Professional Development received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

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

Trustee Kennedy left the horseshoe due to a Declaration of Interest in Item 16b), as earlier indicated.

Trustee Del Grande left the horseshoe at 9:29 pm and returned at 9:30 pm.

MOVED by Trustee Di Pasquale, seconded by Trustee Lubinski, that Item 16b) be adopted as follows:

16b) Review of Compensation for Elementary Lunchtime Supervisors (Information) received.

MOVED by Trustee Rizzo, seconded by Trustee Di Pasquale, that the consideration of the increase of wages of Lunchroom Supervisors be deferred until such time that the Board receives Grants for Student Needs (GSNs) through the Budget process.

Results of the Vote taken regarding Deferral, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
Del Grande
Di Giorgio
Di Pasquale

de Domenico

Lubinski
Martino
Rizzo
Tanuan

The Motion to Defer was declared

CARRIED

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

Trustee Kennedy returned to the horseshoe at 9:43 pm.

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

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

20. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

SECRETARY

CHAIR

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REVISED MINUTES OF THE CATHOLIC EDUCATION AND LIVING OUR CATHOLIC VALUES SUB-COMMITTEE MEETING

PUBLIC SESSION

WEDNESDAY, MARCH 6, 2019

Trustees: T. Lubinski, Chair
G. Tanuan, Vice-Chair
N. Crawford
M. Del Grande

Staff: M. Caccamo
D. Koenig

S. Tomaz, Recording Secretary

3. Roll Call and Apologies

An apology was extended on behalf of Trustee Rizzo.

4. Approval of Agenda

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that the Agenda, as amended, to add Item 14a) From Trustee Del Grande regarding Preparation for Unusual Occurrences, be approved.

Results of the Vote taken, as follows:

In Favour

Trustees Crawford
Del Grande
Lubinski
Tanuan

Opposed

The Motion was declared

CARRIED

6. Declarations of Interest

There were none.

7. Approval and Signing of Minutes of Previous Meeting

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that the Minutes of the Meeting held February 25, 2019 be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

14. Reports Requiring Action of the Board of Trustees

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

- 14a) From Trustee Del Grande regarding Preparation for Current and Future Issues in Catholic Education (Verbal)** That it be recommended to the Student Achievement and Well Being, Catholic Education and Human Resources Committee that this Committee bring forward and recommend current and future issues in Catholic Education Items that can affect the perception of Catholic Church Teachings in our Board.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

Consent and Review

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

- 14.b.5) Trustee Tanuan;
- 14c) Trustee Crawford;
- 14e) Trustees Crawford and Tanuan;
- 14f) Trustee Tanuan;
- 14h) Trustee Tanuan;
- 14i) Trustee Tanuan;
- 14j) Trustee Crawford;
- 14k) Trustee Tanuan; and
- 14l) Trustee Tanuan

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that all

Items, along with the staff recommendations, not held, be approved and that Item 14b.9) be amended to replace “*form*” with “*from*”.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

Matters as Captured in the Above Motion

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that Item 14b.5) be adopted as follows:

14b.5) Terms of Reference - The Achievement of the Aims and Objectives of the Board in Catholic Education approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that Item 14b) be adopted as follows:

- 14b) Terms of Reference** that the Catholic Education and Living Our Catholic Values Sub-Committee recommend to the Student Achievement and Well Being, Catholic Education and Human Resources Committee that the following Terms of Reference be adopted:

Be it resolved that the Student Achievement, Catholic Education and Human Resources Committee (SAWBCEHR) 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:

- a. The living our Catholic Values Pillar of the Multi-Year Strategic Plan;
- b. Program alignment with the Ontario Catholic School Graduate Expectations;
- c. Building Catholic school communities and strong relationships between school, home and church;
- d. Programs and services lead by Nurturing Our Catholic Community;
- e. The achievement of the aims and objectives of the Board in Catholic Education;
- f. Deployment of Board resources for Catholic Education;
- g. Policy development and revision in the area of Catholic Education;
- h. Enhance Faith Development for all Staff and Students and Trustees; and
- i. Other matters of Catholicity as referred from SAWBCEHR from time to time. And;

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 TCDSB staff and stakeholders as determined by the Director and other appropriate individuals as determined by the Board of Trustees from time to time; and

Be it further resolved that this sub-committee report monthly to the SAWBCEHR Committee.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Crawford, that Item 14c) be adopted as follows:

- 14c) Frequency of Meeting** that the Catholic Education and Living Our Catholic Values Sub-Committee recommend to the Student Achievement and Well Being, Catholic Education and Human Resources Committee that this Sub-Committee meet on a monthly basis, approximately 10 days before each month's Student Achievement Meeting, and also on an as needed basis in the event of emergencies, and that cancellation of meetings be at the discretion of the Chair and lead Staff.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Lubinski
Tanuan

Trustee Del Grande

The Motion was declared

CARRIED

The next meeting is scheduled for Tuesday March 26, 2019 between 3:30 and 5:30 pm.

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that Item 14e) be adopted as follows:

- 14e) Defining the Relationship between Nurturing our Catholic Community Committee and Catholic Education Sub-Committee** that the Catholic Education and Living Our Catholic Values Sub-Committee recommend to the Student Achievement and Well Being, Catholic Education and Human Resources Committee that when the Catholic Education Sub-committee is formulating or drafting a Policy, that it consult with Nurturing Our Catholic Community.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that Item 14f) be adopted as follows:

- 14f) Recommendations for the Budget for the Religious Education Department and Catholic Teacher Centre** that the Catholic Education and Living Our Catholic Values Sub-Committee recommend to the Student Achievement and Well Being, Catholic Education and Human Resources Committee that this Sub-Committee review the Religious Education Department Budget prior to the next Sub-Committee meeting to be held March 26, 2019.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that Item 14h) be adopted as follows:

- 14h) Build a Repository of Cases, Research, and Rulings for Precedents and References on Issues relating to Our Catholic Faith and Morals Teaching, Doctrines, and Pastoral Care (Approved on March 1, 2018)** that the Catholic Education and Living Our Catholic Values Sub-Committee recommend to the Student Achievement and Well Being, Catholic Education and Human Resources Committee that Staff provide an update to the Sub-Committee at either the March 26, 2019 Sub-Committee Meeting or the following meeting, on the progress of the repository.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that Item 14i) be adopted as follows:

- 14i) Promote and Broaden the Student Faith Engagement Kairos Program in High Schools and Similar Catholic Faith-based Initiatives to all Catholic Schools (approved on March 1, 2018) received.**

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that Item 14j) be adopted as follows:

- 14j) Back to Basics of Our Catholic Faith** that Trustee Tanuan distribute to the Sub-Committee members and Trustees an outline of the Back to Basics of Our Catholic Faith Program.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that Item 14k) be adopted as follows:

- 14k) Renewing the Promise and Walking the Talk** received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that Item 14l) be adopted as follows:

- 14l) Adult Formation Program Review** deferred to the March 26, 2019 Committee Meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

21. Adjournment

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

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford

Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR



*Teresa Lubinski
Trustee Ward 4*

E-mail: Teresa.Lubinski@tcdsb.org

Voicemail: 416-512-3404

To: Student Achievement and Well-Being Committee Meeting , April 4, 2019

From: Teresa Lubinski, Trustee Ward 4

Subject: Notice of Motion – Brain Cancer Awareness

MOVED BY: Teresa Lubinski, Toronto Catholic District School Board
SECONDED BY Nancy Crawford, Toronto Catholic District School Board

WHEREAS: the Toronto Catholic District School Board is a caring community concerned about the health of all of its members;

WHEREAS: an increasing number of people are diagnosed with brain cancer each year;

WHEREAS: the numerous symptoms are very debilitating and include dizziness, nausea, weakness, change in personality, hearing impairment, personality changes and frequent headaches;

WHEREAS: the Movement to End Brain Cancer advocates that Canada "Turn May Grey" and wear grey to raise awareness about brain cancer;

WHEREAS: the City of Toronto declared May 27, 2018 Brain Cancer Awareness Grey Day;

WHEREAS: a student at St. Cecilia Catholic Elementary School is promoting brain cancer awareness at the school on May 24, 2019;

WHEREAS: Mayor John Tory plans to attend St. Cecilia Catholic Elementary School [on May 24, 2019](#) to speak to the students about brain cancer;

BE IT RESOLVED THAT: that the Toronto Catholic District School Board declare [May 24, 2019](#) Brain Cancer Awareness Grey Day and henceforth declare a day in May of each year as Brain Cancer Awareness Grey Day.

Teresa Lubinski
Trustee, Ward 4



REPORT TO

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

NON-RESIDENT VISA STUDENT FEES FOR SEPTEMBER 2019

“There is neither Jew nor Greek, there is neither slave nor free, there is neither male nor female; for you are all one in Christ Jesus.”

Galatians 3:28

Created, Draft	First Tabling	Review
March 25, 2019	March 26, 2019	Click here to enter a date.

D. de Souza, Co-ordinator of Revenue, Grants & Ministry Reporting
A. Mazzucco Co-ordinator of International & Continuing Education
J. Shain, Superintendent of Safe Schools, Alternative Ed. & SSI
P. De Cock, Comptroller of Business Services & Finance

RECOMMENDATION 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

Non-Resident VISA fees require a market rate adjustment. This report recommends that the Toronto Catholic District School Board (TCDSB) maintain the fees for Non-Resident VISA students. TCDSB does not receive any provincial grants for Non-Resident VISA students and TDSB is expected to increase its fees by \$500 for both elementary and secondary for 2019-20.

To maintain a competitive edge and implement the school caps on VISA students, Business Services and International Education staff recommend maintaining TCDSB's fees of \$12,500 for elementary and \$14,000 for secondary, unchanged from September 2018, but increase the application fee by \$50, and charge a \$40 wire transfer fee. It is anticipated that the TCDSB will continue to remain competitive and attractive to Non-Resident VISA students for September 2019.

The cumulative staff time required to prepare this report was 3 hours

B. PURPOSE

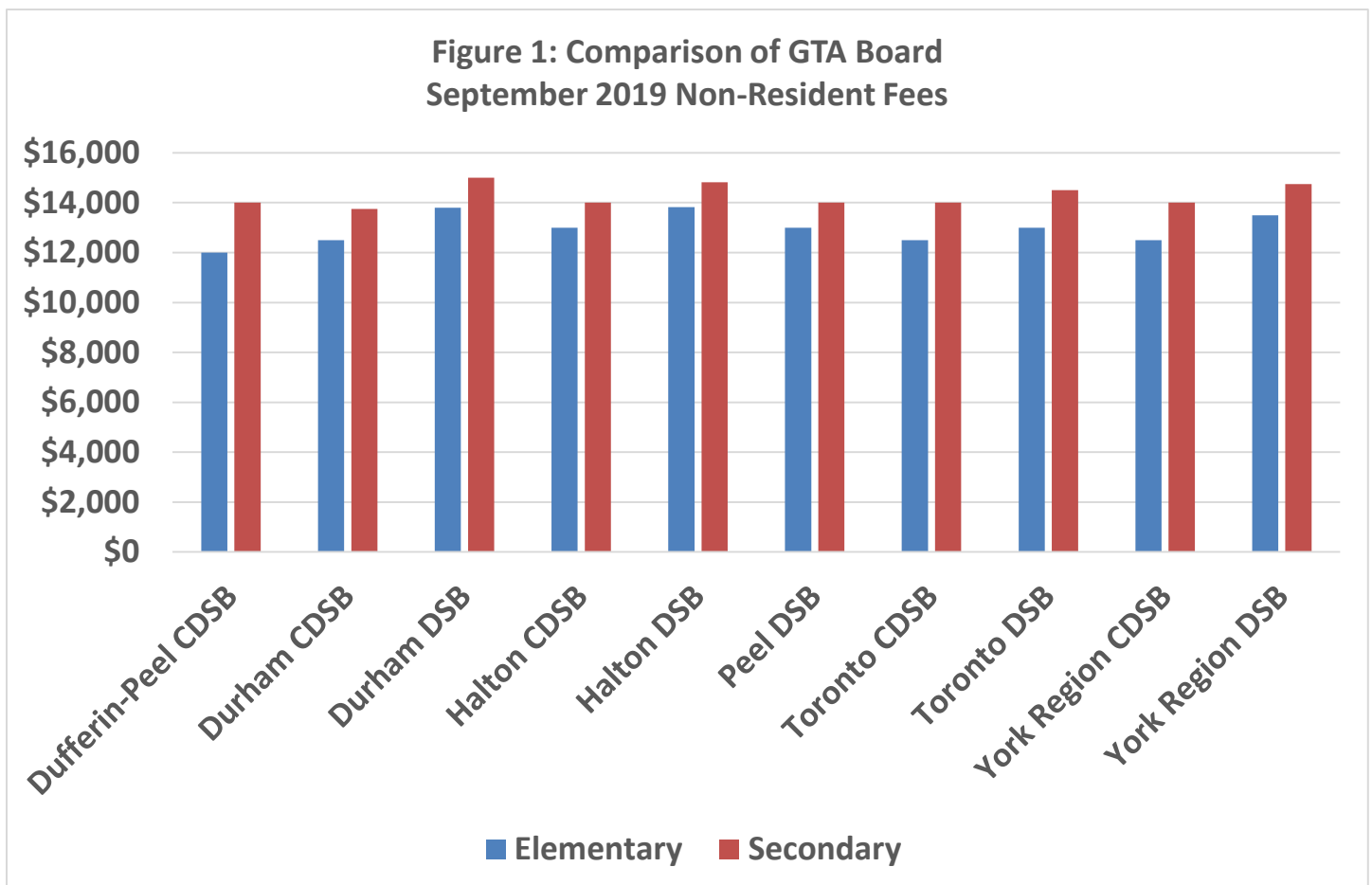
To set the TCDSB Non-Resident VISA student fees for the 2019-20 school year, enhance recruitment efforts and remain competitive with our co-terminus school board, the Toronto District School Board.

C. BACKGROUND

- 1. This is an annual report provided to the Board for its consideration.*** In 2002, the Board approved a motion requesting staff to prepare an annual report on the setting of Non-Resident VISA student fees and updates on any changes that have occurred with surrounding boards.
- 2. The Ministry sets a minimum, but no maximum for non-resident fees.*** In March 2000, the Ministry of Education announced the Regulation made under the Education Act, "Calculation of fees for non-residents" for the 2000-01 school year. The regulation pertaining to the charging of tuition fees to VISA students does not set a maximum ceiling on how high the fees should be set, only a required minimum fee since the board does not receive any grants for Visa students.

D. EVIDENCE/RESEARCH/ANALYSIS

- 1. TCDSB remains comparable for both the Elementary and Secondary Visa Student fees.** Figure 1 presents a comparison of VISA Student Fees currently charged by boards in the GTA. Appendix A provides further details and multi-year comparisons. It is noted that similar to TCDSB, some Boards may further increase their fees for September 2019 and this is not yet reflected in this comparison. As illustrated in the chart, the fees within GTA Boards are very similar with the average being \$12,963 for Elementary and \$14,283 for Secondary. It is further noted that these tuitions are exclusive of some applicable additional fees such as for administration, health insurance and housing opportunities. These fees can vary between Boards, but the data below is still considered to be fair for comparative purposes.



