

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

AGENDA October 2, 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

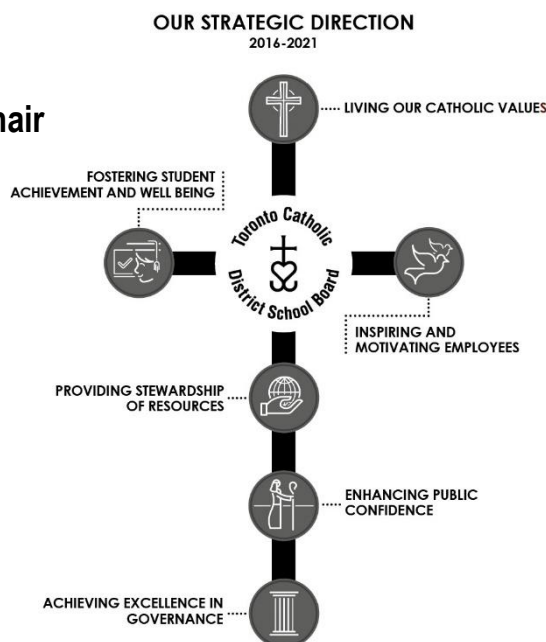
Ida Li Preti
Trustee Ward 3

Teresa Lubinski
Trustee Ward 4

Joseph Martino
Trustee Ward 1

Maria Rizzo
Trustee Ward 5

Kathy Nguyen
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: TBD, 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

Wednesday, October 2, 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 September 5, 2019 for Public Session 1 - 19
9. Approved Minutes of the Catholic Education and Living Our Catholic Values Sub-Committee Meeting Held August 29, 2019 20 - 29

Recommendation to Student Achievement Committee:

**Whistleblower Procedures and Guidelines for Students, Parents, Staff,
Stakeholders on Issues Concerning our Catholic Faith, Values, and Morals**

that the Board receive a trial demonstration of the software from staff or third party contractor at an established workshop.

10. Delegations

- 10.a Joan Broto regarding Teacher Stability 30

11. Presentations

- 11.a Student Trustee: Voices that Challenge Annual Report (Refer 16a)

12. Notices of Motion

- 12.a From Trustee Del Grande regarding Redirected Students and Busing 31

13. Consent and Review

14. Unfinished Business

15. Matters referred or deferred

16. Staff Reports

- 16.a Voices that Challenge 2019 CSLIT (Catholic Students Leadership Impact Team): Inspiring Active Citizenship in Catholic Education (Refer 11a) (Information) 32 - 46
- 16.b Board Learning Improvement Plan Annual Report 2018-2019 (Information) 47 - 67
- 16.c Annual Report on the International Languages Elementary (ILE) Program for 2018-2019 (Information) 68 - 74
- 16.d Education Quality & Accountability Office (EQAO) Primary Division, Junior Division, Grade 9 and Ontario Secondary School Literacy Test (OSSLT) Assessment Results (Information) 75 - 83
- 16.e Request for Religious Accommodations 2018-2019 (Information) 84 - 87
- 16.f Student Consent for Immunization (Recommendation) 88 - 91

17. Listing of Communications

- 18. **Inquiries and Miscellaneous**
- 19. **Updating of Pending Lists**
 - 19.a Annual Calendar of Reports and Policy Metrics 92 - 94
 - 19.b Monthly Pending List 95 - 96
- 20. **Resolve into FULL BOARD to Rise and Report**
- 21. **Closing Prayer**
- 22. **Adjournment**

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through witness, faith, innovation and action.*



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

HELD THURSDAY, SEPTEMBER 5, 2019

PRESENT:**Trustees:**

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

Student Trustees:

T. Dallin
K. Nguyen

Staff:

R. McGuckin
D. Koenig
L. Noronha
P. Aguiar
M. Caccamo
S. Camacho
S. Campbell
F. Cifelli

N. D'Avella
 P. De Cock
 L. DiMarco
 C. Fernandes
 K. Malcolm
 G. Iuliano Marrello
 M. Meehan
 J. Shanahan
 S. Vlahos
 J. Wujek

S. Harris, Recording Secretary
 A. Finniss, Acting Assistant Recording Secretary

4. Roll Call and Apologies

An apology was extended on behalf of Trustee Rizzo.

5. Approval of the Agenda

MOVED by Trustee de Domenico, seconded by Trustee Di Pasquale, that the Agenda, as amended to include the Addendum, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Martino
Tanuan

The Motion was declared

CARRIED

6. Report from Private Session

There was no PRIVATE Session.

7. Declarations of Interest

Trustees Del Grande and Kennedy declared an Interest in the following Items as they have family members who are employees of the Board:

17a) Fair Practice in Hiring and Promotion Policy Metrics 2018-2019 – Trustee Kennedy; and

17d) 2019-2020 Operating Budget Impacts from Delayed Implementation of Employee Paid Parking – Trustee Del Grande and Kennedy

Trustee Del Grande and Kennedy indicated that they would neither participate in the discussions nor vote on those Items.

8. Approval & Signing of the Minutes of the Meeting – Nil.

9. Approved Minutes of the Catholic Education and Living Our Catholic Values Sub-Committee Meeting

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

9a) Meeting Held April 30, 2019: Recommendations to Student Achievement Committee: Revised Appendix B – Update to Code of

Conduct Policy (S.S.09) received Minutes and *that this Item be referred to staff to stipulate our Roman Catholic denominational rights and Section 29 of the Charter and that the Policy then return to the Catholic Education and Living our Catholic Values Sub-Committee.*

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Lubinski, that Items 9b) and 9c) be adopted as follows:

- 9b) Meeting Held May 21, 2019** received; and
- 9c) Meeting Held June 11, 2019 Recommendations to Student Achievement Committee: 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 March 1, 2018) received Minutes and *that staff review how a case log of legal opinions given to the Toronto Catholic District School Board (TCDSB), with respect to our Catholic denominational rights, can be put together and report back to the Student Achievement and Well Being, Catholic Education and Human Resources Committee and Catholic Education Sub-Committee by October 2019 at the earliest.*

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Di Giorgio joined the horseshoe at 7:30 pm.

10. Delegations

MOVED by Trustee Di Pasquale, seconded by Trustee Li Preti, that Item 10b) be adopted as follows:

- 10b) Sharron Richards, representative of the Toronto Fetal Alcohol Spectrum Disorder (FASD) Network, regarding FASD received and referred to staff.**

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Del Grande, that the delegate be invited to do a presentation to the Special Education Advisory Committee.

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

In Favour

Opposed

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

The Amendment was declared

CARRIED

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

In Favour

Opposed

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

The Motion, as amended, was declared

CARRIED

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

- 10a) Irene Rodaro regarding adding Fetal Alcohol Spectrum Disorders(FASD) Education and Awareness to the Curriculum** received and referred to staff and that the delegate be invited to do a presentation at SEAC.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico

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

The Motion was declared

CARRIED

13. Consideration of Motion

MOVED by Trustee de Domenico, seconded by Trustee Martino, that Item 13a) be adopted as follows:

13a) From Trustee de Domenico regarding Central Etobicoke Secondary School Accommodations:

WHEREAS: The three closest secondary schools for Ward 2 students, Michael Power/St. Joseph Catholic Secondary School, Bishop Allen Academy and Father John Redmond Catholic Secondary School are over subscribed;

WHEREAS: Parents of students in Ward 2 elementary schools are extremely concerned that they may not have a Central Etobicoke Secondary school available to them;

WHEREAS: There is a tremendous amount of condominium and townhouse development recently completed, under construction or planned in Etobicoke;

WHEREAS: The former Buttonwood Hills Elementary School was recently purchased to alleviate crowding at Central Etobicoke Elementary schools; and

WHEREAS: Scarlett Heights Entrepreneurial Academy has not been deemed surplus by the Toronto District School Board.

BE IT RESOLVED THAT: The Director of Education report back to Board on options to address overcrowding at Central and South Etobicoke Catholic Secondary schools and that all viable options and available lands in Etobicoke Centre be investigated and considered.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Kennedy left the horseshoe at 7:52 pm due to a Declaration of Interest in Items 17a) and 17d), as earlier indicated.

14. Consent and Review

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

- 17a) Fair Practice in Hiring and Promotion Policy Metrics 2018-2019**
Trustee Di Pasquale;
- 17c) Annual Report 2018-2019: Communications and Community Engagement** Trustee Del Grande;
- 17d) 2019-2020 Operating Budget Impacts from Delayed Implementation of Employee Paid Parking** Trustee Crawford; and
- 17e) Liquor Waiver Request from St. Clement Catholic School regarding Fun Fair Event on Saturday, September 28, 2019**

MOVED by Trustee Crawford, seconded by Trustee Li Preti, that the Item not held be received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

ITEM NOT HELD AS CAPTURED IN THE ABOVE MOTION

17b) Annual Safe Schools Report 2018/2019

17. Staff Reports

MOVED by Trustee Di Pasquale, seconded by Trustee D'Amico, that Item 17a) be adopted as follows:

17a) Fair Practice in Hiring and Promotion Policy Metrics 2018-2019
received.

Trustee Li Preti left the horseshoe at 8:02 pm.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Lubinski, that the applicant tracking system be included in budgetary preparations for 2020-2021 if it has not been resolved.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Di Pasquale, that we authorize staff to obtain the applicant tracking system.

With the consent of the Committee, Trustee Crawford withdrew her Amendment.

Trustee Li Preti returned to the horseshoe at 8:10 pm.

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

In Favour

Opposed

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

Lubinski
Martino
Tanuan

The Amendment was declared

CARRIED

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

In Favour

Opposed

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

The Motion, as amended, was declared

CARRIED

Trustee Kennedy returned to the horseshoe at 8:17 pm.

MOVED by Trustee Del Grande, seconded by Trustee Di Pasquale, that Item 17c) be adopted as follows:

17c) Annual Report 2018-2019: Communications and Community Engagement received.

Trustee Crawford left the horseshoe at 8:28 pm and returned at 8:31 pm.
Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Trustee Del Grande declared a conflict of interest in Item 17d).

Trustees Del Grande and Kennedy left the horseshoe at 8:42 pm.

MOVED by Trustee Di Pasquale, seconded by Trustee Di Giorgio, that Item 17d) be adopted as follows:

- 17d) 2019-2020 Operating Budget Impacts from Delayed Implementation of Employee Paid Parking** that the Revenue Shortfall associated with delaying the implementation of paid parking be funded through 2019-20 in-year surpluses or the Operating Contingency Reserve at the end of the fiscal year.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Di Pasquale, that staff bring a report on the re-establishment of the Budget Committee, reporting to the Corporate Services, Strategic Planning and Property Committee.

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

In Favour

Opposed

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

The Amendment was declared

CARRIED

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

In Favour

Opposed

Trustees Crawford
D'Amico
De Domenico
Di Giorgio
Di Pasquale
Li Preti
Lubinski
Martino
Tanuan

The Motion, as amended, was declared

CARRIED

Trustee Martino disconnected via Teleconference at 9:06 pm.

Trustees Del Grande and Kennedy returned to the horseshoe at 9:06 pm.

MOVED by Trustee de Domenico, seconded by Trustee Del Grande, that Item 17e) be adopted as follows:

- 17e) Liquor Waiver Request from St. Clement Catholic School regarding Fun Fair Event on Saturday, September 28, 2019** that Regulation 6, of Appendix A of the Permits Policy B.R.05, be waived in order to be able to serve alcohol at St. Clement Catholic School on September 28, 2019 for the Family Fun Fair event.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Di Pasquale, that all liquor waiver requests be delegated to the Director or his designate for approval.

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

In Favour

Opposed

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

Li Preti

The Amendment was declared

CARRIED

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

In Favour

Opposed

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

Li Preti
Lubinski
Tanuan

The Motion, as amended, was declared

CARRIED

20. Updating Of Pending Lists

MOVED by Trustee de Domenico, seconded by Trustee D'Amico, that Item 20a) be adopted as follows:

20a) Annual Calendar of Reports and Policy Metrics received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee de Domenico, seconded by Trustee Di Pasquale, that the meeting resolve into FULL BOARD to Rise and Report.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

22. Adjournment

MOVED by Trustee de Domenico, seconded by Trustee Crawford, 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
Li Preti
Lubinski
Tanuan

The Motion was declared

CARRIED

SECRETARY

CHAIR

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

PUBLIC SESSION

THURSDAY, AUGUST 29, 2019

Trustees:

G. Tanuan, Acting Chair
M. Del Grande
T. Lubinski

Staff:

R. McGuckin
P. Matthews
M. Caccamo
N. D'Avella
P. De Cock
L. Di Marco
C. Fernandez
S. Vlahos
N. Adragna

S. Harris, Recording Secretary

A. Finniss, Acting Assistant Recording Secretary

External Members:

Fr. P. Turrone, Newman Centre, University of Toronto
N. Milanetti, Ontario Catholic School Trustees'
Association (OCSTA)

3. Roll Call and Apologies

Apologies were extended on behalf of Trustees Crawford and Rizzo.

4. Approval of the Agenda

MOVED by Trustee Lubinski, seconded by Del Grande, that the Agenda, as amended to include Item 9b) Delegation: Emily Price and Shania Nigli regarding Campaign Life Coalition Youth and Movie *Unplanned*, be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande

Lubinski

Tanuan

The Motion was declared

CARRIED

6. Declarations of Interest

There were none.

7. Approval and Signing of Minutes of the Previous Meeting

MOVED by Trustee Lubinski, seconded by Trustee Del Grande, that the Minutes of the Meeting held June 11, 2019 be approved.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

9. Delegations; and

15. Listing of Communications

The Chair declared a five-minute recess at 1:19 pm.

The meeting resumed at 1:25 pm. with Trustee Tanuan in the Chair.

Attendance list remained unchanged.

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

9a) Paolo De Buono regarding the Impact of Not Including All Groups in the Code of Conduct received and referred to staff to review the video of the May 28, 2019 Student Achievement and Well Being, and Human Resources Committee meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Lubinski, seconded by Trustee Del Grande, that Items 9b) and 15e) be adopted as follows:

9b) Emily Price and Shania Nigli regarding Campaign Life Coalition Youth and Movie *Unplanned*; and

15e) Movie *Unplanned – For Discussion* received and referred to staff for an opportunity for that movie to be shown in our secondary schools.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

11. Unfinished Business from Previous Meetings; and

15. Listing of Communications

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

11a) Forging Potential External Partnerships with Strong Faith-based Organizations to enhance Catholic Faith and Morals in our Board and School Communities that staff make contact electronically with strong faith-based organizations to advise them that we will forward them our Agendas and that they can bring feedback and comments to this sub-committee.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

Trustee Tanuan relinquished the Chair to Trustee Lubinski.

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

- 11b) Procedure to Review Minutes and Motion Direction** received and referred to staff for action, as discussed.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

Trustee Tanuan reassumed the Chair.

MOVED by Trustee Del Grande, seconded by Trustee Lubinski, that Item 11c) be adopted as follows:

- 11c) Whistleblower Policy A.39 and Operational Procedure 11c)** received.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande
Lubinski

Tanuan

The Motion was declared

CARRIED

Trustee Tanuan relinquished the Chair to Trustee Lubinski.

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that Item 11d) be adopted as follows:

11d) Whistleblower Procedures and Guidelines for Students, Parents, Staff, Stakeholders on Issues Concerning our Catholic Faith, Values, and Morals that the Sub-Committee recommend to the Student Achievement and Well Being, and Human Resources Committee that the Board receive a trial demonstration of the software from staff or third party contractor at an established workshop

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that Items 11e) to 11n) and 15a) to 15d) be adopted as follows:

- 11e) Mary Laframboise regarding Inclusion of Persons** received and referred to staff that all inputs received to date be considered in regard to the Code of Conduct and related policies, including the Archdiocese language provided as follows:
- 1) Value and respect the teachings of Catholic Church; and
 - 2) Respect and treat others fairly, as children of God, created in the image and likeness of God, of infinite dignity and worth;
- 11f) Paolo De Buono regarding Improving Inclusiveness for the Toronto Catholic District School Board's (TCDSB's) Lesbian, Gay, Bisexual and Transgender (LGBT) Students** refer 11e);
- 11g) Emily De Decker regarding Code of Conduct wording on Respect** refer 11e);
- 11h) Iola Fortino regarding adding Gender Identity, Gender Expression, Marital Status and Family Status to the list of Prohibited Grounds of Discrimination in Code of Conduct** refer 11e);
- 11i) Ina Rocha regarding Changes to the Code of Conduct Policy** refer 11e);
- 11j) Elio Freitas regarding changes to the Code of Conduct Policy** refer 11e);
- 11k) Code of Conduct Policy S.S.09** refer 11e);
- 11l) TCDSB Policies Related to Code of Conduct** refer 11e);
- 11m) From the Governance and Policy Committee: Update to Bullying Prevention and Intervention Policy (S.S.11)** refer 11e);

- 11n) **Mary Laframboise regarding Inclusion of Persons – Submission** refer 11e);
- 15a) **Vatican Paper 2019: 'Male and Female He Created Them'. Towards a Path of Dialogue on the Issue of Gender Theory in Education** refer 11e);
- 15b) **Gender-Ideology: Select-Teaching-Resources** refer 11e);
- 15c) **Speaking the Truth in Love: Pastoral Guidelines for Educators Concerning Students Experiencing Gender Incongruence** refer 11e); and
- 15d) **The Human Person, Love and Sexuality: Education Commission of the Assembly of Catholic Bishops of Ontario** refer 11e).

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

19. Adjournment

Trustee Tanuan reassumed the Chair.

MOVED by Trustee Lubinski, seconded by Trustee Del Grande, that the meeting be adjourned.-

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Del Grande
Lubinski
Tanuan

The Motion was declared

CARRIED

Next Meeting

Wednesday, September 25, 2019, 5:00 pm.

SECRETARY

CHAIR



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

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

For Board Use
Only

Delegation No. _____

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

Name	Joan Broto	
Committee	Student Achievement And Wellbeing, Catholic Education And Human Resources Committee	
Date of Presentation	10/02/2019	
Topic of Presentation	Teacher Stability	
Topic or Issue	The need for qualified, permanent long term occasional teachers at Holy Rosary School.	
Details	Students at Holy Rosary School have had rotating occasional teachers for the past couple of years. I would like to share the significant negative impact this has had on my oldest daughter who did not have a permanent teacher last year, as well as my concern with how this will impact my youngest daughter who currently does not have a permanent teacher this year.	
Action Requested	Stability for students and community at Holy Rosary School.	
I am here as a delegate to speak only on my own behalf	{ 1) I am here as a delegation to speak only on my own behalf }	
I am an official representative of the Catholic School Parent Committee (CSPC)		
I am an official representative of student government		
I am here as a spokesperson for another group or organization		
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T.14.	I Agree	
Submittal Date	9/18/2019	



*Mike Del Grande
Trustee Ward 7*

E-mail: Mike.DelGrande@tcdsb.org

Voicemail: 416-512-3407

To: Student Achievement and Well-Being Committee Meeting , October 2, 2019

From: Mike Del Grande, Trustee Ward 7

Subject: Notice of Motion – Redirected Students and Bussing

MOVED BY: Mike Del Grande, Toronto Catholic District School Board

WHEREAS: some TCDSB schools have waitlists due to oversubscription and class size caps and;

WHEREAS: students and families are often redirected to schools other than their home schools;

BE IT RESOLVED THAT: when students are redirected to out of area schools, bussing be provided.

**Mike Del Grande
Trustee, Ward 7**



REPORT TO

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

VOICES THAT CHALLENGE 2019 CSLIT: INSPIRING ACTIVE CITIZENSHIP IN CATHOLIC EDUCATION

So let a man think of us as Christ's servants, and stewards of God's mysteries. Here, moreover, it is required of stewards, that they be found faithful. (1 Corinthians 4:1-2)

Created, Draft	First Tabling	Review
September 23, 2019	October 2, 2019	Click here to enter a date.

Taylor Dallin, Student Trustee, CSLIT Co-Chair
Kathy Nguyen, Student Trustees, CSLIT Co-Chair
Michael Consul, Catholic Student Leadership Resource Teacher
Michael Caccamo, Superintendent of Nurturing our Catholic Community, Safe Schools, and Continuing Education

INFORMATION REPORT

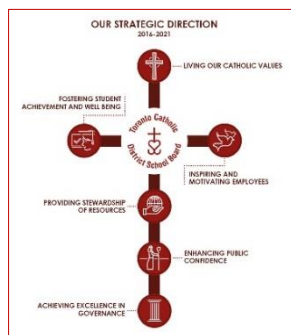
Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

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

A. EXECUTIVE SUMMARY

This report shares student perspectives on how positive change can be made within the TCDSB community and beyond. It identifies five key pillars on which students have deemed important to take action. This report provides a vision for what the Student Trustees, the Catholic Student Leadership Impact Team (CSLIT) Executive, and the CSLIT General Assembly plan to work on during the upcoming academic year. It includes ideas and examples which address the recommendations brought forward by the outgoing CSLIT Executive Council and Student Trustee Joel Ndongmi. In addition, it includes valuable student input pertaining to the implementation of social justice initiatives relevant to the selected pillars.