2. ***All Boards exceed the minimum fee level set by the Ministry.*** For context, the Ministry of Education's Grants for Student Needs (GSNs) requires a minimum VISA tuition fee charge of \$10,900 for elementary and \$11,745 for secondary.
3. ***The Ministry 2001 regulations on Non-resident students allowed boards to charge up to what the market would bear.*** The market in Toronto could bear up to \$13,000 for an elementary VISA student and \$14,500 for a secondary VISA student as depicted by the fees set by the Toronto District School Board.
4. ***The TCDSB implemented Director's Caps in 2018-19.*** Business Services and International Education staff recommend that the tuition for both elementary and secondary remain unchanged, increase the application fee by \$50, and charge an administration fee of \$40 for those paying by wire transfer as the TCDSB incurs additional costs and tracking and reconciling wire transfers. The administration fee may also encourage parents to make their child's payment using CIBC's banking services, which would not have an additional fee.
5. ***TCDSB will continue to monitor the market.*** In the event TDSB or surrounding boards increase or decrease their fees for the 2019-20 school year, TCDSB staff will reevaluate and recommend adjustments to the tuition fee as appropriate.

E. STAFF RECOMMENDATION

That the fees for Non-Resident VISA students for September 2019 for Toronto Catholic District School board remain unchanged at \$12,500 for elementary and \$14,000 for secondary, but add \$50 to the administrative fee from \$200 to \$250, and add \$40 for wire transfer fee which banks are charging TCDSB.

<u>Panel</u>	<u>Yearly Fee</u>	<u>Pro-Rated Fee</u>
Elementary	\$12,500	or \$1,250 per month
Secondary (under 21)	\$14,000	or \$1,400 per month
Secondary (over 21-Fraser)	\$14,000	or \$1,400 per additional course

Non Resident Visa Student Fees For September 2019

Appendix A

The following is a comparison of VISA Students Fees charged by boards in the GTA:

Note	School Boards	Elementary		
		Sep-17	Sep-18	Sep-19
1	Dufferin-Peel CDSB	\$11,000	\$12,000	\$12,000
2	Durham CDSB	\$12,200	\$12,500	\$12,500
3	Durham DSB	\$13,000	\$13,400	\$13,800
4	Halton CDSB	\$12,500	\$12,500	\$13,000
5	Halton DSB	\$13,000	\$13,375	\$13,825
6	Peel DSB	n/a	\$13,000	\$13,000
7	Toronto CDSB	\$12,500	\$12,500	\$12,500
8	Toronto DSB	\$12,500	\$12,500	\$13,000
9	York Region CDSB	\$12,000	\$12,000	\$12,500
10	York Region DSB	\$12,000	\$12,000	\$13,500

Note	School Boards	Secondary		
		Sep-17	Sep-18	Sep-19
1	Dufferin-Peel CDSB	\$13,000	\$14,000	\$14,000
2	Durham CDSB	\$13,300	\$13,750	\$13,750
3	Durham DSB	\$14,200	\$15,000	\$15,000
4	Halton CDSB	\$13,500	\$14,000	\$14,000
5	Halton DSB	\$14,000	\$14,375	\$14,825
6	Peel DSB	\$14,000	\$14,000	\$14,000
7	Toronto CDSB	\$14,000	\$14,000	\$14,000
8	Toronto DSB	\$14,000	\$14,500	\$14,500
9	York Region CDSB	\$13,200	\$13,500	\$14,000
10	York Region DSB	\$13,750	\$13,750	\$14,750

- 1 Plus \$250 admin fee, \$450 insurance fee, no health insurance, Muskoka Languages Int'l homestay
- 2 Plus \$250 admin fee, no health insurance, no housing services
- 3 Plus \$200 admin fee, no health insurance, no housing services
- 4 Plus \$350 admin fee, no health insurance, no housing services
- 5 Plus \$375 admin fee, \$450 health insurance, no housing services
- 6 Plus \$500 admin fee, \$540 health insurance; optional homestay/meals services
- 7 Plus \$250 admin fee, \$40 wire transfer fee, \$500 health insurance
- 8 Plus \$250 admin fee, \$40 wire transfer fee, Includes health insurance, no housing services
- 9 Plus \$200 admin fee for new students and \$100 for returning students; \$450 health insurance, no housing services
- 10 Plus \$300 admin fee; \$450 health insurance, housing services extra (\$300 admin fee, \$15,750 10 month accommodation/custodianship)



REPORT TO

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

**FORMS OF ACCELERATION FOR GIFTED AND
TALENTED STUDENTS**

The cup of blessing that we bless, is it not a sharing in the blood of Christ? The bread that we break, is it not a sharing in the body of Christ? (1 Cor 10:16)

Created, Draft	First Tabling	Review
March 25, 2019	April 4, 2019	Click here to enter a date.

Linda Maselli-Jackman, Superintendent of Education, Special Services

RECOMMENDATION REPORT

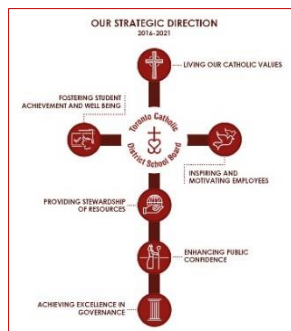
Vision:

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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 outlines a variety of forms of acceleration for gifted and talented students, some benefits and detriments of grade acceleration, and a recommendation for the creation of a committee to establish a TCDSB policy that reflects effective practices in the areas of acceleration and retention.

The cumulative staff time required to prepare this report was 15 hours

B. PURPOSE

1. This Recommendation Report is on the Order Paper of the April 4, 2019 Student Achievement Committee Policy as a result of a parent delegation. The parent inquiry pertained to the possibility of grade-level acceleration for qualified students as well as a prospective Board policy on acceleration.
2. Consideration for the development of a policy on acceleration should be accompanied by equal consideration for a policy on retention.

C. BACKGROUND

1. The parent of an elementary school-aged child has advocated for the possibility of grade-level acceleration as the preferred response to his child's motivation to move beyond the current curriculum being covered in the classroom.
2. Trustees made the following motion at the February 7, 2019 Student Achievement and Well Being Committee meeting: *"Received and referred to staff for a report regarding the acceleration process for applicable students in our Board and possible policy development."*

D. EVIDENCE/RESEARCH/ANALYSIS

1. In this report, the need to address the needs of gifted and talented students is considered from the perspectives of Board protocol as well as, briefly, the provincial and national perspectives.

i) Current TCDSB Practice

The TCDSB endorses the practice of age-appropriate grade placement for all students. It does not currently have a policy on acceleration or retention. In the event that a Parent requests consideration for acceleration, a number of considerations need to be discussed with the Parent and other key stakeholders, and a decision is made in the best interests of the individual child. In most cases, a student's learning needs can be met in the age-appropriate, mainstream classroom. Accommodations to the regular (mainstream) classroom can include: enrichment activities, special peer groupings, or individualized attention.

The term *acceleration* is used to refer to a variety of practices that increase the rate or level of learning for students who learn more quickly or who have more advanced levels of understanding than those expected for students in their grade.ⁱ

ii) Addressing the needs of gifted and talented students in Canada

Since 1982, the Charter of Rights and Freedoms, which is Part 1 of the repatriated Constitution Act, has afforded every Canadian child his/her fundamental rights and freedoms including an affordable, accessible education.ⁱⁱ

Since 2000, various Canadian researchers have noted that there are three key factors to address when creating a meaningful and engaging learning experience for gifted and talented students. They are the following:

- i. An enriched curriculum;
- ii. Social and emotional supports; and
- iii. Access to various categories and forms of acceleration.

If students who are gifted and talented are required to do “routine work at a routine pace,” they run the risk of a significantly reduced level of achievement (Kulik, 1992, p. 7). All forms of acceleration prevent students from becoming bored and/or acting out, and allow them to progress “more rapidly, based on readiness and motivation (NAGC, 2004, p.1).”ⁱⁱⁱ

iii) Addressing the needs of gifted and talented students in Ontario

Education is governed provincially. In this realm, many of the education policies of the 1980s have been updated to espouse more inclusive philosophies of education which reflect shifts in understandings about where and how to provide education for all. This education, with a universal design for learning, has evolved to incorporate instructional, learning, assessment, and reporting tools that are necessary for some, but good for all.

It has come to be understood and accepted pedagogically that flexible learning and pacing options are essential tools to accommodate individual differences in students' rates of learning and development. "The goal of all forms of flexible pacing is to provide students with continuous opportunities to enhance their competence at a rate and level responsive to individual readiness."^{iv}

Ontario education policies pertaining to the instruction of gifted and talented students do not provide specific mandates regarding the promotion or accelerations of students with this learning profile. Instead, school boards are left to their own discretion with respect to the creation of their own governance and policies regarding gifted programming and categories/types of acceleration. The Ontario Ministry of Education does, however, provide a mandate for the implementation of Special Education programs and services for students identified as Gifted.^v

Following the completion of an environmental scan of Ontario school boards, it has been determined that only a few boards have a policy on acceleration and/or retention. However, most boards have policies that reference the Growing Success, 2010 document on assessment, evaluation, and reporting. A detailed summary of findings, web links, and key reference documents can be found in **Appendix A**.

2. General benefits of acceleration

In 2016^{vi} two meta-analyses of approximately one hundred years of research concluded that students benefited from the following forms of acceleration:

- i) within-class groupings;
- ii) cross-grade subject groupings;

iii) special groupings for the Gifted.

This research also showed that:

- i) accelerated students significantly outperformed their non-accelerated same-age peers.
- ii) acceleration appeared to have a positive, moderate, and statistically significant impact on students' academic achievement

However, there are considerations to be made when determining what form(s) of acceleration are most beneficial for gifted and talented students.

3. **Considerations for When to Accelerate**

There are competency-based and age-based programming acceleration options for gifted and talented learners. "Education programs and curricula can be differentiated in a variety of ways to provide Canada's most capable learners with opportunities to progress at a developmentally appropriate pace, to offer them opportunities to learn 'what they don't already know.' (Stanley, 2000, p. 216)."^{vii}

Educators should consider engaging some form of acceleration when the three following considerations hold true:

- a) In all aspects of the provincial report card (numeric grade, learning skills, and anecdotal comments), a student consistently demonstrates levels of achievement that are beyond his/her grade-level peers.
- b) Achievement assessed includes assignments done independently at home as well as those done in the classroom.
- c) Social and emotional development is appropriate for the proposed grade level, and self-esteem is well developed.

Successful acceleration depends on comprehensive assessment, thoughtful decision-making involving all stakeholders, and flexible implementation that is carefully monitored. In these circumstances, educational acceleration appears

to promote social development, reduces boredom, and enhances academic achievement and attitudes toward school (Kanevsky, p.157).^{viii}

4. **Categories and Forms of Acceleration**

In 2011, Lannie Kanevsky noted that there were two categories of acceleration which are *content-* and *grade-based* options. More detailed explanations of those can be found in **Appendix B**.

Content-Based:

- ✓ Advanced placement,
- ✓ concurrent enrolment,
- ✓ e-learning courses,
- ✓ credit by examination,
- ✓ curriculum compacting,
- ✓ co-curricular programs,
- ✓ International Baccalaureate (IB) programs,
- ✓ mentoring,
- ✓ single-subject or subject-matter acceleration.

Grade Based:

- ✓ Combined classes,
- ✓ continuous progress,
- ✓ early admission to K or Gr.1,
- ✓ early entrance to high school or post-secondary education,
- ✓ early graduation from secondary school,
- ✓ grade-skipping (whole grade acceleration),
- ✓ self-paced instruction,
- ✓ telescoping curriculum

5. **Key Questions to Determine if a Student Will Benefit from Grade-level Acceleration**

The Ontario Psychological Association provides a number of key questions to consider when determining if a student will benefit from acceleration. They are the following:

- i) Is child able to master material at a rapid pace relative to age-mates?

- ii) Does child understand concepts at a deeper level than classmates?
- iii) Does a child demonstrate the emotional maturity to handle the demands of an advanced grade?
- iv) Does child demonstrate the social skills required to handle the demands of an advanced grade?
- v) Are the parent, child and teachers in agreement with an advanced grade placement?

It should be noted that only with a positive response to *all* of these questions should the child be considered for grade-level acceleration.

6. **Differentiated Instruction**

Differentiated Instruction is a promising practice of Ontario educators. It is considered to be an excellent means of educating students with a variety of needs and abilities in a shared setting.

According to Karen Hume (2008), the best way to engage students is by offering them choice. By providing differentiated instruction options, this can be made possible. Some key essentials of differentiated instruction are the following (Ontario Ministry of Education Differentiated Instruction (DI) Brochure, October 2008).

- i) Teachers having knowledge of students' readiness to work with concepts, their interests, and their learning preferences, and seeing all preferences as equally valid.
- ii) Teachers use a repertoire of instructional and assessment strategies to meet the needs of different learners.
- iii) All differentiated instruction activities are equally engaging and respectful and take approximately the same amount of time.
- iv) Unless students are on an IEP, all differentiated instruction is based on the same curriculum expectations and all students have opportunities to achieve the same high standards of performance.

v) Students are assessed before, during, and after their learning. Assessments inform next steps for both teacher and student.

vi) Even if students have choices in the ways that they demonstrate their learning, teachers are able to use a common assessment tool (e.g., a rubric) so that all student work is judged against the same assessment criteria.

vii) A defining characteristic of a differentiated classroom is flexibility. Students work in short-term, flexible learning groups and educators are flexible in creating and altering instructional plans in response to learners.

7. Understanding Students' Social-Emotional Needs and Abilities

Only in extraordinary circumstances should a student be accelerated. If an accommodated or exceptional student is to be considered for acceleration, it should be so only if the student has had opportunities to engage in differentiated learning opportunities in the mainstream classroom and all available Special Education programming supports ex. the Intensive Support Program environment, have been exhausted.

Considerations must be given to all aspects of academic achievement as well as social emotional development

There are some situations where great caution must be exercised in considering a request for advanced placement. Very young children have unique learning needs that must be addressed in a manner that acknowledges their need to be nurtured and respects their developmental level. Accelerated academic learning in early childhood may force the child to rely on lower level processes such as memorization instead of developing higher level cognitive strategies.

In young children the individual needs of each child must be addressed within an environment that is appropriate to the child's interests and abilities. Psychologists and educators have cautioned against the dangers of accelerating learning opportunities (Elkind, 1986) or "hothousing" young children (Siegal, 1987).^{ix}

Learning opportunities presented at age three through five play a significant role in forming a foundation for learning that builds on confidence and curiosity. Students who may eventually be identified as Gifted might be at a significant disadvantage if they are accelerated.

When programming for gifted students is offered on a withdrawal basis, a child who has been accelerated will be evaluated and admitted to the program based on age norms. However, the placement will be with other gifted students who are one year older. In this setting, the accelerated child will be comparing his/her reasoning abilities and products to those of older gifted students. This may impact negatively on the child's self-esteem and result in a discouraged student who does not attain his/her potential in academic areas.