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

B. PURPOSE

1. This report complies with the requirement of an annual report to the Board of Trustees based on the “*Voices that Challenge*” CSLIT conference.
2. The issues raised within the five pillars represent the collective voice of the students. The opportunity to present these concerns at the Board level allows for direct involvement and needed dialogue regarding relevant issues that impact TCDSB students. The current Student Trustees, Taylor Dallin and Kathy Nguyen, will be seeking further clarification of the recommendations by engaging the entire CSLIT Committee at the first monthly General Assembly meeting on Tuesday, September 24, 2019. This strategy will allow them to prioritize and clarify the recommendations in order to select what specific initiatives to focus on during their term.

C. BACKGROUND

1. On Wednesday, April 10, 2019, Student Trustees Joel Ndongmi and Taylor Dallin held the annual TCDSB Catholic student leadership conference entitled “*Voices that Challenge.*” The 2018-2019 CSLIT Executive Council, under the direction of the Student Trustees, collected input from the participating students and reviewed the recommendations given by the student body. Next, the current Student Trustees, Taylor Dallin and Kathy Nguyen, analyzed the findings and consulted the newly appointed 2019-

2020 CSLIT Executive Council and a cross section of members from the CSLIT General Assembly at the Olympia Sports Camp CSLIT Weekend leadership retreat (August 31 - September 2, 2019). While at the leadership retreat, student leaders provided their own new ideas and prioritized the recommendations in order to develop the pillars for the 2019-2020 year.

2. The Student Trustees plan to present these recommendations to the entire General Assembly at their first monthly meeting on Tuesday, September 24, 2019 so that a wider poll can be administered. This will be extremely useful in ensuring that the opinions brought forward at the “*Voices That Challenge*” conference are still relevant. After the opinions of the wider General Assembly are compiled, the CSLIT Executive Council will further explore and address the recommendations alongside the Student Trustees to serve the students of the TCDSB and show that their voices have been heard.
3. Prioritized issues for CSLIT during the 2019-2020 year as selected by the greater General Assembly will be assigned to the appropriate Executive Members and Subcommittees so that action can be taken to make the vision a reality.
4. The practice of recommending initiatives from the “*Voices that Challenge*” conference through the outgoing Student Trustee and CSLIT Executive Council to the incoming CSLIT Executive Council has become the adopted standard. This allows for the current Student Trustees and CSLIT to adopt and work on the priorities they feel are most relevant.
5. The current recommendations put forth by this school year’s CSLIT can be managed administratively with the support of the appropriate program departments.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The following is an action plan regarding the Report to Student Achievement and Well Being, Catholic Education and Human Resources Committee - “*CSLIT: Inspiring Active Citizenship in Catholic Education.*” The Catholic Student Leadership Department and student leaders attending the CSLIT Retreat on August 31-September 2, 2019 agreed to develop specific action plans related to selected student recommendations. Note: the issues listed are not necessarily in order of importance although all are selected as priorities for this year. CSLIT

recognizes that the different issues listed below become a priority at different points in the school year.

CSLIT 2019-2020 Recommended Actions

1. Rooted in Christ - Growing in Faith

As Catholic leaders, it is important for us to keep in touch with and grow our faith. As we enter the second year of our Board's pastoral plan, we want to make sure everything we do is visibly *Rooted In Christ* as we practice the Ontario Catholic School Graduate Expectation of a *discerning believer* on a daily basis.

Both the CSLIT and ECSLIT general assembly meet on a monthly basis. Following the elementary lead, CSLIT will be adding a service component within their monthly meetings. Like ECSLIT, secondary students will be asked to collect canned goods, used clothing, and/or socks to bring to designated monthly meetings. These items will be donated to needy families and individuals in Toronto.

The Call to Family, Community and Participation is an important Catholic Social Teaching. As *Discerning Believers* it is important not just to live in faith but to grow in faith. This year, CSLIT would like to expand *Faith Camp* from a one day event to a 3 day program. Chaired by our CSLIT Executive Faith Representative, Faith Camp is an initiative that allows participants to learn, ask questions, share, celebrate, and live out what it means to be Catholic.

The TCDSB was selected to host the *Ontario Catholic Student Leadership Conference* in October 2021. Although this major undertaking will not take place until the following school year, this year's CSLIT Executive and Faith Subcommittee have started the initial planning phases of this province wide event. CSLIT is asking the Board to be aware of this event and to note it for the following school year.

2. Environmental Stewardship

"The Lord God took the man and put him in the Garden of Eden to work it and take care of it." (Genesis 2:15).

God has called upon us to take care of His creation, to love and nurture planet earth for future generations to enjoy. This directly relates to the Catholic Social

Teaching *Stewardship of Creation*, which invites us to be active participants in protecting our environment.

One of the greatest issues plaguing our environment is the excessive use of plastic. It is polluting our oceans, lakes, parks, and negatively affecting the ecosystem and animal kingdom. CSLIT would like to spread awareness about this environmental topic and encourage the Board to reduce its overall plastic usage.

Students in Catholic schools strive to be *responsible citizens*. CSLIT encourages the Board to strengthen the implementation of the TCDSB plastic water bottle ban by ensuring that no TCDSB cafeteria sells plastic bottled water and no TCDSB event makes plastic bottled water available. CSLIT is encouraging senior staff including the Director of Education and Chair of the Board to emphasize to the system our Board's stance on this environmental and social justice issue. Some schools need a reminder that the TCDSB is plastic water-bottle free zone.

According to studies, animal agriculture is the leading cause of greenhouse gases, the highest consumer of water, and the largest contributor to the decimation of the rainforest. CSLIT believes that we can further reduce our carbon footprint by implementing *Meat-Free Fridays*.

CSLIT conducted a poll last year (see Appendix A) and was astonished by the number of TCDSB high schools that reported their cafeteria served meat options on Friday's. CSLIT is asking the Board to implement *Meat-Free Fridays* in every cafeteria. Not only is this in line with our Christian tradition, but having one meat free day per week will help combat the negative impact animal agriculture has on the environment and also spread awareness of the issue.

CSLIT and ECSLIT will continue to only order cheese only pizzas for every monthly meeting and Catholic Student Leadership gathering to help lower our meat consumption which, in a small way, positively impacts the environment but, more importantly, sends a message that TCDSB students are active stewards of the earth.

CSLIT plans to also have 2 members of our Executive Council join the Board's eco-committee.

3. Mental Health and Well-Being

Mental health and well-being is a crucial aspect of the human person. It affects everything – physical health, school success, family life, and relationships. Self care is extremely important to fully realize each of the *Ontario Catholic School Graduate Expectations*.

As students within the Catholic system, we are called to be *reflective, creative, and holistic thinkers*. When safe environments are created, students can be more introspective and self-aware. When no stigma is attached to certain feelings, emotions, or particular states of well being, students will more likely and more openly seek assistance.

Since many strategies and support systems are already available to TCDSB students, CSLIT wants to assist in publicizing and promoting these support options so that more students can utilize what is available.

CSLIT encourages the Board to continue supporting various *Stop the Stigma* programs and wishes to play a bigger role in these events by designating 2 members of our CSLIT Executive to be part of the *Stop the Stigma* student planning team.

CSLIT would like to grow our *Destress Night* event which we ran last year and hopes to continue to work with the Psychology and Social Work Departments to expand this initiative.

Lastly, CSLIT hopes to create an online resource to promote mental health strategies and make it accessible to all TCDB students.

4. Multiculturalism and Indigenous Education

Students should always feel proud of their heritage and feel invited to share their unique identity with others, regardless of their racial and cultural background. Students should also have the opportunity to learn about other cultures, for the best way to address ignorance and inequity is through awareness, education and understanding.

The *Promotion of Peace* is one of the Catholic Social Teachings that calls us to be proud of our own culture and accepting of other backgrounds. CSLIT encourages the Board to continue to promote and support the various heritage

months throughout the school year. Literature and resources from all represented cultures should be made available in each school library.

CSLIT would like to continue playing a big role in the Newcomer Student Leadership Conference hosted by the Equity and Inclusivity Department.

CSLIT plans to make cultural education a theme throughout the year so it is not forgotten after each history/heritage month has passed. Student leaders have voiced ideas surrounding evenings of open conversation about race and culture, as well as a multicultural night of celebration.

Another piece of this pillar is the spotlight on Indigenous education. As *collaborative contributors*, we hope to take a collaborative approach in fostering truth and reconciliation with Indigenous peoples.

Last May, 20 secondary students from across the Board spent one week in Manitoulin Island and immersed themselves in Indigenous culture. CSLIT encourages the Board to continue supporting the *Indigenous Leadership Program* and expand this learning experience to also include elementary students.

5. Respecting Differences, Inclusion and Belonging for our LGBTQ+ Community

In order to fully foster the Catholic Social Teaching of *Solidarity*, it is crucial to remember that we are all part of one human family regardless of our differences.

The Ontario Catholic School Graduate Expectations tell us to be *caring family members*, which includes loving, respecting and supporting students and staff who have expressed same sex attraction or are questioning their gender identity.

Our schools need to be safe spaces where students feel comfortable expressing their gender identity and sexual orientation. Schools need to continue to be taking active steps to nurture a discrimination-free environment.

One way to continue nurturing a school climate as such is to support schools with existing Respecting Differences clubs. Respecting Differences clubs provide open space for dialogue between those who express themselves as LGBTQ+ and those who do not. Based on a CSLIT conducted poll administered last year (see Appendix B), we found that several schools did not have a Respecting Differences club (also known as SAGA or GSA in some of

our schools). While CSLIT acknowledges that schools are mandated to establish these clubs upon student request, we also recognize that in some school communities, students may not feel comfortable bringing forth such a request. CSLIT encourages the Board to ensure that every school has a safe space for students who express themselves as LGBTQ+ in the form of a Respecting Differences club.

Due to other priorities, over the last 2 years, CSLIT chose not to run its *Inclusion and Belonging Retreat*. CSLIT feels the need to bring back this initiative which was last run in April 2017. It will be an event that helps foster and support marginalized communities in our student population.

In addition, CSLIT is encouraging the TCDSB to explore additional ways to support all students and staff so everyone feels more recognized and valued, including those individuals who express themselves as LGBTQ+. CSLIT invites the TCDSB to have more dialogue with students and staff to come up with ideas to ensure everyone feels that they are welcomed and that *we all belong*.

ADDITIONAL BOARD SUPPORT

1. Each area superintendent to ensure that their high schools are represented at each CSLIT monthly meeting.
 - a. Attendance taken at each meeting and can be shared publicly to Education Council.
 - b. Appendix C has a summary of last year's monthly CSLIT tally.
2. Each area superintendent to have 1 new elementary school join ECSLIT.
 - a. Last year's list of schools in Appendix D.
3. Each area superintendent to have 1 new elementary school join Olympia Leadership Camp (3 camp dates in May).
 - a. Last year's list of schools in Appendix E.

E. METRICS AND ACCOUNTABILITY

1. Students should be stimulated to effect positive change in our world around injustices. Students feel a calling to live out their faith ; as such, involvement in social justice actions allows them to make their faith visible. The current Student Trustees will be engaging the CSLIT

Committee and relevant Subcommittees so that they can work with various staff members to address their specific recommendations. Students feel that Board policies must address and be in line with current local and global issues relevant to what they view as important.

2. The Student Trustees and CSLIT will report annually to the Board on the impact of their initiatives.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

APPENDIX A
CSLIT 2019 POLL - Meat Served on Fridays

#	SCHOOL	# OF STUDENTS SURVEYED	YES/NO	SUMMARY	
1	Bishop Allen	N	No Response	25	Schools Surveyed
2	Bishop Morrocco	N	No Response	6	Not Surveyed
3	Blessed Archbishop Romero	4	yes	20	Meat
4	Brebeuf College	3	yes	2	No Meat
5	Cardinal Carter	8	yes	3	Maybe / Unsure
6	Cardinal Newman	12	yes		
7	Chaminade College	4	yes		
8	Dante Alighieri Academy	N	No Response		
9	Father Henry Carr	1	yes		
10	Father John Redmond	N	No Response		
11	Francis Libermann	2	yes		
12	James Cardinal McGuigan	n	No Response		
13	Jean Vanier	3	yes		
14	Loretto Abbey	11	yes		
15	Loretto College	5	yes		
16	Madonna	16	yes/maybe		
17	Marshall McLuhan	2	yes		
18	Mary Ward	1	yes		
19	Michael Power / St. Joseph	2	maybe		
20	Monsignor Percy Johnson	1	yes		
21	Neil McNeil	1	yes		
22	Notre Dame	2	yes		
23	Senator O'Connor	28	yes/maybe		
24	St. Basil	4	yes		
25	St. John Paul II	12	yes		
26	St. Joseph's College	5	yes		
27	St. Joseph's Morrow Park	3	yes		
28	St. Mary's	2	yes		
29	St. Michael's Choir	1	no		
30	St. Mother Teresa	N	No Response		
31	St. Patrick's	1	no		

APPENDIX B
CSLIT 2019 POLL - GSAs in schools

#	School	Does your school have an LGBTQ Group/Club?	What is it called?
1	Blessed Cardinal Newman	Yes	SAGA - Sexuality And Gender Alliance
2	Cardinal Carter Academy	Yes	Dialogue
3	Chaminade	Yes	G.S.A (Gay-Straight Alliance)
4	Father Henry Carr	No	N/A
5	Francis Libermann	No	N/A
6	Loretto Abbey	Yes	Not sure
7	Madonna	Yes	SAGA - Straight and Gay Alliance
8	Marshall McLuhan	No	N/A
9	Senator O'Connor	Yes	SAGA
10	St. Mother Teresa	No	N/A
11	St John Paul II	Yes	Gay-Straight Alliance
12	St. Joseph's College	Yes	Gay Straight Alliance

APPENDIX C

2018-2019 CSLIT ATTENDANCE							
P = present / A = absent							
School	Sept	Oct	Nov	Feb	Mar	Apr	May
Bishop Allen	P	P	P	P	P	P	P
Bishop Morrocco	P	A	A	P	A	A	A
St. Oscar Romero	P	P	P	P	P	P	P
Brebeuf College	P	P	P	P	P	P	P
Cardinal Carter	P	P	P	P	P	P	P
Cardinal Newman	P	P	P	P	P	P	P
Chaminade College	P	P	P	P	P	P	P
Dante Alighieri Academy	P	A	P	P	A	A	A
Father Henry Carr	A	A	P	A	A	A	A
Father John Redmond	P	A	P	A	A	A	A
Francis Libermann	P	P	P	P	A	P	P
James Cardinal McGuigan	P	P	A	A	A	A	A
Jean Vanier	P	P	P	A	A	A	P
Loretto Abbey	P	P	P	P	P	P	P
Loretto College	P	P	A	P	A	A	A
Madonna	P	P	P	P	P	P	P
Marshall McLuhan	A	A	P	P	A	P	A
Mary Ward	P	A	A	P	A	A	A
Michael Power / St. Joseph	P	P	P	P	P	P	P
Monsignor Percy Johnson	P	A	P	P	P	P	P
Neil McNeil	P	A	A	P	P	P	A
Notre Dame	P	A	P	A	P	P	P
Senator O'Connor	P	P	P	P	P	P	P
St. Basil	P	P	P	A	A	A	A
St. John Paul II	P	P	P	P	P	P	P
St. Joseph's College	P	P	P	P	P	P	P
St. Joseph's Morrow Park	P	P	P	P	A	A	A
St. Mary's	P	P	P	A	P	A	A
St. Michael's Choir	A	A	A	A	P	A	A
St. Mother Teresa	A	P	A	A	A	A	P
St. Patrick	A	A	A	A	A	A	A
Total Number of Schools Present	26	20	23	21	17	17	17

APPENDIX C - continued

SCHOOLS PRESENT 2 MEETINGS or less	
	Father Henry Carr (1 meeting)
	Father John Redmond (2 meetings)
	James Cardinal McGuigan (2 meetings)
	Marshall McLuhan (2 meetings)
	Mary Ward (2 meetings)
	St. Michael's Choir (1 meeting)
	St. Mother Teresa (1 meeting)
	St. Patrick's (no meetings)

SCHOOLS THAT HAVE NEVER BEEN REPRESENTED	
	St. Patrick's

SCHOOLS THAT HAVE THE HIGHEST STUDENT PARTICIPATION	
School (Top 3)	# of Student Reps in Attendance (Average)
1. Madonna C.S.S.	19
2. Senator O'Connor	12
3. Cardinal Newman	11

APPENDIX D
ECSLIT PARTICIPATING SCHOOLS 2018-2019

#	Name of School	Area / Superintendent	Ward
1	St. Angela	Area 1	1
2	St. Jude	Area 1	3
3	Holy Angels	Area 2	4
4	St. Bernard	Area 2	10
5	St. John the Evangelist	Area 2	10
6	Blessed Margherita	Area 3	3
7	Blessed Sacrament	Area 3	5
8	Our Lady of the Assumption	Area 3	5
9	St. Andre	Area 3	3
10	St. Charles	Area 3	5
11	St. Conrad	Area 3	5
12	St. Robert	Area 3	5
13	Our Lady of Guadalupe	Area 4	11
14	St. Bonaventure	Area 4	11
15	St. Edward	Area 4	5
16	St. Alphonsus	Area 5	9
17	St. Helen	Area 5	6
18	St. Joseph	Area 6	11
19	Holy Spirit	Area 7	7
20	St. Sylvester	Area 7	7
21	St. Victor	Area 7	7
22	Cardinal Leger	Area 8	8
23	Our Lady of Fatima	Area 8	12
24	St. Agatha	Area 8	12
25	St. Maria Goretti	Area 8	12
26	St. Ursula	Area 8	12

APPENDIX E
OLYMPIA LEADERSHIP CAMP
PARTICIPATING SCHOOLS 2018-2019

#	School Name	Superintendency	Ward
1	St. Jude	Area 1	3
2	Holy Angels	Area 2	4
3	St. Demetrius	Area 2	2
4	St. John the Evangelist	Area 2	10
5	Our Lady of the Assumption	Area 3	5
6	St. Charles	Area 3	5
7	St. Conrad	Area 3	5
8	St. Norbert	Area 3	5
9	Epiphany of Our Lord	Area 4	7
10	Precious Blood	Area 4	7
11	St. Isaac Jogues	Area 4	11
12	St. Matthias	Area 4	11
13	James Culnan	Area 5	4
14	St. Cecilia	Area 5	4
15	St. Helen	Area 5	6
16	St. Rita	Area 5	6
17	Holy Name	Area 6	11
18	Holy Spirit	Area 7	7
19	St. Barnabas	Area 7	8
20	St. Gabriel Lalemant	Area 7	8
21	St. Sylvester	Area 7	7
22	St. Victor	Area 7	7
23	Our Lady of Fatima	Area 8	12
24	St. Agatha	Area 8	12
25	St. Barbara	Area 8	12
26	St. Maria Goretti	Area 8	12
27	St. Martin de Porres	Area 8	12
28	St. Richard	Area 8	12
29	St. Ursula	Area 8	12



REPORT TO

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

BOARD LEARNING IMPROVEMENT PLAN 2018-2019 REPORT BACK

*Give instruction to the wise, and they will become wiser still; teach the righteous and they will gain in learning.
Proverbs 1:5*

Created, Draft	First Tabling	Review
September 19, 2019	October 2, 2019	Click here to enter a date.

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

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
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Chief Financial Officer

A. EXECUTIVE SUMMARY

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

The cumulative staff time required to prepare this report was 150 hours

B. PURPOSE

1. This is an annual report on the Board Learning Improvement Plan 2018-2019 to support student achievement and well-being.

C. BACKGROUND

1. It is a Ministry of Education requirement that all Ontario school boards create a Board Learning Improvement Plan (BLIP) to guide their System Improvement Learning Cycle. The Board Learning Improvement Plan is a living document that guides, supports and focuses our collective work in classrooms, schools, and the board, to promote student achievement and well-being.
2. The Board Learning Improvement Plan reflects the vision for education in Ontario, which is to support every child and reach every student through the following priorities:
 - Achieving Excellence: High levels of expectations
 - Ensuring Equity
 - Promoting Well-being
 - Enhancing Public Confidence
3. The 2018-2021 Board Learning Improvement Plan builds on our successes in literacy, numeracy and improved graduation rates within the TCDSB, focusing on the areas that require the most attention. A wide range of Ministry, TCDSB and other foundational resources have informed the plan.
4. The Board Learning Improvement Plan, aligned with the TCDSB Multi-Year Strategic Plan (2016 - 2021) and the Pastoral Plan (2018-2021), is informed by the Ontario Ministry of Education foundational strategies and the School

Effectiveness Framework. The Board Learning Improvement Plan has four AREAS OF FOCUS, all of which support our strategic direction to Foster Student Achievement and Well-Being:

- A. Home, School and Parish: Nurturing our Catholic Community
- B. Curriculum, Teaching and Learning: A Focus On Assessment Practices
- C. Pathways, Planning and Programming: Student Engagement and Well-being
- D. School and Classroom Leadership: Professional Learning, Collaboration and Engagement

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

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

6. The Toronto Catholic District School Board Learning Improvement Plan K-12, 2018-2021 spans three years and its aim is to improve student learning and well-being for each student in our care. It details targeted evidence-based strategies, professional learning opportunities and resources, as well as indicators of success (measures). The document may be accessed on the TCDSB website:

<https://www.tcdsb.org/Board/BoardLearningImprovementPlan/Pages/default.aspx>

D. EVIDENCE/RESEARCH/ANALYSIS

1. The TCDSB Board Learning Improvement Plan (2018 - 2021) includes SMART Goals to be achieved by the end of June, 2021. Throughout the year using a variety of survey tools and quantifiable data sources, TCDSB staff continue to monitor progress against BLIP goals.