8. **Understanding Students' Cognitive Potential and Academic Achievement**

Characteristics of Giftedness^x

Educators have recognized that there is a number of typical characteristics that are indicative of Giftedness. However, it should be noted that no student is outstanding in all characteristics. The list of characteristics seen below is neither prescriptive or exhaustive:

Learning Characteristics

- Has unusually advanced vocabulary for age or grade level
- Has quick mastery and recall of factual information
- Reads a great deal on his or her own; usually prefers adult-level books; does not avoid difficult materials
- Reasons things out for him- or herself

Motivational Characteristics

- Becomes easily absorbed with and truly involved in certain topics or problems
- Is easily bored with routine tasks
- Needs little external motivation to follow through in work that initially excited him or her
- Strives toward perfection; is self-critical; is not easily satisfied with his or her own speed and products
- Prefers to work independently; requires little direction from teachers

- Stubborn in his or her beliefs
- Concerned with right and wrong, good and bad

Creativity Characteristics

- Constantly asking questions about anything and everything
- Often offers unusual, unique or clever responses
- Is uninhibited in expressions of opinion
- Is a high-risk taker; is adventurous and speculative
- Displays a keen sense of humor
- Shows emotional sensitivity
- Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different
- Is unwilling to accept authoritarian pronouncements without critical examination

Leadership Characteristics

- Carries responsibility well
- Is self-confident with children his or her own age as well as adults
- Can express him- or herself well
- Adapts readily to new situations
- Generally directs the activity in which he or she is involved

9. Consultation with Key Stakeholders

Successful acceleration depends on comprehensive assessment, thoughtful decision-making involving all stakeholders and flexible implementation that is carefully monitored. In these circumstances, educational acceleration appears to promote social development, reduces boredom, and enhances academic achievement and attitudes toward school.

Psychology staff may assist the principal and parent in this process of determining if this is an appropriate option for a particular student.

10. Individual Education Plan Accommodations and Modifications

An IEP will be prepared for all students with an identification of Giftedness. The Principal of the home school will ensure that an IEP is completed within 30 school days after placement in the program or start of a new school

year/semester. A review of the identification and placement will be determined annually.

11. **Academic and Psycho-educational Assessments**

Students with psychological assessments must meet TCDSB criteria for an identification of Giftedness. The assessment must include a measure of intellectual ability that is accepted by TCDSB.

12. **Identification and Placement in a (Gifted) Special Education Program**

Step 1:

The OLSAT8 group screening test is administered to **all grade 4 students** as well as to students who are nominated in higher grades but have not previously completed the OLSAT8 test.

Step 2:

Successful candidates who meet the TCDSB criteria will be referred to an Identification, Placement and Review Committee (IPRC) for possible identification as an Exceptional student with Giftedness and placement in the Gifted Program. Parents are invited to attend this meeting and will obtain information as to the location of the program.

13. **Gifted Programs**

Elementary Gifted Intensive Support Programs (ISPs) take the form of *Withdrawal* or *Congregated* Settings.

Program Foci:

- ✓ To broaden the development of the intellectual, emotional, social, cultural, moral and spiritual potential of students
- ✓ To further develop creative thinking, collaboration, communication, critical thinking, problem solving, research, organizational and independence skills

- ✓ To provide students with opportunities to explore multiple perspectives, novel ideas, and to probe topics more deeply
- ✓ To engage students in independent and leadership learning opportunities
- ✓ To provide students with the opportunity to collaborate with like-minded peers

A detailed listing of TCDSB Gifted Congregated and Withdrawal Programs can be found in **Appendix C**.

14. Is Grade-Level Acceleration an Appropriate Response?

If a student is considered for acceleration, it would be only after all above options, included Gifted Intensive Support programming, have been considered, and it is deemed to be an essential response to promote a student's continued academic, social, and emotional growth.

In order to consider the acceleration of a student, it is recommended that the student have been placed in a TCDSB school for a minimum of one full school (reporting) year.

15. Board Policy on Acceleration and Retention

Currently, there is no TCDSB policy on acceleration or retention. However, if one were to be created, it should reflect the Board's current practice of endorsing age-appropriate, grade-level placement. Then, within this placement, the appropriate accommodations would continue to be made either for students seeking enrichment or, otherwise, those who might require accommodations either to meet curriculum expectations or to meet those expectations outlined in the Individual Education Plan.

E. METRICS AND ACCOUNTABILITY

1. The evidence described above highlights potential benefits and drawbacks of acceleration for students.

2. To support consistency of practice in the best interests of students across our board, there need to be clear guidelines for educators regarding accelerating and retaining students.
3. As currently there is no policy in the TCDSB that reflects effective practices regarding acceleration and retention of students, a policy needs to be created.

F. STAFF RECOMMENDATION

There is not currently any policy on acceleration or retention. Therefore, it is recommended that a task force, chaired by the Superintendent of Special Services, be formed to document current TCDSB practices and to develop a policy in the areas of acceleration and retention. Furthermore, it is recommended that staff create a draft policy, and that it be presented to the Governance and Policy (GAP) Committee for consideration.

Endnotes

ⁱ Kanevsky, Lannie: *Accelerating Gifted Students in Canada* in Canadian Journal of Education, 36:3 (2013), ©2013 Canadian Society for the Study of Education, p.233.

ⁱⁱ Kanevsky, Lannie, (2013), p.231

ⁱⁱⁱ Kanevsky, (2013), p. 233

^{iv} Kanevsky, (2013), p.232-233

^v Ontario Ministry of Education, 2001.

^{vi} Saiying Steenbergen-Hu, Matthew C. Makel, Paula Olszewski-Kubilius. *What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K–12 Students' Academic Achievement: Findings of Two Second-Order Meta-Analyses* in Review of Educational Research. Vol 86, Issue 4, 2016.




^{vii} Kanevski, Lannie, *A Survey of Educational Acceleration Practices in Canada*, in Canadian Journal of Education, 34, 3 (2011), p.155.

^{viii} Kanevski (2011), p.157.

^{ix} The Association of Chief Psychologists of Ontario School Boards, Learning Challenges: Grade Acceleration, p.2. <http://www.acposb.on.ca/grade-acceleration>



^x Adapted from: <http://www.us.mensa.org/learn/gifted-youth/insights-into-gifted-youth/gifted-characteristics/>


Ontario School Board Policies on Acceleration and Retention:

Board	Policy on Promotion	Policy on Retention	Policy On Acceleration	Other Relevant Policy/ies	Weblink and/or Policy Document
TDSB	Yes	Yes	No		https://www.tdsb.on.ca//AboutUs//Detail.aspx?docId=268 
YCDSB	Yes	Yes	Yes		http://www.ycdsb.ca/ 
YDSB	No	No	No		http://www.yrdsb.ca/
DPCDSB	No	No	No		http://www.dpcdsb.org/
PDSB	No	No	No.	Yes - Policy for Exceptional Students	http://www.peelschools.org/ 
DDCSB	No	No	No.	Yes - Policy on Assessment	http://www.dcdsb.ca/


DDSB	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://ddsb.ca/
ADSB	No	No	No		http://www.adsb.on.ca/
A&LCDSB	No	No	No		http://www.alcdsb.on.ca/
AMDSB	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://bloWinter2018!g.amdsb.ca/
BWDSB	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://www.bwdsb.on.ca/
BHNCDSB	No	No	No.	Yes - Policy on Assessment, Evaluation,	http://www.bhncdsb.ca/

				and Reporting	
BGCDSB	No	No	No.	Yes - Policies on Gifted Students and Assessment, Evaluation, and Reporting	http://www.bgcdsb.org/ 
CDSBEO	No	No	No		http://www.cdsbeo.on.ca/
DSBN	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://www.dsbn.edu.on.ca/
DSBONE	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://www.dsb1.ca/

GEDSB	No	No	No.	Yes - Policy on Special Education Guiding Principles	http://www.granderie.ca/ 
GECDSB			Site not accessible?		http://www.gecdsb.on.ca/
HCDSB	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://www.hcdsb.org/
HDSB	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://www.hdsb.ca/
HWCDsb	Yes	Yes	Yes. Acceleration and Retention Policy		http://www.hwcdsb.ca/ 

HWDSB	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://www.hwdsb.on.ca/
HPEDSB	Yes	Yes	No. Policy on Promotion and Retention (only vicarious reference to acceleration - definition)		http://www.hpedsb.on.ca/ 
HPCDSB	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://www.huronperthcatholic.ca/
HSCDSB	No	No	No.	Yes - Policy on Assessment, Evaluation,	http://www.hscdsb.on.ca/

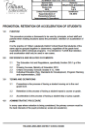

				and Reporting	
KPRDSB	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://www.kprschoools.ca/
KPDSB	No	No	No.	Yes - Policy on Curriculum Implementation and Review	http://www.kpdsb.on.ca/
KCDSB	No	No	No		http://www.kcdsb.on.ca/
LDSB	No	No	No		http://www.lakeheadschoools.ca/
LKDSB	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://www.lkdsb.net/
LDSB	No	No	No		http://www.limestone.on.ca/

LDCSB	No	No	No.	Yes - Policy on Inclusive Curriculum and Assessment Practices	http://ldcsb.on.ca/
NNDSB	No	No	No.	Yes - Policy on Special Education	http://www.nearnorthschools.ca/
NCDSB	Yes	Yes	Yes		http://www.niagaracatholic.ca/ 
NPCDSB	No	No	No.	Yes - Policy on Student and Program Assessment	http://www.npsc.ca/
NCDSB	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://www.ncdsb.on.ca/

TNCDSB			Site restricted		http://www.tncdsb.on.ca/
OCDSB	No	No	No.	Yes - Policy on Special Education	http://www.ocsb.ca/
OCDSB	No	No	No.	Yes - Policy on Program Delivery Structures ES/SS and Assessment, Evaluation, and Reporting	http://www.ocdsb.ca/
PVNCCDS B	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://www.pvnccdsb.on.ca/
RDSB	No	No	No.	Yes - Policy on Special Education Programs	http://www.rainbowschools.ca/

RRDSB	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://www.rrdsb.com/
RCCDSB	No	No	No.		http://www.rccdsb.edu.on.ca/
RCDSB	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://www.renfrew.edu.on.ca/
SCDSB	No	No	No.		http://www.scdsb.on.ca/
SMCDSB	No	No	No. Policy on Assessment, Evaluation, and Reporting	Yes - Policy on Assessment, Evaluation, and Reporting	http://www.smcdsb.on.ca/
SCCDSB	No	No	No.	Yes - Policy on Assessment, Evaluation,	http://www.st-clair.net/

				and Reporting	
SCDSB	No	No	No		http://www.scdsb.edu.on.ca/
SNCDsb	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://www.sncdsb.on.ca/
SGDSB	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://www.sgdsb.on.ca/
TVDSB	No	No	No		http://www.tvdsb.ca/
TBCDSB	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://www.tbcdsb.on.ca/
TLDSB	Yes	Yes	Yes		http://www.tldsb.ca/

					
UCDSB	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://www.ucdsb.on.ca/
UGDSB	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://www.ugdsb.on.ca/
WCDSB	Yes	Yes	Yes		http://www.wcdsb.ca/ 
WRDSB	No	No	No		http://www.wrdsb.ca/
WCDSB	No	No	No.	Yes - Policy on Assessment, Evaluation,	http://www.wellingtoncdsb.ca/

				and Reporting	
WECDSB	No	No	No.	Yes - Policy on Assessment, Evaluation, and Reporting	http://www.wecdsb.on.ca/

Accelerating Students in Canada

Content Based

Advanced Placement (AP): The student takes a course (traditionally in high school) that results in postsecondary credit upon completion of a standardized AP examination with a score acceptable to the college or university.

Concurrent or Dual Enrolment: The student is enrolled in one level but takes a course or courses at a higher level. Examples include taking calculus at the university level and receiving university credit for it upon successful completion while still en-rolled in high school, or taking a high school course in chemistry while still enrolled in junior high school.

Correspondence Courses: A student enrolls in advanced coursework outside of normal school instruction. Instruction may be delivered by mail, internet, television and/or other media.

Credit by Examination: The student is awarded advanced standing (e.g., high school or college) by successfully completing some form of mastery test or activity. This is also known as “course challenge” or “testing out.”

Curriculum Compacting: Based on high levels of mastery demonstrated on a pre-assessment, the amounts of introductory activities, drill, and practice are reduced for one or more students in a class. The time gained may be used for more advanced content instruction or to participate in enrichment activities. Curriculum compacting does not necessarily result in advanced grade placement.

Extracurricular Programs: A student enrolls in coursework after school, on weekends, or in summer programs that offer advanced instruction and/or credit.

International Baccalaureate Programs: Students complete advanced interdisciplinary curriculum prescribed by the International Baccalaureate organization. At the end of high school, students take an international examination and may receive advanced standing in their postsecondary studies.

Mentoring: A student is paired with a mentor or expert tutor who provides advanced or more rapidly paced instruction.

1. Based on Southern & Jones (2004) and reprinted from Kanevsky, L. (2011a). *A survey of educational acceleration practices in Canada*, Canadian Journal of Education, 34(3), 179–180.

Subject Matter, Single Subject, or Partial Acceleration: A student is placed in classes with older peers for a part of the day or works with materials from higher grade placements in one or more content areas. Subject-matter acceleration may also take place outside of the general instructional schedule (e.g., summer school or after school) or by using higher level instructional activities on a continuous progress basis without leaving the placement with chronological-age peers.

Grade Based

Combined classes: Students in two or more consecutive grades are enrolled in one class (e.g., a fourth- and fifth-grade combined class). This is a form of acceleration when it is done intentionally to allow younger students to interact academically and socially with older peers. It may or may not result in an advanced grade placement later.

Continuous progress: A student is given content progressively as prior content is mastered. The practice is accelerative when the student's progress exceeds the performance of chronological peers in rate and level.

Early entrance to Grade 1: Students either skip kindergarten or accelerate from kindergarten into Grade 1 during what would be the student's first year of school.

Early admission to kindergarten: Students enter kindergarten prior to achieving the minimum age for school entry as set by the provincial ministry of education.

Early entrance to middle school, high school, or college/university: A student is advanced to the next level of a subject or schooling at least one year ahead of chronological-age peers at the end of elementary, middle, junior, or senior secondary school. This may involve dual enrolment and/or credit by examination.

Early graduation from high school: A student graduates from a 4-year high school program in 3½ years or less. Generally, this is accomplished by increasing the amount of coursework taken each year in high school, but it may also be accomplished through concurrent or dual enrolment in college or university, or through extracurricular or correspondence coursework.

1. Based on Southern & Jones (2004) and reprinted from Kanevsky, L. (2011a). *A survey of educational acceleration practices in Canada*, Canadian Journal of Education, 34(3), 179–180.

Grade skipping: A student is considered to have skipped one or more grades if he or she is given a grade-level placement ahead of chronological-age peers at anytime during the year.

Self-paced instruction: The student has control over pacing decisions. Self-paced instruction is a subtype of continuous progress.