2. The Board Learning Improvement Plan Report Back describes the achievement of SMART Goals and targets by June 2019 (**Appendix**). For each of the 4 Areas of Focus, the following elements are included.

- SMART Goals
- 2018-2019 Evidence
- Status
- Explanation if goals are not met
- 2019-2020 Next Steps

3. The following structure is used for the Annual Board Learning Improvement Plan Report Back to assess overall progress during **Year 1** of the plan (**September 2018 and June 2019**).

Status	<i>Description</i>
On Target (green)	On Track
Monitor (yellow)	On track but requires additional support
Action required (red)	Not on track

4. Overall, the status of each of the Areas of Focus is summarized below.

	Area of Focus	Status
A	Home, School and Parish	Monitor
	Nurturing our Catholic Community	Monitor
B	Curriculum, Teaching and Learning	Literacy: Monitor Numeracy: Action Required
	A Focus On Assessment Practices	Monitor
C	Pathways, Planning and Programming	Monitor
	Student Engagement and Well-being	Monitor
D	School and Classroom Leadership	Monitor
	Professional Learning, Collaboration and Engagement	Monitor

E. METRICS AND ACCOUNTABILITY

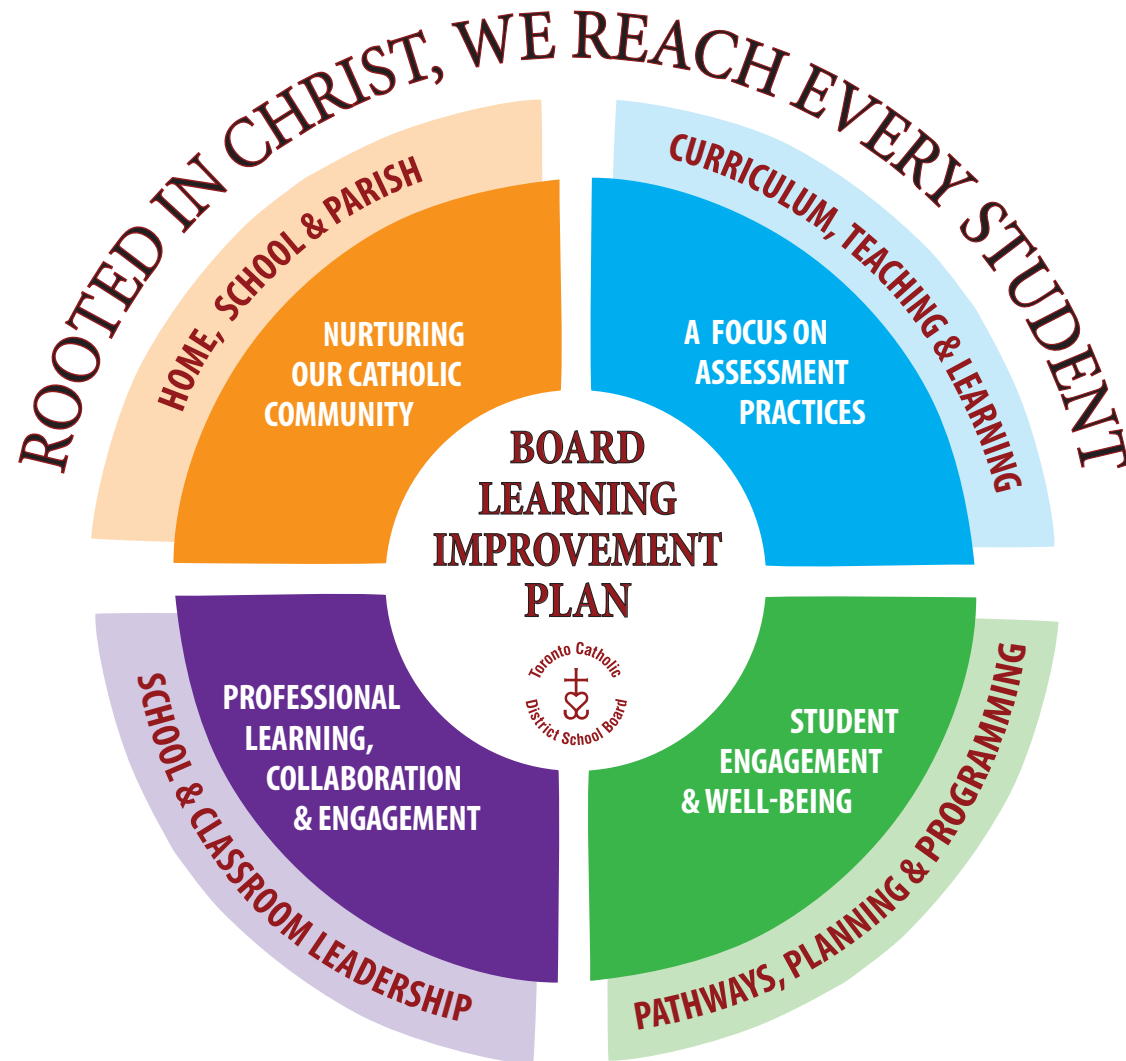
1. The TCDSB 2018-2021 Board Learning Improvement Plan provides a solid foundation upon which to grow and act. Considerations from research on school effectiveness, as well as feedback from the Ministry of Education and the TCDSB community have informed the Board Learning Improvement Plan.
2. Aligned with the BLIP, a separate report to Board in November will include the TCDSB Professional Learning Plan.
3. As a living document that guides, supports and focuses on our collective work in classrooms, schools, and the board, the BLIP is evaluated each year. The annual Report Back takes place each October to determine progress on the BLIP and to outline next steps required to ensure improvements in student learning and well-being in all our schools. We will continue to use the same structure for monitoring during the 2019-2020 school year.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

BOARD LEARNING IMPROVEMENT PLAN - 2018 - 2021

2018 - 2019 REPORT BACK





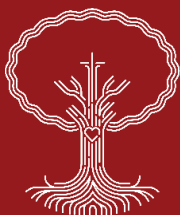
OUR MISSION

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OUR VISION

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



ROOTED IN CHRIST

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

OUR STRATEGIC DIRECTION

2016-2021

FOSTERING STUDENT ACHIEVEMENT AND WELL BEING

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



LIVING OUR CATHOLIC VALUES

To understand and apply Catholic Teaching to all that we do



INSPIRING AND MOTIVATING EMPLOYEES

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



PROVIDING STEWARDSHIP OF RESOURCES

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



ENHANCING PUBLIC CONFIDENCE

To create enhanced, regular communication with all stakeholders



ACHIEVING EXCELLENCE IN GOVERNANCE

To lead and model best practices in Board governance



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

BOARD LEARNING IMPROVEMENT PLAN

2018 - 2021

TORONTO CATHOLIC SCHOOL BOARD

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Toronto, ON M2N 6E8

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www.tcdsb.org

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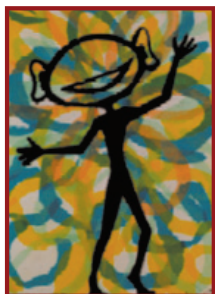
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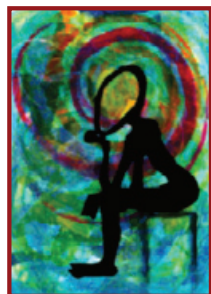
A CATHOLIC SCHOOL GRADUATE IS EXPECTED TO BE:



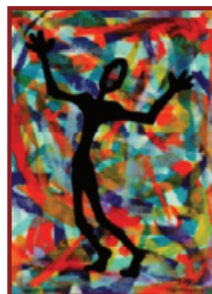
A DISCERNING BELIEVER



AN EFFECTIVE COMMUNICATOR



A REFLECTIVE, CREATIVE
AND HOLISTIC THINKER



A SELF-DIRECTED, RESPONSIBLE,
LIFELONG LEARNER



A COLLABORATIVE CONTRIBUTOR



A CARING FAMILY MEMBER



A RESPONSIBLE CITIZEN

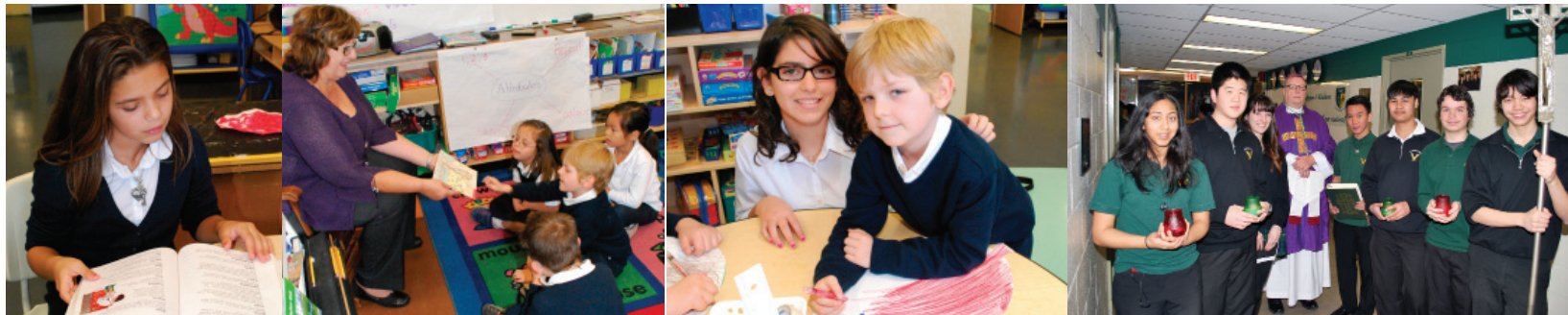
BOARD LEARNING IMPROVEMENT PLAN 2018 - 2021

It is a Ministry of Education requirement that all Ontario school boards create a **Board Learning Improvement Plan (BLIP)** to guide their System Improvement Learning Cycle. The Board Learning Improvement Plan is a living document that guides, supports and focuses our collective work in classrooms, schools, and the board, to promote student achievement and well-being.

The Board Learning Improvement Plan reflects the **VISION** for education in Ontario, which is to support every child and reach every student through the following priorities:

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

The **2018-2021 Board Learning Improvement Plan** builds on our successes in literacy, numeracy and improved graduation rates within the TCDSB, focusing on the areas that require the most attention. Our plan is informed by a wide range of Ministry, TCDSB and other foundational resources (see Appendix B).