Telescoped curriculum: A student is provided instruction in less time than is normal (e.g., completing a one-year course in one semester, or three years of middle school in two). Telescoping differs from curriculum compacting in two ways: it is planned to fit a precise time schedule and it always results in advanced grade placement.

1. Based on Southern & Jones (2004) and reprinted from Kanevsky, L. (2011a). *A survey of educational acceleration practices in Canada*, Canadian Journal of Education, 34(3), 179–180.

Toronto Catholic District School Board

Gifted Congregated (Full Time)

Transfiguration of Our Lord (Grades 6-8)

St. Francis of Assisi (Grades 6-8)

St. Victor (Grades 6-7)

Gifted Congregated (Partial Integration)

St. Bonaventure

- Grades 6-8
- Half day Gifted/half day Extended French

Gifted Withdrawal (1 Day/week)

North

Blessed Trinity

St. Charles

St. Conrad

St. Monica

West

Our Lady of Sorrows

St. Angela

St. Clement

St. Eugene

St. Louis

South

St. Catherine

St. James

Holy Name

St. Bruno/St. Raymond

East

St. Ignatius of Loyola

St. Rose of Lima



REPORT TO

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

ST. BRIGID CATHOLIC SCHOOL ADMISSIONS INQUIRY: JK FRENCH IMMERSION

“But if we hope for what we do not see, we wait for it with patience”, Romans 8:25

Created, Draft	First Tabling	Review
March 25, 2019	April 4, 2019	Click here to enter a date.

B. Leporati, Sr. Coordinator, Planning Services
J. Shanahan, Area 6 Superintendent, Student Achievement and Well-Being
M. Loberto, Superintendent, Planning and Development

RECOMMENDATION 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

In response to a delegation received at the March 7, 2019 meeting of the Student Achievement and Well Being, Catholic Education and Human Resources Committee (SAWB), this report provides information concerning the admission process for French Immersion at the JK level.

The report recommends that the *S.A. 01 – Elementary Admission and Placement Policy* continue to be followed, and notification be provided to the parent if space becomes available at St. Brigid.

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

B. BACKGROUND

1. *At the March 7, 2019 SAWB Meeting, a delegation was received by a parent regarding Junior Kindergarten(JK) French Immersion.* The parent has indicated her displeasure with the process for assigning priority levels to applications as well as the admissions policies that govern the process. (*Appendix ‘A’*).
2. *There are two policies that govern the admission process are S.A. 01 – Elementary Admission and Placement Policy (Appendix ‘B’) and S.P. 02 – Elementary French Programming (Appendix ‘C’).* French Immersion admission follows the same guidelines as regular admission with the addition of a priority level for the larger regional French Immersion boundary.
3. *French Immersion locations are identified through the Long Term Program Plan based on program interest, availability of space to deliver program and availability of qualified French teachers.* Capacities of the program are implemented based on availability of space and considering the impact on the size of the facility as a whole in the long term.

C. EVIDENCE/RESEARCH/ANALYSIS

1. *Priority levels assigned to applications for French Immersion are as follows (S.P. 02 – Elementary French Programming, section 19):*

- **Priority 1:** Resident pupils who are applying to the French Immersion Program who have a sibling enrolled in the same French Immersion School who will be returning the next year.
 - **Priority 2:** Pupils who live within the regular school boundary of the French Immersion School.
 - **Priority 3:** All pupils who live within the larger regional family of schools may apply for admission, but placement in the French Immersion Program will only occur if space permits, and based on a date, time stamp process.
2. ***This application is the first Priority #3 application on the waitlist.*** The application for the delegates' child, time and date stamped for January 16, 2019 at 10:00:04, was handled in the following manner based on the home address:
- Home School: Canadian Martyrs – Priority #2 regular program– has placement
 - French Immersion: St. Brigid – Priority #3 – waitlisted

As of March 26, 2019, there are 11 Priority #2 applications ahead of this application.

3. ***The FI program at St. Brigid is at capacity.*** The 2019-2020 school year is the 2nd year of implementation for FI at St. Brigid. JK to Grade 1 FI is offered for the 2019-2020 school year. The FI capacity for FDK is capped at 2 classes for a combined total of 58 pupil places. The cap was determined to maintain a balance between the regular program, capped at 3 FDK classes and an SK/1 class, and to ensure that the school is not overburdened in the long term.
4. ***St. Brigid has a Ministry rated capacity of 669 pupil places.*** Five (5.5) FDK spaces when fully subscribed generates an enrolment of approximately 775 students over a 10-year period. By maximizing classroom allocations to the Collective Bargaining Agreement caps, the facility is of a sufficient size to accommodate the projected growth of the program.
5. ***Additional FDK classes are not possible in the existing facility.*** The site does not have room to accommodate portable classrooms as they would severely

limit the available play space. Added FDK classes would increase the overall enrolment to well over 900 students which cannot be accommodated in the existing facility and is also not an ideal elementary school size.

D. STAFF RECOMMENDATION

That the *S.A. 01 – Elementary Admission and Placement Policy* continue to be followed, and notification be provided to the parent if space becomes available at St. Brigid.

March 7 – SAWB meeting – Item 10a) Greet Gemels, Parent, St. Brigid, regarding JK French Immersion

“Received and referred to Staff to come back with a report including the JK French Immersion admission Policy with consideration for admission of the delegate’s child to the JK French Immersion program at St. Brigid Catholic School at the April 4, 2019 Student Achievement Committee meeting.”

A few months ago I registered my son for JK at St. Brigid’s. An appointment was set a week later with the registration office. Upon submitting the documents, an administrator wrote a rather large red P3 on the top of our documents and explained it was essentially ‘impossible for us to be offered a spot’. Both my husband and I are new to the process and asked if she could explain.

While we are in the catchment of the school, the priority is assigned starting at: a sibling attending, followed by proximity. Our address, 345 Cedarvale Avenue resulted in a P3 for my son. A mere 80 yards would have placed us in a P2 position.

I am originally from Belgium and my son communicates exclusively in French with my family— something we fostered by having him attend a Montessori with a strong French curriculum. This Montessori school finds itself a mere 70m from St. Brigid and it’s where most of his current classmates will be merging. French is such a big part of our family that I cannot imagine my children missing out.

She offered we should just register him at Canadian Martyrs *“because they can take anyone”*. Since then, I have contacted the School Board, who encouraged me to appeal through the system - which I have done through an a high number of calls, voicemails and emails (most of which gone unanswered for 7 weeks). When I finally spoke to the location, the conversation was nothing more but her confirming the Priority System (P1 to P3).

It is said this process is the only “fair and equitable” way of administering it, something I cannot agree with. The French Immersion stream should be separated from the concept of a community school and come based on a ‘first come, first serve’ – not one where having siblings enrolled automatically places you as well. Adding to this, I feel that the factors in

selecting the locations for French immersion are mostly socio-economic in nature (statistically speaking, 87%) – with the vast majority in an area with household incomes more than 200% above the median and a non-visible minority of well over 80% . How fair and equitable is that in a city as Toronto, where **more** than 1 in 2 inhabitants are of a visible minority?

After several unanswered calls and emails, I reached out to the Ontario Ombudsperson. Their mandate is to encourage a process in which the organization has an opportunity to respond and advised me to escalate until I have exhausted my options.

I assume that March 7 marks that event.

Thank you,



POLICY SECTION: STUDENTS

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: Admission and Placement of Elementary Pupils

POLICY NO: S.A. 01

Date Approved: Oct 23 rd , 2014	Date of Next Review: 2018	Dates of Amendment: January 6 th , 2015
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Cross Reference:

- Education Act Sections, 32, 33(3), 36(3), 49(7), 49.1, 49(6)
- F.M. 03 Assessment Policy
- S.A. 03 Elementary School Attendance Boundary Policy
- S.P. 01 Special Education Programs
- S.S. 05 Expulsions
- S.S. 12 Fresh Start
- S.T. 01 Transportation Policy
- Archdiocese of Toronto – Eastern Rite Churches in Communion with Rome
(<http://www.archtoronto.org/discipleship/RCIA/File%205%20Part%20IV%20Appendices.pdf>)

Purpose:

This Policy provides the conditions by which children may be admitted to the Toronto Catholic District School Board and placed in an elementary school operated by the Board consistent with the exercise of the Board's denominational rights under section 93 of the Constitution Act, 1867, and as recognized in section 19 of the Ontario Human Rights Code.

Scope and Responsibility:

The policy extends to all elementary schools of the TCDSB, except where provided for otherwise. The Director of Education is responsible for this Policy.

The placement of a pupil under this Policy in a particular program or school does not constitute a commitment of the Board to provide transportation; entitlement thereto is governed by the Transportation Policy then in force.

Alignment with MYSP:

Living Our Catholic Values
Fostering Student Achievement and Well Being
Strengthening Public Confidence

Financial Impact:



POLICY SECTION: STUDENTS

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: Admission and Placement of Elementary Pupils

POLICY NO: S.A. 01

May have a financial impact based on enrolment.

Legal Impact:

Under the Education Act, a resident pupil has the right to attend an English-language, publicly funded Roman Catholic district school board.

Policy:

By embracing the opportunities and challenges of providing an equitable learning environment, the Toronto Catholic District School Board will admit a student to a TCDSB school provided that the student meets specific criteria as per the Ministry of Education statutes and regulations, and TCDSB policies. The TCDSB is committed to fostering the spiritual growth of all students, allowing them to become citizens of the world who live their lives in accordance with our Gospel values.

Regulations:

1. The TCDSB will admit a student to an elementary school:
 - i. who is a Resident Pupil with the right to attend school as per Sections 32 and 33(3) of the Education Act;
 - ii. who is Catholic or a member of an Eastern Rite church in communion with the See of Rome;
 - iii. who is not Catholic, but whose parent/guardian is Catholic and resides in the City of Toronto;
 - iv. whose residential address falls within the Full Day Kindergarten (FDK) program defined boundary, established and implemented between 2010 and 2014, which is now the fixed attendance boundary of a particular school (refer also to Regulation 7);
 - v. whose parent/guardian, being a resident in the City of Toronto, is able to direct support to Catholic Schools as per Section 33(3) of the Education Act;
 - vi. whose parent/guardian is attending the Rite of Christian Initiation of Adults (R.C.I.A.), or the student is over the age of 7 and attends the Rite of Christian Initiation of Children (R.C.I.C.) Program. Catechumens who do not successfully complete the R.C.I.A. /R.C.I.C. program, as established by the parish, and are not brought into the Catholic faith, shall not be re-admitted to any TCDSB elementary school the following September.



POLICY SECTION: STUDENTS

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: Admission and Placement of Elementary Pupils

POLICY NO: S.A. 01

2. The following original documents are required for registration and admission to an elementary school:
 - i. Proof of Catholicity as evidenced by: Baptismal Certificate; First Communion Certificate; Confirmation Certificate; letter from Catholic Parish Priest attesting to Parent/s Catholicity; letter from Catholic Parish Priest confirming registration in R.C.I.A./R.C.I.C. program and the date they will be brought into the Catholic Faith.
 - ii. Proof of Age as evidenced by any of a Birth Certificate; Passport; Statement of Live Birth.
 - iii. Status in Canada as evidenced by proof of Canadian Citizenship; Permanent Resident Status; or any other valid status as per the Education Act, Sections 49(7) and 49.1, excluding those on valid Visitor Permits. In accordance with Section 49.1 of the Education Act, students with 'no status' shall not be denied admission to a TCDSB elementary school (refer to Regulation 11).
 - iv. Proof of residency as evidenced by Ownership/Tenant Lease Agreement; Utility Bill; Bank Statement; Phone Bill.
 - v. Immunization Record.
 - vi. An Application for Direction of School Support documentation, which must be signed by the owner/tenant at the time the elementary student is registered.
3. Provided that all admission requirements have been met, the student will be placed in his/her home school in accordance with normal registration protocol. An application for registration is not complete until all required documents are submitted, as per Regulation #2. The order of applicants will be determined by date and time of completion of initial application for registration. In cases where all required documentation is not received by the school, parents/guardians may request additional time to submit the documents. The time frame within which to submit the documentation shall be determined by the school principal or designate.
4.
 - a) Pupils, who have siblings already enrolled in the requested school who are returning for the next school year, shall be considered as the first priority for registration, followed as a second priority by in-boundary students, subject to date and time requirements as per normal application for registration protocol. The Board recognizes the importance of the family unit and will undertake its best efforts, within the context of this Policy, to place siblings at the same school.
 - b) Resident pupils living outside the fixed attendance boundary of a school which offers regional or specialized programs, who have siblings already enrolled in these programs at the



POLICY SECTION: STUDENTS

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: Admission and Placement of Elementary Pupils

POLICY NO: S.A. 01

requested school and who are returning for the next school year, shall not be considered for automatic admission to the school unless it is for enrolment in a specialty program. Where space and program availability permit, the school principal in consultation with the school superintendent and Planning staff, may admit an out-of-boundary sibling to the regular track program. Students currently in a specialized program with a sibling enrolled in the 2014-2015 school year shall be grandfathered until graduation.

5. Students requesting placement at a school other than their home school can make an application at the requested school but are not guaranteed placement.
6. Elementary students whose primary residence is outside the City of Toronto shall be admitted to a TCDSB school if all of the following criteria are met:
 - i. the student is Catholic;
 - ii. space is available in the TCDSB school requested; and
 - iii. the non-resident parent/guardian is an English-separate school supporter in the jurisdiction in which they reside.
7. In schools with a utilization rate of 80% or less of the Ministry rated capacity (determined by October 31st by the school principal in consultation with Planning staff), the school principal will accept out of boundary students in advance of the wait list date of the last business day of April.
8. Should a request exceed available space at the requested school, the student will be placed on a wait list and will be considered for placement according to the priorities identified below. In December, the school principal shall inquire with parents/guardians whether it is anticipated that siblings of returning students will be seeking admission for the following school year.
 - i. Priority 1 – Siblings of students already attending school, who will be returning for the following school year.
 - ii. Priority 2 – Students whose primary residence is situated within the fixed attendance boundary of the requested school.
 - iii. Priority 3 - Students attending licensed childcare, including licensed home childcare, within the fixed attendance boundary of the requested school.
 - iv. Priority 4 – Students receiving childcare within the fixed attendance boundary of the requested school.
 - v. Priority 5 – Students residing in the City of Toronto.
 - vi. Priority 6 – Students residing outside the City of Toronto.