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

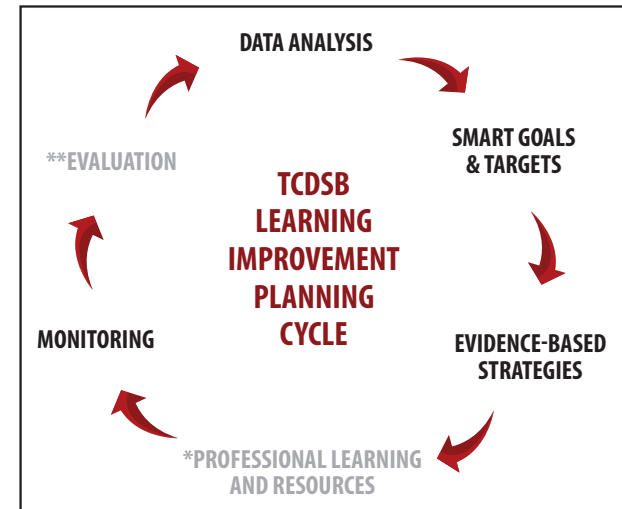
- A. **HOME, SCHOOL AND PARISH: Nurturing our Catholic Community**
- B. **CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES**
- C. **PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING**
- D. **SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION AND ENGAGEMENT**



The TCDSB Learning Improvement Planning Cycle

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

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



*Professional Learning and Resources:

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

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

**Evaluation:

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

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

TCDSB Board Learning Improvement Plan Report Back: OVERVIEW

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

SMART GOAL

EVIDENCE

NEXT STEPS

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



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






TCDSB System-wide Surveys



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

	PANEL	SURVEY	SCOPE	N in 2018-2019
STUDENT VOICE	Elementary	Safe and Caring Catholic School Climate	All Grade 6 and 8 students	10,707
	Secondary	Student Transition	Sample of Grade 9 students	3,502
		My School My Voice	Sample of Grade 10 and 12 students	5,309
		Safe Schools	Sample of Grade 9 to 12 students	5,072
TEACHER	Elementary	Teacher Voice	All teachers	1,019
	Secondary	Teacher Voice	All teachers	619
ADMINISTRATOR	Elementary	Administrator Voice	All principals and vice-principals	177
	Secondary	Administrator Voice	All principals and vice-principals	48
PARENT/GUARDIAN	Elementary & Secondary	Parent/Guardian Voice	All parents or guardians	3,405



A HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY		
SMART GOALS	2018-2019 EVIDENCE	2019-2020 NEXT STEPS
<p>1. Initiatives that promote Catholic values</p> <p>By June 2021, there will be increased engagement in centrally developed initiatives that promote Catholic values:</p> <p>School submissions for culminating celebrations (The Toronto Catholic Family Film Festival, Parish Family Day, and Spotlight on Your School, in support of the Pastoral Plan): 58% to 70%</p> <p>Attendance at events and initiatives</p> <ul style="list-style-type: none"> A Catholic Call To Serve: 75% to 80% of secondary schools Province Wide Mass/Peace Walk: 75% to 80% of secondary schools Retreats <ul style="list-style-type: none"> Principal: 84% to 90% Vice Principal: 63% to 75% Business Leaders: 38% to 50% Growing in Faith, Growing in Christ, Elementary Religious Education program: 2018 - 2019 baseline <p>2. School-parish connections</p> <p>By June 2021, positive response on survey questions related to school-parish connections will increase in:</p> <p>Parent Voice Survey</p> <ul style="list-style-type: none"> 72% to 80% <p>Student Voice and Teacher Voice Survey</p> <ul style="list-style-type: none"> 2018-2019 baseline NEW 	<p>1. Initiatives that promote Catholic values</p> <p>School submissions for culminating celebrations: 75%</p> <p>Attendance at events and initiatives</p> <ul style="list-style-type: none"> A Catholic Call To Serve: 75% of secondary schools Province Wide Mass/Peace Walk: 75% of secondary schools Retreats <ul style="list-style-type: none"> Principal: 80% Vice Principal: 65% Business Leaders: 30% Growing in Faith, Growing in Christ, Elementary Religious Education program: 80% <p>2. School-parish connections</p> <p>Survey questions:</p> <p>My child's school is working closely with the parish.</p> <p>There is a strong connection between school, home and parish</p> <ul style="list-style-type: none"> Parent Voice: 74% <p>My school, home and parish work together NEW</p> <ul style="list-style-type: none"> Student Voice: Elementary 77%; Secondary 57% <p>Our school community works closely with our school/local parish NEW</p> <ul style="list-style-type: none"> Teacher Voice: Elementary 86%; Secondary 72% Administrator Voice: Elementary 93%; Secondary 77% <p>Status</p> <p>1. Initiatives that promote Catholic values </p> <p>2. School-parish connections </p> <p>Explanation if goals not met</p> <ul style="list-style-type: none"> Need for additional support and time Retreat dates conflicted with other system initiatives 	<p>Nurturing Our Catholic Community Pastoral Plan 2018-2021</p> <ul style="list-style-type: none"> Field Superintendents and Administrators will encourage staff and student engagement in faith development with a focus on the Pastoral Plan Provide in-services for elementary, "Growing in Faith, Growing in Christ" and continue to provide support and resources for secondary Central staff will review existing connections between parishes and schools and consider ways to strengthen Add items to Administrator Voice Survey regarding participation in retreats Large Business Council will consider ways to address retreat participation challenge <p>Communication and alignment</p> <ul style="list-style-type: none"> Central staff will communicate BLIP connection to professional learning initiatives Administrators will make more explicit connections between monthly values and school related activities Central staff will support principals and schools based on their urgent critical learning needs as related to NCC, Pastoral Plan and curriculum <p>Monitoring</p> <ul style="list-style-type: none"> Field superintendents will implement the BLIP (Dialogue Guide and Summary Template) and present twice per year at Education Council School Administrators, Central Staff, and Teachers will use the Dialogue Guides to support monitoring of the BLIP

AREA OF FOCUS

B CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES		
SMART GOALS	2018-2019 EVIDENCE	2019-2020 NEXT STEPS
<p>1. Student Achievement</p> <p>By June 2021, student achievement in literacy and numeracy will improve in:</p> <p>EQAO</p> <ul style="list-style-type: none"> Students achieving Levels 3 / 4 <ul style="list-style-type: none"> Primary Reading 75% to 81%, Writing 75% to 81%, Math 58% to 64% Junior Reading 79% to 85%, Writing 81% to 87%, Math 47% to 53% Grade 9 Applied Math 49% to 55% Students successful: <ul style="list-style-type: none"> OSSLT Applied English: 37% to 43% Students with Special Needs achieving Level 3 / 4 <ul style="list-style-type: none"> Primary Reading 44% to 50%, Writing 51% to 57%, Math 27% to 33% Junior Reading 48% to 54%, Writing: 51% to 57%, Math: 13% to 19% Grade 9 Academic 65% to 70%, Applied Math 36% to 42% Students with Special Needs successful <ul style="list-style-type: none"> OSSLT: 46% to 52% <p>2. Assessment for, as and of learning practices</p> <p>By June 2021, positive responses on system-wide surveys regarding assessment for, as and of learning practices will increase in:</p> <p>Secondary Student Voice Survey</p> <ul style="list-style-type: none"> Timely feedback on how to improve their work, 62% to 75% <p>Teacher Voice Survey</p> <ul style="list-style-type: none"> Assessment for, as and of learning (based on a range of questions) <ul style="list-style-type: none"> Elementary 74% - 85% to 80% - 90% Secondary 67% - 76% to 75% - 85% <p>Administrator Voice Survey</p> <ul style="list-style-type: none"> Assessment for, as and of learning (based on a range of questions) <ul style="list-style-type: none"> Elementary 53% - 72% to 60% - 80% Secondary 57% - 76% to 60% - 85% 	<p>1. Student Achievement</p> <p>EQAO</p> <ul style="list-style-type: none"> Students achieving Levels 3 / 4: <ul style="list-style-type: none"> Primary Reading 76%, Writing 75%, Math 58% Junior Reading 79%, Writing 84%, Math 44% Grade 9 Applied Math 48% Students successful: <ul style="list-style-type: none"> OSSLT Applied English: 49% Students with Special Needs achieving Level 3 / 4 <ul style="list-style-type: none"> Primary Reading 43%, Writing 49%, Math 22% Junior Reading 49%, Writing 57%, Math 12% Grade 9 Academic 63%, Applied Math 37% Students with Special Needs successful <ul style="list-style-type: none"> OSSLT: 54% <p>2. Assessment for, as and of learning practices</p> <p>Survey questions:</p> <p>Timely feedback on how to improve their work</p> <ul style="list-style-type: none"> Student Voice: Elementary 79%; Secondary 63% <p>Assessment for, as and of learning (based on a range of questions)</p> <ul style="list-style-type: none"> Teacher Voice: Elementary 77% - 86%; Secondary 69% - 79% Administrator Voice: Elementary 59% - 77%; Secondary 52% - 71% <p>Feedback from focus groups (144 students) NEW</p> <ul style="list-style-type: none"> Learning goals and success criteria are used in classes Evidence of inconsistencies in assessment practices <p>Status</p> <p>1. Student Achievement: Literacy  Numeracy </p> <p>2. Assessment for, as and of learning practices </p> <p>Explanation if goals not met</p> <ul style="list-style-type: none"> Ongoing support and time for effective implementation Alignment of assessment practices in both panels Need to explore resources to meet diverse needs 	<p>K-12 Professional Learning Plan</p> <ul style="list-style-type: none"> K-12 Principal Meetings will focus on professional learning and student data All schools to take part in professional learning through multi-session collaborative inquiry model (Math and Literacy focus) All schools continue to focus on assessment practices and culturally responsive pedagogy <p>Elementary: Schools will continue to focus on junior math. Extend Math Up pilot schools (K-8) from 16 to 32 schools; Mathology focus in primary</p> <p>Grades 7 to 10: Knowledgehook pilot project will be launched for professional learning communities (PLC)</p> <p>Secondary: Schools will continue to focus on Grade 9 Applied Math</p> <p>Accountability Framework for Special Education</p> <ul style="list-style-type: none"> Continued targeted support and increased access to assistive technology for students with Special Needs Consistent with universal design for learning (UDL), employ a wide variety of assessment for, as and of learning strategies to address the unique and varied needs of students with exceptionalities and other students with an IEP <p>Communication and alignment</p> <ul style="list-style-type: none"> Central staff will communicate BLIP connection to professional learning initiatives K-12 Principal Meeting Agendas will explicitly identify connections to all 4 areas of BLIP <p>Monitoring</p> <ul style="list-style-type: none"> Field superintendents will implement the BLIP (Dialogue Guide and Summary Template) and present twice per year at Education Council; additional "check-ins" to monitor school progress related to SMART goals School Administrators, Central Staff, and Teachers will use the Dialogue Guides to support monitoring of the BLIP

C PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING		
SMART GOALS	2018-2019 EVIDENCE	2019-2020 NEXT STEPS
<p>1. Pathways Programming</p> <p>By June 2021, there will be an increase in the level of participation in Pathways Programming:</p> <p>SHSM (Grade 11 and 12 students): 14% to 25%</p> <p>Dual Credit usage of allocations (filling allocations): 56% to 70%</p> <p>Central co-op placements: 160 to 210 students</p> <p>OYAP: 465 to 495 students</p> <p>Experiential Learning: 35 to 70 school projects</p> <p>2. Student engagement and well-being</p> <p>By June 2021, there will be an increase in usage of online tools that promote students' understanding of themselves as learners:</p> <p>All About Me: Primary Division: 3% to 15%; Junior Division: 9% to 20%</p> <p>myBlueprint: Elementary 57% to 70%; Secondary 52% to 70%</p> <p>By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners and well-being:</p> <p>Students build on experiences to explore and reflect upon interests, strengths, skills and education and career/life aspirations</p> <ul style="list-style-type: none"> Teacher Voice surveys: Elementary 69% to 75%; Secondary 72% to 80% Administrator Voice surveys: Elementary 60% to 70%; Secondary 81% to 90% <p>By June 2021, there will be an increase in positive responses regarding Secondary students' self image (based on a range of questions):</p> <p>Student Voice surveys: 2018-2019 baseline NEW</p> <p>Grade 3 to Grade 5 Student Voice surveys: 2018-2019 baseline NEW</p> <p>By June 2021, there will be an increase in "Stop the Stigma" Mental Health and Well-being initiative from 34 to 80 elementary schools.</p>	<p>1. Pathways Programming</p> <p>Participation:</p> <ul style="list-style-type: none"> SHSM (Grade 11 and 12 students): 16% Dual Credit usage of allocations (filling allocations): 82% Central co-op placements: 250 students OYAP: 437 students Experiential Learning: 68 school projects <p>2. Student engagement and well-being</p> <p>Usage of online tools that promote students' understanding of themselves as learners:</p> <ul style="list-style-type: none"> All About Me: Primary Division: 4%; Junior Division: 14% myBlueprint: Elementary 76%; Secondary 57% <p>Students' understanding of themselves as learners and well-being:</p> <p><i>Students build on experiences to explore and reflect upon interests, strengths, skills and education and career/life aspirations:</i></p> <ul style="list-style-type: none"> Teacher Voice: Elementary and Secondary 74% Administrator Voice: Elementary 64%; Secondary 79% <p>Students' self image (based on a range of questions NEW)</p> <ul style="list-style-type: none"> Elementary Student Voice: 59% - 69%; Grade 4 Student Voice: 61% - 75% Secondary Student Voice: 51% - 62% <p>Mental Health and Wellbeing Initiative</p> <ul style="list-style-type: none"> "Stop the Stigma" initiative expanded to 54 elementary schools 	<p>Pathways Programming</p> <p>Central staff will continue to:</p> <ul style="list-style-type: none"> Offer centrally organized SHSM promotion days for Grade 10 Career Studies students to inform them of the various pathways programs available in their school community Engage school teams in new SHSM programs to meet the needs of their students Work with Elem. Guidance Counsellors, Principals and myBlueprint staff to develop strategies that motivate and encourage teachers to implement All About Me in Primary/Junior Grades Work with Guidance Counsellors and Principals to ensure that all Gr. 8 and 12 students have access and opportunity to complete the Exit Survey on myBlueprint <p>Student Mental Health Well-Being Strategy, 2019-2022</p> <ul style="list-style-type: none"> Central staff will implement the strategy (e.g., school well-being teams, social-emotional programs, professional development, further expand Stop the Stigma) Central staff to implement a revised Grade 4 survey in the areas of student engagement and well-being <p>Communication and alignment</p> <ul style="list-style-type: none"> Central staff will communicate BLIP connection to professional learning initiatives K-12 Principal Meeting Agendas will explicitly identify connections to all 4 areas of BLIP <p>Monitoring</p> <ul style="list-style-type: none"> Field superintendents will implement the BLIP (Dialogue Guide and Summary Template) and present twice per year at Education Council School Administrators, Central Staff, and Teachers will use the Dialogue Guides to support monitoring of the BLIP
	<p>Status</p> <p>1. Pathways Programming </p> <p>2. Engagement and Well-being </p>	
	<p>Explanation if goals not met</p> <ul style="list-style-type: none"> Need to improve communication regarding availability of technology and other resources Mental Health Strategy is at the initial implementation stage 	

AREA OF FOCUS

D SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT		
SMART GOALS	2018-2019 EVIDENCE	2019-2020 NEXT STEPS
<p>1. Inquiry-based professional learning, staff collaboration and engagement</p> <p>By June 2021, there will be an increase in positive responses regarding the level of inquiry-based professional learning, staff collaboration and engagement, guided by culturally relevant and responsive pedagogy in:</p> <p>Teacher Voice surveys (based on a range of questions): 65% - 75% to 70% - 80%</p> <p>Administrator Voice surveys (based on a range of questions): 55% - 70% to 65% - 80%</p> <p>Evidence of participation in job-embedded collaborative inquiry will be shared by field superintendents, administrators, central special services and curriculum staff, and classroom teachers (e.g., artefacts, student work, presentations, SO visits, student data, feedback forms): 2018 - 2019 baseline</p> <p>2. Staff well-being</p> <p>By June 2021, there will be an increase in positive responses regarding staff well-being:</p> <p>Teacher Voice (based on a range of questions): 55% - 57% to 65% - 70%</p> <p>Administrator Voice (based on a range of questions): 33% - 40% to 50% - 65%</p> <p>Classroom Support Staff Voice: 2018-2019 baseline</p>	<p>1. Inquiry-based professional learning, staff collaboration and engagement</p> <p>Survey (based on a range of questions)</p> <ul style="list-style-type: none"> Teacher Voice: 66% - 82% Administrator Voice: 60% - 73% <p>Participation in job-embedded collaborative inquiry:</p> <ul style="list-style-type: none"> Field superintendents piloted two monitoring tools NEW <ul style="list-style-type: none"> Dialogue Guide and Summary Template: (notes and evidence in each of the 4 areas of the BLIP) Dialogue Guides to support monitoring of the BLIP were also developed for School Administrators, Central Staff, and Teachers Administrators participated in one Ignite talk and one Mid-Point check with the following elements: urgent critical learning need, SMART goals, strategies, evidence, next steps to address challenges, professional learning needs Evidence of job-embedded collaborative inquiry and monitoring of marker students was not strong in all schools <p><u>Common feedback Forms</u> NEW</p> <p>Central resource teachers collected feedback on professional learning sessions:</p> <ul style="list-style-type: none"> <u>Single/First session</u> (85 sessions in total; 2680 forms completed): Over 90% agreed they would integrate what they learned into their planning and instruction and would recommend the session to a colleague <u>Multi-session</u> (9 sessions in total; 262 forms completed): nearly 85% agreed that their teaching/instruction changed, and they observed a change in student learning/achievement as a result of the professional learning <p>June 2019, central resource staff reviewed summaries of common feedback forms collaboratively to identify what was learned and planned for 2019-2020</p> <p>2. Staff well-being</p> <p>Data not available, to be included in TCDSB Workforce Census November 2019 NEW</p> <p>Status</p> <p>1. Inquiry-based professional learning, staff collaboration and engagement </p> <p>2. Staff well-being </p> <p>Explanation if goals not met</p> <ul style="list-style-type: none"> Content and format of professional learning needs refinement Alignment, collaboration and outreach Ongoing support and time for effective implementation 	<p>Inquiry-based professional learning</p> <p>Central staff will support all TCDSB schools through differentiated professional learning in the form of multi-session collaborative inquiries</p> <p>Principals will lead School Learning Teams, with the support of central staff. School administrators will continue to prepare midpoint and year-end report back presentations. K-12 monthly principal meetings will focus on professional learning (with some school improvement team participation)</p> <p>Central staff will use common feedback forms for all centrally provided professional learning</p> <p>Data collected from common feedback forms to be collated and reviewed by central staff for future planning</p> <p>Staff Well-Being</p> <ul style="list-style-type: none"> Staff Well-Being Committee was formed and is drafting the Staff Well-Being Strategy TCDSB Workforce Census <p>Communication and alignment</p> <ul style="list-style-type: none"> Central Staff will communicate BLIP connection to professional learning initiatives K-12 Principal Meeting Agendas will explicitly identify connections to all 4 areas of BLIP <p>Monitoring</p> <ul style="list-style-type: none"> Field superintendents will implement the BLIP (Dialogue Guide and Summary Template) and present twice per year at Education Council School Administrators, Central Staff, and Teachers will use the Dialogue Guides to support monitoring of the BLIP

Assessment for, as and of Learning

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

School and Classroom Leadership

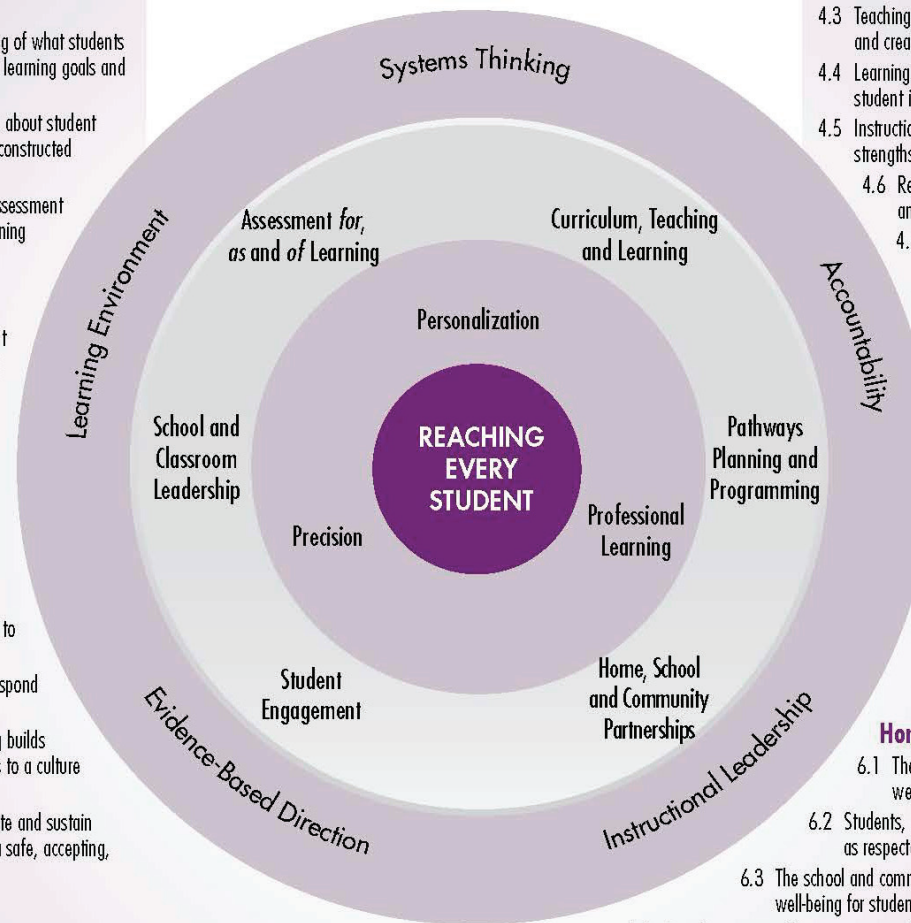
- 2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.
- 2.2 Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.
- 2.3 Organizational structures are coherent,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