POLICY SECTION: STUDENTS

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: Admission and Placement of Elementary Pupils

POLICY NO: S.A. 01

9. Excluded from the placement procedures are those students who will be placed by the following processes:
 - i. Identification Placement Review Committee;
 - ii. Safe Schools;
 - iii. Early French Immersion;
 - iv. Extended French program; or
 - v. any other specialty programs.
10. Provided that all admission requirements are met and supporting documents are received, students new to Canada will be admitted to the TCDSB and placed in a school if they are:
 - i. Canadian Citizens, Permanent Residents or Refugee Claimants;
 - ii. students who are here while their parent(s) is under: a Work Permit, Visiting Forces Act, Diplomatic status or as a full-time student at an accredited Toronto College or University;
 - iii. living with their parent(s) who reside in the City of Toronto while awaiting their Work Permit or determination of their claim to become Permanent Residents.
11. Students residing with their parents who are in Canada without valid immigration status will not be denied admission to a TCDSB elementary school, consistent with the provisions of Section 49.1 of the Education Act.
12. Where a child is presently registered in a TCDSB elementary school and, due to family circumstances, must be temporarily relocated in a youth shelter, the student will be placed in another TCDSB school, and the student's Ontario School Record will be transferred in accordance with TCDSB procedures.
13. A VISA student will be admitted to the TCDSB and placed in a school as per the requirements in Regulations #1 and #2.
14. In those circumstances where a VISA student does not have, or cannot produce, a valid Baptismal Certificate, the parent-appointed custodian and/or the homestay provider with whom the student is residing must be Catholic. Initial placement of the student will be coordinated by International Education Program staff of the Continuing Education Department.



POLICY SECTION:	STUDENTS
SUB-SECTION:	ADMISSIONS AND PLACEMENT
POLICY NAME:	Admission and Placement of Elementary Pupils
POLICY NO:	S.A. 01

Definitions:

Application for Direction of School Support

An Application for Direction of School Support form allows Roman Catholics and members of the Eastern Catholic Churches to direct their school support designation to English Separate. Otherwise, school support designation defaults to English Public as per Section 16(4) of the Assessment Act.

Catechumen

A person who is taught according to the principles of Christianity.

Constitution Act, 1867, Section 93

The general Act created the Dominion of Canada in 1867, and provided powers to the provinces to exclusively make laws for education. Those denominational rights granted to separate (Catholic) schools prior to the Constitution Act would be guaranteed.

Custodian

A custodian is a Canadian citizen or permanent resident designated by parents/guardians to provide care and be responsible for their minor child while he/she studies in Canada for a fixed period of time (temporary). All minor students participating in the TCDSB International Education Program must be assigned to a custodian, who will act in place of the parent.

Early Learning

Also known as Full Day Kindergarten.

Eastern Rite Church

An Eastern Rite Church is any Eastern Catholic church entrusted to the pastoral government of the Roman Pontiff, in primacy over the universal Church.

<http://www.archtoronto.org/discipleship/RCIA/File%205%20Part%20IV%20Appendices.pdf>

FullDay Kindergarten Program (FDK)

The FDK program is a two year school program for children ages 4 and 5 years old.

Guardian

A person who has lawful custody of a child, other than the parent of the child.



POLICY SECTION:	STUDENTS
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Home School

School which is located within the Board approved Full Day Kindergarten boundary or fixed attendance boundary (JK-Grade 8) where applicable, and in which boundary is situated the student's residential address.

Homestay

A homestay placement typically occurs when an International Student lives with a local family. The homestay family is selected by the parents with the assistance of the custodian. The student would typically be provided with a private bedroom, shared bathroom facilities along with three meals a day. The family would eat with the student and provide guidance and support as required. In most cases the custodian would provide consent for the homestay mother and/or father to contact the school as required. The school should request this authorization when admitting the student.

Identification Placement Review Committee

Regulation 181/98 of the Education Act requires that all school boards establish an Identification Placement and Review Committee (IPRC) for the purpose of identifying whether a student is deemed 'exceptional' according to the categories and definitions of exceptionalities provided by the Ministry of Education; and further to assign such a student to one of five 'placements' ranging from the regular classroom to a fulltime special education class. The IPRC must be composed of at least 3 people, one of whom must be either a principal or supervisory officer of the board. The IPRC reviews the identification and placement of exceptional students each year.

Ontario Human Rights Code, Section 19

While the Human Rights Code prohibits discrimination and provides equal treatment for all people in Ontario with respect to a number of categories, Section 19 recognizes that the Code will not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the Constitution Act, 1867 and the Education Act.

Rite of Christian Initiation for Adults/Children (RCIA/RCIC)

This program is offered by the Roman Catholic Church through parishes of the diocese, to those adults seeking to enter the Roman Catholic Church. The Church welcomes the candidates and provides pastoral formation in preparation for Baptism, First Eucharist and Confirmation at the Easter Vigil. For children to be involved in the RCIC program, the catechetical age is seven (7).



POLICY SECTION: STUDENTS

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: Admission and Placement of Elementary Pupils

POLICY NO: S.A. 01

Section 32.(1) of the Education Act: Resident Pupil right to attend school

A person has the right, without payment of fee, to attend a school in a school section, separate school zone or secondary school district, as the case may be, in which the person is qualified to be a resident pupil.

Section 32.(2) of the Education Act: Admission without Fee

Despite the other provisions of this Part, but subject to Subsection 49(6), where it appears to a board that a person who resides in the area of jurisdiction of the board is denied the right to attend school without the payment of a fee, the board, at its discretion, may admit the person from year to year with the payment of a fee.

Section 33.(3) of the Education Act: Resident pupil qualification: elementary English-language separate district school boards and elementary Roman Catholic school authorities

Subject to Sections 44 and 46, a person who attains the age of six years in any year is, after September 1 in that year, qualified to be a resident pupil in respect of a separate school zone of an English-language separate district school board or a Roman Catholic school authority for elementary school purposes until the 1st school day in June in the year in which he or she attains the age of 21 years if:

- a) the person resides in the separate school zone; and
- b) the person's parent or guardian who is a separate school supporter and who is not a French-language separate district school board supporter resides in the separate school zone.

Sibling

A brother or sister currently enrolled in, and who will be returning for the next academic school year, to the same school that has been requested by the applicant.

Specialty Programs

For purposes of Regulation 4 b) and Regulation #9, specialty programs may include future 'specialty schools'.

Study Permit

International Students who wish to study in Canada for more than six months require a Study Permit from Citizenship and Immigration Canada (CIC). A study permit is not required if they are in a program lasting less than six months. A study permit alone does not allow access into a country and a Temporary Resident Visa is typically issued with the Study Permit. Study Permits must be renewed thirty days before they expire. Expired Study Permits cannot be extended from within Canada.



POLICY SECTION:	STUDENTS
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Temporary Resident VISA Student

All International Students studying in a program that lasts more than six months must have a Temporary Resident Visa. High school students are typically only issued a Study Visa. Students wishing to exit and return to Canada must ensure that they request a multi-visit Entry Visa that expires subsequent to their anticipated return.

Utilization Rate

Based on the Ministry rated capacity of a school building and a school's enrolment, and taking into account contractual staffing obligations, this refers to the amount of space in a school used for school purposes expressed as percentage of enrolment over capacity.

Evaluation and Metrics:

1. An annual report of elementary student enrolment will be provided to the Board as per the Rolling Calendar of Annual Standard Reports.



POLICY SECTION: **SCHOOLS**

SUB-SECTION: **PROGRAM**

POLICY NAME: **ELEMENTARY FRENCH
PROGRAMMING**

POLICY NO: **S.P. 02**

Date Approved: June 11 th , 2015	Date of Next Review: 2019	Dates of Amendments: October 1986; April 2006
<p>Cross References Elementary School Admissions S.A. 01 S.T. 01 Transportation S.T. 05 Program Transportation School Accommodation Review S. 09</p> <p>To be Consolidated: French As A Second Language (FSL) S.P. 02 Establishment of an elementary Extended French Centre (FSL) S.P. 03 Review of Elementary Extended French Centre (FSL) S.P. 04 Elementary French Immersion S.P. 10</p>		
Appendix A -		

Purpose

This Policy provides the conditions by which all Elementary French programming in the Toronto Catholic District School Board shall be governed. The policy considers how children shall be admitted to Toronto Catholic District School Board for placement in an Elementary French Immersion or Extended French program.

Scope and Responsibility

This policy extends to all elementary schools of the board offering French as a Second Language programming, and more specifically also to those schools



POLICY SECTION:	SCHOOLS
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designated as French Immersion or Extended French program learning centres. The Director of Education is responsible for this policy.

Alignment with MYSP

Student Achievement and Well-Being
Living Our Catholic Values
Strengthening Public Confidence

Financial Impact

May have financial impact based on enrolment. Further there are noteworthy costs associated with expanding the number of French Immersion or Extended French program learning sites. The board receives funding for Core French instruction beginning in grade 4.

Legal Impact

The board has a legal obligation to provide Core French instruction commencing in grade 4. There are no obligations under the Education Act for the provision of Extended French and French Immersion programs.

Policy

This policy provides the conditions that govern French language and French culture instruction in all elementary schools of the Toronto Catholic District School Board. This policy further provides the conditions by which children shall be admitted and placed into the Elementary Extended French and French Immersion Centres of the Toronto Catholic District School Board. It further establishes the criteria for the review of Elementary Extended French and French Immersion programs.



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Regulations

1. The Core French program shall be taught in all TCDSB English language schools, per the collective agreement requirements for grades 1 to 4 and grades 5 to 8.
2. All students from grades 1 to 8 shall be required to participate in the Core French program.
3. All student-teacher pupil ratios within a French as a Second Language program will be consistent with contractual obligations under the current collective agreement with the Toronto Elementary Catholic Teacher (TECT) federation.
4. a) Notwithstanding regulation 2, the temporary exemption of certain elementary students from Core French instruction may be approved by the local supervisory officer, in conjunction with the Superintendent of Special Services, where it is established that the student is not profiting from the French program and would be better served by differentiated special education programming. Such an exemption should be determined through the Identification and Program Review Committee (IPRC). This does not preclude providing accommodation or modification for pupils entitled to those provisions through an Individual Education Plan.

b) The principal shall arrange and be responsible for a profitable learning experience on the part of the student being exempted from the French Core program, during the French period.
5. All French language based instruction in Core French classes, in Extended French classes and in French Immersion classes will be



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consistent with the Ministry of Education *A Framework for French as a Second Language in Ontario Schools K-12*, (2013).

6. All Elementary Extended French As a Second Language Centers for students attending English language schools shall be established within the context of the board's Long Term Accommodation and Program Plan for Elementary Schools and shall be approved by the Board of Trustees upon the recommendation of the Director of Education. Factors that shall be considered in their development are:
 - a) Potential to populate the program based on students desiring to attend a bilingual program.
 - b) Financial implications of implementing the program
 - c) Availability of classroom space in the proposed host school.
7. The Elementary Extended French as a Second Language program shall begin in grade 5, and each site shall serve a regional boundary area, as identified in Appendix B.
8. The minimum number of students recommended to commence an Elementary Extended French as a Second Language program the first year in grade 5 will be consistent with the Ministry of Education Pupil-Teacher Ratio (PTR) average for the junior-intermediate division, per the current collective agreement with the Toronto Elementary Catholic Teachers (TECT) federation.
9. Students attending the Elementary Extended French As a Second Language program may be drawn from the host school in which the program will be located and/or from within the regional boundary area (per Appendix B). Admission shall be administered by the following considerations:



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- a) All students of the TCDSB will fall into a boundary for one of the identified Elementary Extended French as a Second Language Centres. The TCDSB Community School Locator will identify the appropriate Elementary Extended French Centre based on residential address of the pupil. (Per Appendix B)
- b) All students in grade 4 have the opportunity to declare an interest in attending an Elementary Extended French as a Second Language Centre.
- c) It is recommended that as parents make their determination regarding programming for their child, that consultation take place with the grade 4 FSL and classroom teacher, to assess the likelihood that any pupil applying to an Elementary Extended French as a Second Language Program will experience success studying within an Extended French as a Second Language program. Parents shall be informed of teacher recommendation. Per regulation 4a) this does not preclude providing accommodation or modification for pupils entitled to those provisions through an Individual Education Plan.
- d) Pupils who will be admitted into the Extended French as a Second Language Program will be placed in accordance with normal registration protocol from those endorsed as candidates per the protocol identified in regulation 9c). The order of applications will be determined by date and time of completion of initial application for registration. Pupils applying to the Extended French Program within the first month of registration, who have an older sibling returning to the Extended French Program the following year, will be given first priority regardless of date and time stamp.
- e) Resident pupils who live within the regional boundary for a particular Extended French as a Second Language Program who are applying to the English stream of the Extended French Centre, and who have a sibling enrolled in the regional program, will not be considered for



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automatic admission, but rather will be governed by S.A. 01
Admission and Placement of Elementary Pupils Policy.

- f) Subject to availability of space, non-resident pupils will be considered subsequent to the placement of all resident pupils who have expressed interest in admission to the Extended French as a Second Language program, per Regulations a) through e) above.
- 10. If a pupil is admitted to a regional Extended French as a Second Language Program and the host school for the program is not their English language home school, and the pupil does not remain in the Extended French program, he/she may be asked to return to their “home school” if there is not space available in the English stream of the host school.
- 11. Provision of transportation for pupils attending this program will be in accordance with the transportation policy. The placement of a pupil under this policy does not constitute a commitment of the Board to provide transportation.
- 12. The viability of an Elementary Extended French Centre shall be reviewed when low enrolment levels create organizational or program difficulties. A school review committee will be established in November of the school year upon the recommendation of the Director of Education if:
 - a) enrolment of the Extended French Centre has declined to fewer than 80 students (grades 5-8) on the 30th of September;
 - b) a request has been received through the principal from the Catholic School Parent Council to initiate such a process.
- 13. A review committee for an Elementary Extended French Centre per Regulation 12 would consist of the following individuals:
 - a) The area Superintendent (Chair)



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- b) The Principal of the Extended French Centre
 - c) Two parents of a students enrolled in the center; one from the English track and one from the Extended French track.
 - d) A representative from the Catholic School Parent Advisory Council
 - e) A student in the program (non-voting member)
 - f) A trustee in whose ward the school is located.
14. The advisory review committee will make a recommendation based upon the following considerations:
- a) The projected enrolment of the school/regional family of schools;
 - b) The ability of the Centre to provide an effective, viable Extended French program;
 - c) The effect that the Extended French program has on the overall school;
 - d) The effect the phasing out of the program will have on the school/family of schools.
 - e) The budget and fiscal considerations as a result of the program.
15. Where the school review committee concludes that the Extended French Centre should be phased out, a recommendation will be made to the Board of Trustees through the Director.
16. Elementary French Immersion programs in schools of the Toronto Catholic District School Board shall be established within the context of the board's Long Term Accommodation and Program Plan for Elementary Schools and shall be approved by the Board of Trustees upon the recommendation of the Director of Education. Factors that shall be considered in establishing French Immersion Centres are:
- a) Potential to populate the program based on students desiring to attend a French Immersion program.
 - b) Financial implications of implementing the program



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- c) Availability of classroom space in the proposed host school.
 - d) Availability of staff to deliver the program.
 - e) Consultation with the school community and community-at-large to assess desire for the program, consistent with the Community Engagement policy.
17. a) Where a French Immersion program is established it will be introduced at the Junior Kindergarten level.
- b) When a French Immersion program is established in a school currently operating as an Extended French Centre, the Extended French program will be phased out as the French Immersion program is phased in throughout all grades.
18. Where a decision is made to proceed with offering a French Immersion program, the following enrolment criteria will be met by June 1st, for the following September:
- The recommended minimum number of students to commence an Elementary Immersion program in the pre-primary in the first year will be consistent with the Board pupil-teacher ratio average loading for the Early Learning Program, per the current collective agreement with the Toronto Elementary Catholic Teachers (TECT) federation.
19. Location of French Immersion Programs are regional and should serve families of schools and act as Centres for a larger geographic area. Students attending the Elementary French Immersion program may be drawn from the regular school boundary in which the program will be located and/or from a larger family of schools. TCDSB supports a dual track vision for the delivery of French Immersion. Admission caps for each of the two tracks will be set on an annual basis in conjunction with the Planning department, the Superintendent of the school and the local staff, with a goal of maintaining a healthy, viable programs in both tracks. Admission shall be administered by the following considerations:



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- a) Priority 1: Resident pupils who are applying to the French Immersion Program who have a sibling enrolled in the same French Immersion School who will be returning the next year.
- b) Priority 2: Pupils who live within the regular school boundary of the French Immersion School.
- c) Priority 3: All pupils who live within the larger regional family of schools may apply for admission, but placement in the French Immersion Program will only occur if space permits, and based on a date, time stamp process (per regulation 19e).
- d) Any pupil may be a candidate for admission to an Elementary French Immersion program when entering at a pre- primary grade level.
- e) Pupils who will be admitted into the French Immersion Program will be placed in accordance with normal registration protocol. The order of applications will be determined by date and time of completion of initial application for registration.
- f) Resident pupils who live within the regional boundary and who request the English stream in the dual track French Immersion school, who have a sibling enrolled in the regional program will not be considered for automatic admission, but rather will be governed by S.A. 01 Admission and Placement of Elementary Pupils Policy.
- g) If application has been made to a French Immersion Program that has exceeded capacity, redirection will be offered to both the closest French Immersion Program site with space and/or to the home school or closest proximate school to the pupil's residential address, with space in English track programming.



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- h) All single track French Immersion schools established before the adoption of this policy will be grandfathered.
21. Provision of transportation for pupils attending the French Immersion programs will be in accordance with the transportation policy. At the present time TCDSB provides no transportation for French immersion.
22. The viability of an Elementary French Immersion Centre shall be reviewed when low enrolment levels create organizational or program difficulties. A school accommodation review committee will be established in November of the school year upon the recommendation of the Director of Education if:
- a) the minimum number of junior and/or senior kindergarten registrants falls below twenty students in a given year;
 - and/or
 - b) a request has been received through the principal from the Catholic School Parent Council to initiate such a process.

The School Accommodation Review Committee will be guided by Policy S. 09 School Accommodation Review.

Definitions

Core French:

Students learn French as a subject. At the elementary level, students must accumulate a minimum of 600 hours of French instruction by the end of Grade 8.

Note: At the secondary level, academic, applied and open courses are offered for Grades 9 and 10; university preparation and open courses are offered for Grades 11 and 12.



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Dual Track:

Schools which offer core programming in two languages, French and English.

Extended French:

Students learn French as a subject and French serves as the language of instruction in at least one other subject. At the elementary level, a minimum of 25 per cent of all instruction is provided in French. In TCDSB Extended French as a Second Language Centres begin in grade 5.

Note: *At the secondary level, academic courses are offered for Grades 9 and 10; university preparation courses are offered for Grades 11 and 12. In the Extended French program, students accumulate seven credits in French: four are FSL language courses and three are other subjects in which French is the language of instruction.*

French Immersion:

Students learn French as a subject and French serves as the language of instruction in two or more other subjects. At the elementary level, *at least* 50 per cent of all instruction is provided in French. In TCDSB French Immersion programs begin at Junior Kindergarten.

Note: *At the secondary level, academic and applied courses are offered for Grades 9 and 10; university preparation and open courses are offered for Grades 11 and 12. In the French Immersion program, students accumulate ten credits in French: four are FSL language courses and six are other subjects in which French is the language of instruction.*

Single Track:

School which offer core programming in only one language: English or French.



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Metrics

1. A review of all French programming will occur within the cycle of curriculum review and will be consistent with all Ministry of Education curriculum Guideline revisions.
2. The viability and cost-effectiveness of all Extended French and French Immersion program sites will be reviewed and considered with the context of the board's Long Term Program Plan.



REPORT TO

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

**TCDSB WORKFORCE CENSUS: WE BELONG; WE
ARE TORONTO CATHOLIC**

So we, who are many, are one body in Christ, and individually we are members one of another. Romans 12:5

Created, Draft	First Tabling	Review
March 14, 2019	April 4, 2019	Click here to enter a date.

N. D'Avella, Superintendent Equity, Diversity, Indigenous Education & Community Relations
A. Della Mora, Superintendent of Human Resources and Employee Relations
M. Vanayan, Sr. Coordinator - Educational Research
M. Artuso, Research Associate

RECOMMENDATION REPORT

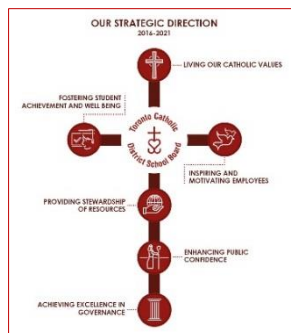
Vision:

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

The Toronto Catholic District School Board maintains its commitment to equity and inclusion as ever-present goals, critical responsibilities, and moral imperatives.

This report presents a proposed survey tool for implementation of the *TCDSB Workforce Census: We Belong; We Are Toronto Catholic*. The survey instrument was designed in collaboration with all TCDSB employee groups.

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

B. PURPOSE

This report:

- i. provides background information on the purpose and scope of workforce census;
- ii. outlines the development of the workforce census survey instrument *We Belong; We Are Toronto Catholic*; and
- iii. recommends the adoption of the workforce census survey instrument.

C. BACKGROUND

1. The *TCDSB Workforce Census: We Belong; We Are Toronto Catholic* initiative supports the equity goals articulated in the Multi-Year Strategic Plan and fulfils the TCDSB's Equity Action Plan Priority Action 2 and supporting actions in the domain of Data Collection Integration and Reporting.
2. Through the voluntary, confidential, and anonymous collection of identity based data from all employees of the Board, the *TCDSB Workforce Census: We Belong; We Are Toronto Catholic* Workforce Census will help to:
 - paint a picture of who we are as a workforce community;
 - identify strengths and barriers to equity and inclusion; and,
 - develop and implement plans and supports to address workplace equity.

3. The *TCDSB Workforce Census: We Belong; We Are Toronto Catholic* was developed in collaboration with all employee associations and federations through their representation on the Workforce Census Advisory Committee.
4. The Workforce Census Advisory Committee, under the leadership of the Superintendent of Equity, Diversity, Indigenous Education and Community Relations, has met 5 times to review and revise questions.
5. All TCDSB employee groups approved the attached version of *TCDSB Workforce Census: We Belong; We Are Toronto Catholic* (Appendix A) and are prepared to jointly endorse it with management.

D. EVIDENCE/RESEARCH/ANALYSIS

1. With support and direction from the Ontario's Anti-Racism Directorate (first established in February 2016), all school boards in Ontario have been guided to collect voluntarily-provided identity-based statistics to help inform practices and sustain progress on equity and inclusion at all levels.
2. In June 2017, the Ontario Ministry of Education invited the TCDSB to join a group of 15 district school boards to begin discussion on the collection of identity-based data and to inform the development of a consistent protocol for Ontario.
3. While some Ontario school boards have completed their Workforce Survey (e.g., Peel District School Board in 2016-17; Durham District School Board in 2017-18; Dufferin Peel Catholic District School Board in 2018-2019), others are either currently engaged in collecting this information or are still in the planning stage.
4. The guidance provided to Boards through the Ministry of Education identify the following elements as key to successful implementation include:
 - Develop the survey tool in consultation with an advisory committee, consider privacy, and data confidentiality;
 - Collect the data with a communication campaign and survey strategy including *Frequently Asked Questions*;
 - Conduct an employment systems review to analyse systemic inequalities.

5. The survey in Appendix A was developed in consultation with all TCDSB employee groups and consistent with the above guidelines.

E. ACTION PLAN

The following actions and timelines are proposed:

1. By November 2019, the TCDSB will implement the workforce survey guided by practices that have been demonstrated to be effective in other Ontario jurisdictions;
2. By February of 2020, results of the survey will be made available publicly describing who we are as a workforce community; and
3. By June 2020, a gap analysis will have been conducted and a plan of action will be developed to address any gaps towards continued progress on equity and inclusion.

F. COMMUNICATION PLAN

1. A communication plan will be developed and implemented between the spring and fall of 2019.
2. The plan will entail participation and involvement of all employee groups.

G. METRICS AND ACCOUNTABILITY

1. There will be report to Board with the results of the Workforce survey in February 2020.
2. There will be a report to Board with findings of the gap analysis and a plan to address any gaps in June 2020.

H. STAFF RECOMMENDATION

It is recommended that the Board endorse the workforce survey instrument (Appendix A) for the implementation of the *TCDSB Workforce Census: We Belong; We Are Toronto* as described in this report.

We Belong: We are Toronto Catholic **Workforce Census**

Dear Colleague,

You are invited to participate in the *We Belong: We are Toronto Catholic Workforce Census*, and count yourself in the picture of Toronto Catholic District School Board (TCDSB) workforce.

Why a workforce census?

Together, we represent the diversity of the communities in which we live and work. The workforce census will help us to:

- paint a picture of who we are as a workforce community;
- identify strengths and barriers to equity and inclusion; and
- develop and implement plans and supports to address workplace equity.

As a Catholic learning community, we are inspired and guided by the Gospel in our pursuit of equity as a value rooted in our faith. It is our Christian call to act with intentionality to ensure those we serve are treated with respect and dignity as brothers and sisters in Christ.

As you are aware, the TCDSB is advancing its commitment to equity and inclusion at all levels of our system. The Workforce Census supports the Board's *Equity Action Plan*, the *Multi-Year Strategic Plan*, the *Board Learning Improvement Plan* and the *Three-Year Pastoral Plan*; *We Belong*; *We Believe*; *We Become* in its goal to achieve equity of outcomes for all.

Your participation in the Workforce Census will help the TCDSB achieve this goal. Through our collective diversity, we can inspire success, confidence and hope in each other.

The Workforce Census is anonymous, confidential and voluntary.

This data collection initiative reflects the TCDSB's commitment to the principles of the Ontario *Human Rights Code*, and is aligned with privacy legislation. You will not be asked to provide your name, contact information, employee number, IP address, or information that can uniquely identify you. In addition, all of our reports will be aggregated (grouped) to further maintain anonymity. We will not be analyzing and reporting census results of individuals. No information about groups fewer than 10 will be reported to ensure anonymity.

Timelines for the workforce census

The workforce census will take approximately 10-15 minutes to complete, and will **open <Date> at 8 a.m. and close <Date> at 8 p.m., 2019**. Please complete the Workforce Census by <Date>. Results will be shared (when?).

Thank you for counting yourself in. *We Belong*.

1. Please select the federation, union, association or non-union group which reflects your primary job responsibility in the TCDSB. (*Choose one only.*)

<input type="radio"/> APSSP
<input type="radio"/> CONTINUING EDUCATION EMPLOYEES (VARIOUS – UNION/UNORGANIZED)
<input type="radio"/> CUPE LOCAL 1280, CUSTODIAL AND MAINTENANCE STAFF
<input type="radio"/> CUPE LOCAL 1328, OFFICE, CLERICAL AND TECHNICAL EMPLOYEES
<input type="radio"/> CUPE LOCAL 1328, SCHOOL BASED EDUCATIONAL SUPPORT STAFF
<input type="radio"/> CUPE LOCAL 1328, ADULT ESL INSTRUCTOR, INSTRUCTORS IN CHARGE
<input type="radio"/> CUPE LOCAL 1328, ADULT ESL NURSERY INSTRUCTORS, INSTRUCTORS IN CHARGE
<input type="radio"/> CUPE LOCAL 1328, SECONDARY SCHOOL SUPERVISORS OF STUDENTS
<input type="radio"/> CUPE LOCAL 3155, INTERNATIONAL LANGUAGE INSTRUCTORS
<input type="radio"/> DAILY AND LONG TERM ASSIGNMENTS - DESIGNATED EARLY CHILDHOOD EDUCATORS, UNORGANIZED
<input type="radio"/> DAILY AND LONG TERM ASSIGNMENTS – SUPPLY EDUCATION ASSISTANTS, SUPPLY UNQUALIFIED LIBRARY TECHNICIANS, UNORGANIZED
<input type="radio"/> ELEMENTARY PRINCIPALS, VICE-PRINCIPALS
<input type="radio"/> ELEMENTARY LUNCH TIME SUPERVISORS, UNORGANIZED
<input type="radio"/> ETFO, DESIGNATED EARLY CHILDHOOD EDUCATORS (DECE)
<input type="radio"/> NON UNION MANAGEMENT ASSOCIATION (MAPA) & SENIOR STAFF (DESIGNATED EXECUTIVES)
<input type="radio"/> OECTA, TECT – TORONTO ELEMENTARY CATHOLIC TEACHERS
<input type="radio"/> OECTA, TSU – TORONTO SECONDARY TEACHERS and MSGR FRASER INSTRUCTORS AND OVER 21
<input type="radio"/> SECONDARY PRINCIPALS, VICE PRINCIPALS
<input type="radio"/> SUPPLY INTERNATIONAL LANGUAGE INSTRUCTORS, SUPPLY EDUCATION ASSISTANTS, SUPPLY UNQUALIFIED TEACHERS, UNORGANIZED
<input type="radio"/> TEMPORARY EMPLOYEES (UNORGANIZED)
<input type="radio"/> TOTL, DAILY OCCASIONAL AND LONG TERM OCCASIONAL TEACHERS
<input type="radio"/> Not indicated above – <i>please specify (optional)</i> : _____
<input type="radio"/> Choose not to answer

2. a) Do you currently hold a position of responsibility? ☐ Yes ☐ No ☐ Choose not to answer

(e.g., chief, coordinator, head custodian, lead hand, manager, office manager, president of a federation, association or union, secondary school department head, supervisor)

Position of responsibility: means a position of responsibility within the bargaining unit for unionized staff. Additionally, position of responsibility applies to those who hold managerial positions and/or are expected to fulfill (and are compensated for) additional duties within the scope of their role. A position of responsibility does not necessarily imply management of other staff, but instead, could involve the management of workflow and/or workload assignment.

- b) If YES, are you currently in an acting position? ☐ Yes ☐ No ☐ Choose not to answer

3. Where is your primary work location?

<input type="radio"/> Catholic Education Centre (CEC) <input type="radio"/> Elementary school <input type="radio"/> Field centre / Field office <input type="radio"/> Maintenance shop/office/warehouse <input type="radio"/> Secondary school	<input type="radio"/> School-based itinerant locations <input type="radio"/> Other non-school based locations <input type="radio"/> Not indicated above – <i>please specify (optional):</i> _____ <input type="radio"/> Choose not to answer
--	---

4. a) Do you live in the City of Toronto? ☐ Yes ☐ No ☐ Choose not to answer

b) If NO, in which region do you live?

- ☐ Durham Region ☐ Halton Region ☐ Peel Region
☐ York Region ☐ Other Region ☐ Choose not to answer

5. What is your primary employment status with the TCDSB?

- ☐ Permanent or probationary full time
☐ Permanent or probationary part time
☐ Casual/occasional/temporary/contract/supply
☐ Not indicated above
☐ Choose not to answer

6. How long have you been employed with the TCDSB in any capacity from date of hire?

- ☐ Less than 1 year ☐ 1-5 years ☐ 6-10 years ☐ 11-15 years
☐ 16-20 years ☐ 21-25 years ☐ 26-30 years ☐ More than 30 years
☐ Choose not to answer

7. What is your **primary** work schedule? (Choose all that apply.)

<input type="radio"/> Days <input type="radio"/> Mornings <input type="radio"/> Afternoons	<input type="radio"/> Nights <input type="radio"/> Weekends <input type="radio"/> Choose not to answer
--	--

8. To which **AGE** group do you belong?

<input type="radio"/> Less than 20 years <input type="radio"/> 20-24 years <input type="radio"/> 25-29 years <input type="radio"/> 30-34 years	<input type="radio"/> 35-39 years <input type="radio"/> 40-44 years <input type="radio"/> 45-49 years <input type="radio"/> 50-54 years	<input type="radio"/> 55-59 years <input type="radio"/> 60-64 years <input type="radio"/> 65 years or older <input type="radio"/> Choose not to answer
---	--	---

9. When do you anticipate retiring from TCDSB?

<input type="radio"/> Less than 1 year <input type="radio"/> 1-5 years <input type="radio"/> 6-10 years <input type="radio"/> 11-15 years	<input type="radio"/> 16-20 years <input type="radio"/> 21-25 years <input type="radio"/> 26-30 years <input type="radio"/> More than 30 years	<input type="radio"/> Do not know/undecided <input type="radio"/> I'm retired and have returned <input type="radio"/> Choose not to answer
--	---	--

10. a) Do you consider yourself to be a person with a **DISABILITY**?

- ☐ Yes ☐ No ☐ Choose not to answer

b) What is the nature of your disability? (*Choose all that apply.*)

<input type="radio"/> Addiction <input type="radio"/> Chronic medical condition <input type="radio"/> Cognitive impairment <input type="radio"/> Dexterity (fine motor skills) <input type="radio"/> Intellectual/developmental <input type="radio"/> Hearing <input type="radio"/> Learning <input type="radio"/> Memory <input type="radio"/> Mental health	<input type="radio"/> Chronic pain <input type="radio"/> Physical, functional and/or mobility <input type="radio"/> Seeing/sight/visual <input type="radio"/> Speech <input type="radio"/> Not indicated above – <i>please specify (optional):</i> <hr/> <input type="radio"/> Don't know <input type="radio"/> I don't have a disability <input type="radio"/> Choose not to answer
---	---

11. Indicate your **GENDER**:

- ☐ Male
- ☐ Female
- ☐ Choose not to answer

12. What is the highest level of education you have completed?

<input type="radio"/> No school degree, certificate or diploma (<i>go to Q14</i>) <input type="radio"/> Secondary school diploma or equivalency certificate <input type="radio"/> Registered apprenticeship certificate <input type="radio"/> Other trades certificate or diploma <input type="radio"/> College certificate or diploma	<input type="radio"/> Bachelor's degree <input type="radio"/> Certificate or diploma above bachelor's level <input type="radio"/> Master's degree <input type="radio"/> Doctorate <input type="radio"/> Not indicated above – <i>please specify (optional):</i> _____ <input type="radio"/> Choose not to answer
--	---

13. Where did you complete your highest level of education?

- | | |
|---|--|
| <input type="radio"/> In Canada | <input type="radio"/> Outside of Canada |
| <input type="radio"/> Both inside Canada and outside Canada | <input type="radio"/> Choose not to answer |

14. In which country were you born? *Please specify (optional):* _____

15. a) Do you self-identify as an Indigenous person (that is, First Nations, Métis or Inuit)?

- ☐ Yes ☐ No ☐ Choose not to answer

b) If yes, with which Indigenous group do you best identify:

- ☐ First Nations ☐ Métis ☐ Inuit

16. Which best describes your **RACIAL BACKGROUND**? If you have a mixed background, choose all that apply.

<ul style="list-style-type: none"> <input type="radio"/> Black (e.g. African, Afro-Caribbean descent/Afro-Canadian) <input type="radio"/> East Asian (e.g. Chinese, Japanese, Korean) <input type="radio"/> Indigenous (First Nations, Métis, Inuk/Inuit) <input type="radio"/> Latino (e.g. Latin American or Hispanic descent) <input type="radio"/> Middle Eastern (e.g. Arab, Persian, or West Asian descent - Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.) 	<ul style="list-style-type: none"> <input type="radio"/> South Asian (Indian Subcontinent descent, e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.) <input type="radio"/> Southeast Asian (e.g. Cambodian, Filipino, Indonesian, Vietnamese, etc.) <input type="radio"/> White (e.g. European, North American, etc.) <input type="radio"/> Another racial group – <i>please specify (optional)</i>: _____ <input type="radio"/> Not sure <input type="radio"/> Choose not to answer
--	---

17. a) Do you consider yourself Canadian? ☐ Yes ☐ No ☐ Not sure ☐ Choose not to answer

b) What is your **ETHNIC** or **CULTURAL BACKGROUND**? *Please specify (optional)*: _____

For example, Arabic, Chinese, Colombian, Cree, Dutch, East Indian, English, French, Filipino, German, Guyanese, Hungarian, Inuit, Iranian, Irish, Italian, Jamaican, Korean, Lebanese, Métis, Mi'kmaq, Ojibway, Pakistani, Polish, Portuguese, Scottish, Somali, Sri Lankan, Trinbagonian, Ukrainian, etc.)

18. In which language(s) can you communicate fluently? (*Choose all that apply.*)

<ul style="list-style-type: none"> <input type="radio"/> Arabic <input type="radio"/> Bengali <input type="radio"/> Cantonese <input type="radio"/> Chinese [not otherwise specified – (n.o.s.)] <input type="radio"/> English <input type="radio"/> French <input type="radio"/> Greek <input type="radio"/> Gujarati <input type="radio"/> Italian <input type="radio"/> Korean <input type="radio"/> Mandarin <input type="radio"/> Punjabi 	<ul style="list-style-type: none"> <input type="radio"/> Persian (Farsi) <input type="radio"/> Polish <input type="radio"/> Portuguese <input type="radio"/> Russian <input type="radio"/> Spanish <input type="radio"/> Somali <input type="radio"/> Tagalog (Pilipino, Filipino) <input type="radio"/> Tamil <input type="radio"/> Urdu <input type="radio"/> Vietnamese <input type="radio"/> Other – <i>please specify (optional)</i>: _____ <input type="radio"/> Choose not to answer
--	---

19. Indicate the predominant **RELIGION** or **SPIRITUALITY** with which you identify:

<ul style="list-style-type: none"> <input type="radio"/> Christianity - Roman Catholicism <input type="radio"/> Christianity - Eastern Rite Catholicism <input type="radio"/> Christianity - Other forms of Catholicism <input type="radio"/> Other Christianity (for example, Anglican, Greek Orthodox, Ukrainian Orthodox, United, Protestant, Baptist, Mennonite) <input type="radio"/> Buddhism <input type="radio"/> Hinduism <input type="radio"/> Indigenous Spirituality <input type="radio"/> Islam <input type="radio"/> Judaism 	<ul style="list-style-type: none"> <input type="radio"/> Sikhism <input type="radio"/> Spirituality <input type="radio"/> No religious or spiritual affiliation <input type="radio"/> Another religion or spiritual affiliation. <i>Please specify (optional)</i>: _____ <input type="radio"/> Questioning <input type="radio"/> Do not know <input type="radio"/> Choose not to answer
---	--

20. Reflecting on your time at work, indicate your level of agreement for each of the following:

	Agree strongly	Agree	Not sure	Disagree	Disagree Strongly
a) I am satisfied with the amount of involvement I have in decisions that affect my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I feel I am rewarded (in terms of praise and recognition) for the level of effort I put out for my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) In the last 6 months, too much time pressure at work has caused me worry, "nerves" or stress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) In the last 6 months, I have experienced worry, "nerves" or stress from mental fatigue at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Questions 20. a) to d) are from: Shain, M. (2008). *Stress & Satisfaction Offset Score (SSOS) - A Self-Assessment*. Industrial Accident Prevention Association. Used with permission by the Author.]

21. Workplace equity means there is a feeling of inclusion, belonging, and opportunity for all employees regardless of age, disability, gender, racial background, ethnic or cultural background, or religion.

It is the vision for the TCDSB to ensure that there is equity in all aspects of the workplace including hiring and promotion practices.

With this vision in mind, please indicate whether any of the following have been barriers for you in the TCDSB workplace:	Yes	No	If YES, where in the workplace has the barrier been?
a) my age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Hiring <input type="radio"/> Opportunities for placement <input type="radio"/> Opportunities for promotion <input type="radio"/> Inclusion
b) my disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Hiring <input type="radio"/> Opportunities for placement <input type="radio"/> Opportunities for promotion <input type="radio"/> Inclusion
c) my gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Hiring <input type="radio"/> Opportunities for placement <input type="radio"/> Opportunities for promotion <input type="radio"/> Inclusion
d) my racial background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Hiring <input type="radio"/> Opportunities for placement <input type="radio"/> Opportunities for promotion <input type="radio"/> Inclusion
e) my ethnic or cultural background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Hiring <input type="radio"/> Opportunities for placement <input type="radio"/> Opportunities for promotion <input type="radio"/> Inclusion

f) my religion	○	○	<input type="radio"/> Hiring
			<input type="radio"/> Opportunities for placement
			<input type="radio"/> Opportunities for promotion
			<input type="radio"/> Inclusion

If you wish to discuss any barriers you are facing in your workplace, please contact your superintendent.

If you feel you are being bullied or harassed, either verbally, physically, or sexually in the workplace, speak to your immediate supervisor or contact the TCDSB Coordinator of Conflict Resolution, Employee Relations Department. Bullying behaviours and harassment are never appropriate.

Thank you for completing the survey!



REPORT TO

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

REPORT ON THE PERCEPTION OF GENDER INEQUITY AT THE SENIOR MANAGEMENT LEVEL

There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus. Galatians 3:28

Created, Draft	First Tabling	Review
February 20, 2019	April 4, 2019	Click here to enter a date.

Adrian Della Mora – Superintendent of Human Resources and Employee Relations
Linda Masselli-Jackman – Superintendent of Special Services
Nick D’Avella – Superintendent of Equity, Diversity, Indigenous Education, and Community Relations

INFORMATION REPORT

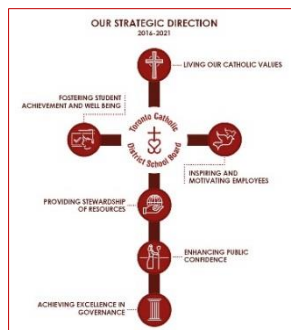
Vision:

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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

In support of equity principles expressed in its Multi-Year Strategic Plan and in its Equity Action Plan, the Toronto Catholic District School Board is fully committed to ensuring gender equity in leadership at all levels of the organization.

In response to a Board motion following a delegate's presentation on the perception of gender inequity in senior leadership, this report presents trend data on Leadership Appointments/Management Appointments by gender, by year across a range of academic and business leadership positions within the TCDSB from 2010 to 2018.

Further, it outlines key strategic actions and timelines to identify and address possible barriers to gender equity at the executive leadership level.

The cumulative staff time required to prepare this report was 15 hours.

B. PURPOSE

1. At the February 7, 2019 meeting of the TCDSB Student Achievement and Well-Being Catholic Education and Human Resources Committee, the Board received a delegate's presentation on the perception of inequity at the senior management level. Subsequent to the delegation, the Board passed the following motion:

“Received and referred to staff to come back in March, if possible, regarding the contents of the presentation.”

This report is a response to this motion.

2. The report addresses the delegate's perception, by presenting and analyzing Leadership Appointments/Management Appointments by gender, by year across a range of academic and business leadership positions from 2010 to 2018.

3. The report also outlines a strategic plan of action with timelines to identify and remove barriers in order to ensure gender equity in leadership.

C. BACKGROUND

At the February 7, 2019 meeting of the TCDSB Student Achievement and Well-Being Catholic Education and Human Resources Committee, a delegate presented the following statements:

1. “Improving the perception of equity at the senior management level will benefit the TCDSB in not deterring, possible, future applicants to management and senior management.”
2. “Based on a perception of a trustee and my own perception, there may be a male-female equity challenge at the senior management level. It is appropriate to address such a challenge, given societal systemic sexism, in the best interest of the TCDSB.”

Further, the delegate requested that the TCDSB:

- i. “set related benchmarks in the upcoming equity action plan (that is, express a desire for more representation of women at the senior management level); and
- ii. involve an external independent agency with expertise in education and equity in the process leading to the hiring of members of the senior management team.”

D. EVIDENCE/RESEARCH/ANALYSIS

Appendix A presents data on Leadership Appointments/Management Appointments by gender by year across a range of academic and business leadership positions within the TCDSB from 2010 to 2018. Appendix B provides a summary of academic and business organizational hierarchies which will help inform the interpretation of evidence.

Analysis and Key Observations Drawn from Data in Appendix A:

1. Three-hundred (300) females and two-hundred and two (202) males were appointed to leadership/management positions in a broad range of academic and business categories in the period from 2010 to 2018. This pattern of leadership/ management appointments represents a ratio of 1.5:1 female-to-male appointments.
2. Though the senior/executive team currently consists of 17 male members (11 academic and 6 non-academic) and 9 female members (5 academic and 4 non-academic), the 9-year (2010-2018) trend data reveal an overall ratio of female to male leadership appointments of 1:1 in the “Superintendent/Legal” leadership category.
3. During the period from 2010 to 2018, in school-level leadership, 110 females and 56 males were appointed as principals. In the same period, 126 females and 73 males were appointed as vice-principals. For principal level appointments, 2 females have been appointed to every male, a ratio of 2:1. For vice-principal level appointments, the ratio is 2:1 female-to-male appointments.
4. The preponderance of female appointments to school-level leadership positions over the last 9 years creates a substantial pool of female potential candidates for available academic superintendent senior level positions in the future. This strong female representation can ensure greater gender equity in senior academic leadership.
5. With 6 female appointments and 2 male appointments to the position of “Chief” across a variety of departments, in the last nine years, there has been strong female representation in this category.
6. Nine-year trend data show significant female representation (15 female appointments versus 7 male appointments) at the level of “Senior Manager”.
7. The underrepresentation in female appointment trends in the leadership categories of “Senior Coordinator” and “Manager” does not reflect the overall current gender balance within these two categories. In the “Senior Coordinator” category there are currently 7 females and 7 males. In the category of “Manager” there are 6 females and 6 males.

E. METRICS AND ACCOUNTABILITY

A gender-balanced team of senior leaders will be established. The team will implement a series of strategies designed to identify and address barriers to gender equity as follows:

Strategic Action	Timeline
1. Create a focus group consisting of aspiring academic and business women leaders to explore issues and challenges related to women in senior leadership roles. The focus group will help identify barriers, advise on their removal, and develop supports for women in leadership.	May, 2019
2. Working collaboratively with our Research Department, survey a random, representative sample of women currently in school-level and central-business leadership roles to identify possible structural barriers for women seeking senior leadership positions.	June, 2019
3. Use gender data from the May 2019 workforce census to identify possible systemic barriers for women aspiring to leadership positions.	September, 2019
4. Engage academic and business superintendents in the development and implementation of a sponsorship program to support women aspiring to senior leadership positions in both the academic and business fields. The program will include timely checkpoints to identify challenges and monitor overall effectiveness.	September, 2019
5. Hold a “Meet and Greet” evening for aspiring women leaders featuring presentations by retired and current TCDSB female executives on the “journey of leadership for women”.	September, 2019
6. Enhance the bank of existing professional learning resources supporting female executive development and make it accessible via the TCDSB intranet.	November, 2019

7. Conduct an inventory of school-level leaders and business leaders who are completing or have completed the Supervisory Officer Qualifications Program. Monitor female/male applications for upcoming leadership positions and ensure a bias-aware interview and selection process.	2019-2020
8. Depending on available funding, engage the expertise of an external consultant to advise the board on matters of gender equity in leadership.	

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Appendix A

LEADERSHIP/MANAGEMENT APPOINTMENTS 2010-2018

POSITION	2010		2011		2012		2013		2014		2015		2016		2017		2018		Total	
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Director			1					1							1				2	1
A.D. Academics							1						1		1				3	0
A.D. Facilities																	1		1	0
Exec SO / CFO														1			1		1	1
Superintendent/Legal	2	3	1	1	1	0	2	3	1	0	1	1	4	1	1	1	2	3	15	13
Principal	7	8	4	6	7	14	7	16	5	17	6	11	4	16	8	14	8	8	56	110
Vice Principal	8	8	10	16	7	14	13	19	7	21	4	9	3	6	8	18	13	15	73	126
Prog. Coordinator 1	1	2	2	1	1	1	1	1	0	4									5	9
Prog. Coordinator 2	0	1	0	0	0	0	1	0	2	0									3	1
Chiefs	0	2	0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	2	2	6
Sr. Coordinator	2	1	2	0	3	0	1	0	2	0	1	0	0	0	0	0	0	2	11	3
Coordinator	0	1	2	1	1	0	2	0	1	0	0	1	1	0	1	2	0	2	8	7
Senior Manager	0	5	2	4	1	2	1	0	0	0	0	0	0	2	1	0	1	2	7	15
Manager	1	2	4	0	2	0	0	1	2	0	0	1	1	0	2	3	3	1	15	8
TOTAL	21	33	28	29	24	31	29	42	20	42	13	23	14	26	23	39	30	35	202	300

⊗ Indicates coordinator 1 and 2 positions eliminated in 2015/ CIO position created in 2017

APPENDIX B – Organization Hierarchies

Academic Stream	Business Stream
Director of Education	Director of Education
↑	↑
Associate Director of Education, Academic Services	Associate Director of Facilities, Business & Community Development, CFO
↑	↑
Central & Field Superintendents, Legal	Central Superintendents, Chief Information Officer
↑	↑
Principals	Chiefs & Senior Coordinators
↑	↑
Vice Principals	Coordinators
	↑
	Senior Managers
	↑
	Managers



REPORT TO

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

LIBRARY TECHNICIAN RECRUITMENT STRATEGY

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

Created, Draft	First Tabling	Review
February 21, 2019	April 4, 2019	Click here to enter a date.
Adrian Della Mora, Superintendent of Human Resources & Employee Relations Mark Moffett, Sr. Coordinator, Academic Services, Human Resources		
INFORMATION REPORT		

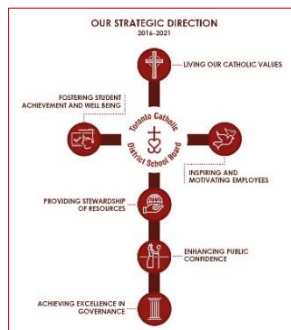
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Rory McGuckin
Director of Education

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 responds to the following Board motion flowing out of February 14, 2019, Corporate Services, Strategic Planning and Property Committee Regular Meeting:

That staff bring a report back to the April 4, 2019, Student Achievement Committee Meeting 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.

Staff was also tasked with developing a long-term recruitment plan for these vacancies while addressing a simultaneous and significant need to invest in building our recruitment capacity through the acquisition of additional recruitment staff and tools.

The cumulative staff time required to prepare this report was 7 hours.

B. PURPOSE

Staff was directed to investigate the possibility of assisting with educational programs to certify Library Technicians, investigate the availability of Teacher Librarian candidates for vacancies in the elementary panel and develop a long-term recruitment action plan for these positions.

C. BACKGROUND

1. The Recruitment section of the Human Resources department needs to acquire additional staff and tools, such as an electronic applicant tracking system, to effectively support the recruitment needs of the Board.
2. Our ability to actively and effectively recruit staff in the various occupational groups is adversely impacted by the current size of the Recruitment team, access to interview teams with the requisite expertise, training timelines, and available space to conduct interviews.

D. EVIDENCE/RESEARCH/ANALYSIS

1. **Library Technician Certification Assistance** – Seneca College has a 2-year Library Technician program as well as an accelerated 1-year program which cost approximately \$9,546 and \$6,996 respectively. The prerequisite for the 2-year program is an Ontario Secondary School Diploma whereas a degree or a post-secondary diploma is required for the accelerated 1-year program.

The limited size of graduating cohorts and strong demand restrict access to qualified candidates.

2. The TCDSB's constant need for elementary teachers to fill daily Occasional Teacher and LTO positions has eliminated our ability to use qualified teacher candidates for experiential purposes in Library Tech positions.

3. **Teacher Librarian Action Plan Implemented to Address Current Vacancies:**

- Revised our Careers Website and the Director's Bulletin with updated Library Technician posting.
- Position advertised at a number of colleges including Seneca College, Algonquin College, Durham College, Confederation College, University of Fraser Valley, Mohawk College and Conestoga College.
- Position advertised in Jobs in Education and Indeed.ca job boards.
- Engaged the Coordinator of the Library and Information Technology program at Durham College to pursue potential partnerships/placements for students. Establishing relationships with other Colleges to pursue similar opportunities.
- Engaged the Ontario Association of Library Technicians to discuss challenges and opportunities.
- Contacted 234 retired Secondary Teachers and retired Library Technicians from 2016 to present to explore their interest in current vacancies. 21 of these retirees expressed interest and are currently being assessed.

4. **Long-Term Action Plan to Recruit Library Technicians:**

- Further enhance partnerships with program providers to gain access to qualified Library Technicians;
- Invest in additional staff to build recruitment capacity;
- Participation in Job Fairs;

- Engage external search firms to augment our recruitment capacity;
- Secure long-term funding for interview panel members;
- Secure long-term space solution for Recruitment activities such as conducting interviews and debriefs;
- Acquire Recruitment tools such as an Applicant Tracking System (SAP-Success Factors).

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

2019 CURSIVE WRITING UPDATE REPORT

The tablets were the work of God, and the writing was the writing of God, engraved upon the tablets.

Exodus 32:16

Created, Draft	First Tabling	Review
March 25, 2019	April 4, 2019	Click here to enter a date.

Joanne Melo, Coordinator, School Effectiveness and Staff Development
Marina Vanayan, Sr Coordinator, Research
Lori DiMarco, Superintendent, Curriculum Leadership & Innovation; Academic ICT

INFORMATION REPORT

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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 an update to the Cursive Writing Report dated August 2014.

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

B. PURPOSE

1. The information in this report is presented in order to respond to the following: Inquiry from a Trustee regarding Writing Programs in Schools received and referred to staff for a report regarding the status of the application of teaching cursive writing in our schools.
2. Information for this report was gathered via a survey to all elementary schools in order to get an update on practices regarding cursive writing (Appendix A)
3. Information based on “The Ontario Curriculum Grades 1-8 Language” (revised 2006) and “The Kindergarten Program” (2016) is also provided.

C. BACKGROUND

1. At the February 14, 2019 meeting of the Corporate Services, Strategic Planning and Property Committee a request for an update was made with regards to the application of cursive writing in elementary schools.
2. The Kindergarten Program (2016) states “that as children progress through the Kindergarten Program, they: demonstrate literacy behaviours that enable beginning writers to communicate with others”. Neither printing nor cursive writing is mentioned.
3. In The Ontario Curriculum Grades 1-8: Language (Revised 2006) the first reference to legible printing is in Grade 2. Cursive is only listed as an option beginning in Grade 3.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The results of the survey conducted with all elementary schools in the TCDSB, indicate that grade 3 and 4 is when cursive writing is taught most

often, through in-class direct instruction. One third of these teachers teach cursive writing through direct instruction. Other teachers rely on indirect/informal instruction, in-class practice, in-class exposure to sample cursive work, and homework. (Appendix A – survey questions, Appendix B – summary of school survey results)

From a curriculum standpoint this is appropriate, as the first reference to cursive writing within the language curriculum document can be found within the grade 3 expectations

2. Practice packages can be shared with families by the school so that this becomes a take home activity as opposed to taking valuable class time required for exploring complex curriculum expectations.
3. Specialty cursive writing programs (e.g. “handwriting without tears”) are used in some schools and in particular by occupational therapy staff members to meet the needs of a specific sub-group of students who are having difficulty with fine motor skills.

E. METRICS AND ACCOUNTABILITY

1. As a result of the August 2014 report to Board (Recommendation #4), the Literacy Team developed a page on the TCDSB website that highlights ways cursive writing may be used in classrooms as well as providing resources for parents to engage with their children at home to further practice cursive writing.
<https://www.tcdsb.org/ProgramsServices/SchoolProgramsK12/Literacy/Pages/Cursive-Writing.aspx>
2. The Literacy Team continues to discuss the importance of cursive writing at professional learning sessions and during the implementation of the grade 3 curriculum. This is challenging for teaching staff as grade 3 is an EQAO year and the curriculum’s overall and specific expectations are significant.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Cursive Writing Principal Survey

Dear Principals,

At the March 6, 2014 Board meeting, a motion was passed that: "The Board will investigate opportunities in the curriculum to reintroduce the skill of cursive writing to students at the earlier possible grade." A survey was conducted to document the state of practice in TCDSB elementary schools in terms of cursive writing focusing on Grades 1-4.

Once again, this year, we are asking that you complete the Cursive Writing Principal Survey for your school. You may wish to consult with Grade 1-4 teachers prior to completing the survey.

As in the past, please complete one survey per school. Data will be summarized at the Board level and will inform our report on instructional practices related to cursive writing in TCDSB elementary schools. All surveys should be completed by February 28, 2019.

Thank you.

Lori

School:

Please indicate literacy practices related to cursive writing being used in each grade in your school (please indicate all that apply):

Grade 1:

- | | |
|---|---|
| <input type="checkbox"/> In class, direct instruction of cursive writing | <input type="checkbox"/> In class exposure to sample materials that demonstrate cursive writing |
| <input type="checkbox"/> In class, informal (indirect) instruction of cursive writing | <input type="checkbox"/> Homework practice of cursive writing |
| <input type="checkbox"/> In class practice of cursive writing | <input type="checkbox"/> Special education instruction of cursive writing skills |
| <input type="checkbox"/> Other (please specify) | |

Grade 2:

- | | |
|---|---|
| <input type="checkbox"/> In class, direct instruction of cursive writing | <input type="checkbox"/> In class exposure to sample materials that demonstrate cursive writing |
| <input type="checkbox"/> In class, informal (indirect) instruction of cursive writing | <input type="checkbox"/> Homework practice of cursive writing |
| <input type="checkbox"/> In class practice of cursive writing | <input type="checkbox"/> Special education instruction of cursive writing skills |
| <input type="checkbox"/> Other (please specify) | |

Grade 3:

- | | |
|---|---|
| <input type="checkbox"/> In class, direct instruction of cursive writing | <input type="checkbox"/> In class exposure to sample materials that demonstrate cursive writing |
| <input type="checkbox"/> In class, informal (indirect) instruction of cursive writing | <input type="checkbox"/> Homework practice of cursive writing |
| <input type="checkbox"/> In class practice of cursive writing | <input type="checkbox"/> Special education instruction of cursive writing skills |
| <input type="checkbox"/> Other (please specify) | |

Grade 4:

- | | |
|---|---|
| <input type="checkbox"/> In class, direct instruction of cursive writing | <input type="checkbox"/> In class exposure to sample materials that demonstrate cursive writing |
| <input type="checkbox"/> In class, informal (indirect) instruction of cursive writing | <input type="checkbox"/> Homework practice of cursive writing |
| <input type="checkbox"/> In class practice of cursive writing | <input type="checkbox"/> Special education instruction of cursive writing skills |
| <input type="checkbox"/> Other (please specify) | |

Please indicate any additional cursive writing instructional practices being used in your school.

Thank you for completing this survey.

Cursive Writing

Administrator School Survey – Winter/Spring 2019

Surveys were completed by 135 elementary school administrators. Administrators were asked to consult with their teachers and indicate the literacy practices related to cursive writing being used in each grade in their school (Grades 1-4).

- The most common grades for activities related to cursive writing were Grades 3 and 4.
- Fewer administrators reported cursive writing activities in Grades 1 and 2.
- Less than one third of administrators completing the survey report teachers using informal instruction of cursive writing and direct instruction of cursive writing Grades 3 and 4.
- 39% administrators report that Grade 4 teachers have students practice cursive writing in class.
- Less than 1/5 of administrators report Grade 3 and 4 teachers giving cursive writing work for homework.

In the section of the survey provided for administrators to offer additional comments, the most common responses were that cursive writing takes place most often in later grades. Administrators also offered that cursive writing is taught to some students through special education programs or through Ukrainian language instruction.

Responses to question regarding cursive writing practices are listed below:

Classroom practice	Grade 1	Grade 2	Grade 3	Grade 4
In class, direct instruction of cursive writing	5 (4%)	13 (10%)	45 (33%)	39 (29%)
In class, informal (indirect) instruction of cursive writing	19 (14%)	24 (18%)	40 (30%)	37 (27%)
In class practice of cursive writing	9 (7%)	21 (16%)	44 (33%)	52 (39%)
In class exposure of sample materials that demonstrate cursive writing	30 (22%)	41 (30%)	50 (37%)	53 (39%)
Homework practice of cursive writing	2 (2%)	6 (4%)	26 (19%)	23 (17%)
Special education instruction of cursive writing skills	0 (0%)	2 (2%)	2 (2%)	2 (2%)
Focus on printing	6 (4%)	4 (3%)	0 (0%)	0 (0%)
Limited instruction (some classes or at end of the year	0 (0%)	9 (7%)	13 (10%)	8 (6%)
Not taught at this grade level	49 (36%)	37 (27%)	19 (14%)	16 (12%)
No response	33 (24%)	26 (19%)	10 (7%)	11 (8%)
Other	6	4	4	3

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