Student Engagement

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

K-12 School Effectiveness Framework

A support for school improvement and student success

**Curriculum, Teaching and Learning**

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

Pathways Planning and Programming

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

Home, School and Community Partnerships

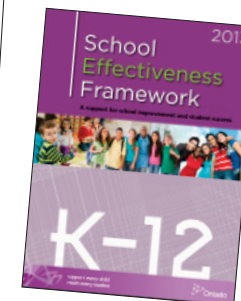
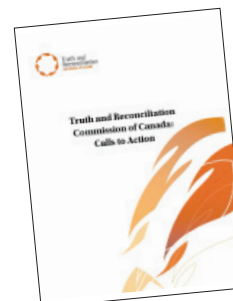
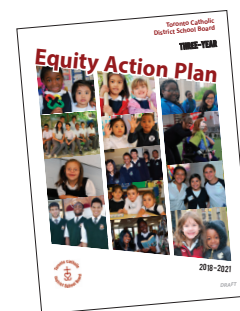
- 6.1 The School Council has a meaningful role in supporting learning, well-being and achievement for students.
- 6.2 Students, parents and community members are engaged and welcomed as respected, valued partners in student learning.
- 6.3 The school and community build partnerships to enhance learning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

2013

TCDSB Board Learning Improvement Plan: RESOURCES

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

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



NOTES:



**TORONTO CATHOLIC DISTRICT SCHOOL
BOARD TRUSTEES 2019 - 2020**

Wards

1. Joseph Martino	416-512-3401
2. Markus de Domenico	416-512-3402
3. Ida Li Preti	416-512-3403
4. Teresa Lubinski	416-512-3404
5. Maria Rizzo	416-512-3405
6. Frank D'Amico	416-512-3406
7. Mike Del Grande	416-512-3407
8. Garry Tanuan	416-512-3408
9. Norm Di Pasquale	416-512-3409
10. Daniel Di Giorgio	416-512-3410
11. Angela Kennedy	416-512-3411
12. Nancy Crawford	416-512-3412
Taylor Dallin, Student Trustee	416-512-3413
Kathy Nguyen, Student Trustee	416-512-3417

Rory McGuckin, Director of Education
Maria Rizzo, Chair of the Board

80 Sheppard Avenue East,
Toronto, Ontario M2N 6E8
Phone: 416-222-8282
www.tcdsb.org

SEPTEMBER 2019



REPORT TO

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

ANNUAL INFORMATION REPORT ON THE INTERNATIONAL LANGUAGES ELEMENTARY (ILE) PROGRAM FOR 2018-2019

*All of them were filled with the Holy Spirit and began to speak in other languages,
as the Spirit gave them ability.” Acts 2:4*

Created, Draft	First Tabling	Review
September 23, 2019	October 2, 2019	Click here to enter a date.

L. Di Marco, Superintendent of Curriculum Leadership & Innovation; Academic ICT
P. De Cock, Comptroller of Business Services
M. Sequeira, Coordinator of International Languages, Parent Engagement & Community Relations

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

As a Catholic and inclusive learning organization, the Toronto Catholic District School Board is committed to fostering and supporting student achievement and well-being by providing students with opportunities to enrich their learning. In 2018-2019, the TCDSB offered elementary students the opportunity to learn an international language during the school day, after school or on the weekends.

This report provides an overview of the International Languages Elementary (ILE) program delivery models for the 2018-2019 academic year. In addition, Appendix A provides a statistical and financial overview of the ILE programs.

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

B. PURPOSE

1. This report is submitted in compliance with mandatory reporting requirements of a motion, made on October 6, 2016, that an annual information report on the International Languages Elementary (ILE) program be added to the rolling calendar.

C. BACKGROUND

1. Up to September 2018, the ILE integrated day program was offered in an extended school day delivery model, during which the regular 5-hour (300-minute) school day was extended by 30 minutes, for a total of 330 minutes. This delivery format required teachers in ILE schools to work 30 minutes longer than their colleagues in non-ILE schools.
2. In the academic year of 2018-2019, due to language appearing in the collective agreement with TECT and an arbitration ruling regarding the ILE program, the program could not be delivered in an extended day format. This necessitated the delivery of the ILE program to be changed from an extended model to an integrated model during the regular 300-minute instructional day.

3. As a result of a motion approved by the Board of Trustees and a subsequent request to the Ministry, the Minister of Education:
 - confirmed conditional approval for the ILE program to be delivered for the academic year of 2018-2019;
 - approved an integrated day delivery model in which the program was to be delivered for 30 minutes, 4 times per week, within the 5-hour (300-minute) instructional day; and
 - provided one-time transitional funding of \$3.6M.
4. For the academic year of 2018-2019, the ILE after-hour programs continued to be delivered 2½ hour sessions over 30 weeks. The majority of the programs were offered on Saturday mornings. However, one program was offered on Sundays, and two programs were offered on Tuesdays after school.
5. In 2018-2019 the ILE programs were highlighted, celebrated and promoted through:
 - the TCDSB Communication and ILE Department;
 - the International Languages' Educators Association of Ontario (ILEA) Annual Spring Conference, hosted at the CEC;
 - TCDSB Heritage Day Celebrations;
 - celebrations, concerts and plays in ILE schools;
 - end-of-the-year graduations and celebrations in the after-hour programs;
 - literary contests, in collaboration with Centro Scuola and the Federation of Portuguese Canadian Business and Professionals;
 - the Festa della lingua Italiana;
 - the 70th Anniversary of Polish Language Instruction at St. Casimir Church;
 - a TCDSB day of celebration held at Queens Park;
 - local radio stations such as CHIN, Camões and Ondas Hispanas;
 - through posters and information sent to all Elementary schools to be included in the May, June and September newsletters and in the Welcome-to-Kindergarten bags; and
 - community centres and parishes.

In addition, in response to a Board of Trustee request, the Communications and ILE Department developed a new campaign to highlight the value and broad

appeal of the ILE program in our school communities. The campaign launch was planned for the spring, but it has been delayed to the fall of 2019.

D. METRICS AND ACCOUNTABILITY

1. The ILE integrated day program was offered in 44 TCDSB elementary schools to 19,597 students.
2. In 2018-2019, the TCDSB offered the following international languages in the integrated day delivery model: Italian, Portuguese, Ukrainian, Filipino, and Mandarin.
3. In 2018-2019, the ILE after-hour programs were offered in thirty-three (33) centres. Twenty-six (26) centres were located in TCDSB schools, while seven (7) centres were located in non-TCDSB sites.
4. In 2018-2019, 4,582 students learned the following international languages in the after-hour delivery model: Arabic, Armenian, Cantonese, Chaldean, Croatian, Filipino, Hungarian, Igbo, Italian, Korean, Lithuanian, Latin, Malayan, Mandarin, Polish, Portuguese, Spanish, Tamil, and Tigrinya.
5. The ILE Department conducted a two-year review, in 2017-2018 and 2018-2019 of the ILE after-hour programs to assess the effectiveness of program delivery and the effectiveness of operational procedures. Here are some key observations on student enrolment that were noted over the two-year review:

5.1 After Hour Programs that maintained or increased student enrolment were centres that:

- had a student enrolment of 150 or greater;
- ran as heritage language programs where the ILE language selected was the mother tongue of one or both parents;
- were located in an area where there was a significant population of families who were fluent in the ILE language offered;
- had a large number of student enrolment in one language;

- were able to offer single or combine grade classes with no more than two grades per class; and,
- had a high level of parental and community engagement.

5.2 Declining or inconsistent student enrolment occurred in centres that:

- began with 4 classes or fewer;
- offered multiple languages, but only had enough students to offer one class per language;
- did not have sufficient student enrolment to create multiple classes of one language, thus resulting in having multiple grades in one class (i.e., one class could potentially have students ranging from junior kindergarten to grade 8);
- the community experienced a change in demographics and the language offered was not reflective of the changed demographics or parent interest in third language acquisition;
- competition for student enrolment with privately run centres; and,
- lost student enrolment, mainly after grade 5, as a result of competing extra-curricular weekend activities and/or lack of student interest.

6. The 2018-2019 detailed budget for the ILE programs for both the integrated day and the after-hour delivery models is reported in Appendix A. The following are some key highlights from Appendix A:

6.1 The total budget for the ILE programs was \$5,851,108.

6.2 Despite the \$3.6M provided by the Ministry, the Board incurred a total funding shortfall in the amount of \$942,245.

6.3 The ILE after-hour programs incurred a financial short fall of \$227,232, as a result of the operational costs of running multiple centres and smaller centres with three or fewer classes.

6.4 Operating classes that are well below the Board average of twenty-five (25), could potentially have an adverse effect on the Ministry imposed aggregate of 23 students per class, which would result in reduced future funding.

E. CONCLUDING STATEMENT

This report is for the information and consideration of the Board

Appendix A - International Languages Elementary (ILE) Budget 2018-2019

As at August 28, 2019

International Languages Program		2018-2019 PRELIMINARY-ACTUAL (Pre-Audit)		
Cost Element (CE)	Description	YTD Preliminary Actuals 2018/19	Integrated Day Program	After-Hours Program
GRANT & OTHER REVENUES				
(a)	Enrolment (Pupil Count over 2 Semesters)	4,862	-	4,862
(b)	<i>Avg. Class Size</i>	23.6	-	23.6
(a) / (b)	<i># of Classes (over 2 Semesters)</i>	206	0	206
(A)	Projected Hours of Instruction	15,460	0	15,460
(B)	Grant per Pupil	57	-	57
(A) x (B)	Total Calculated Grant	874,108.40	-	874,108.40
	Revenue from Centro Scuola	170,000	136,825	33,175
	Revenue from Consulate General Portugal	37,523	30,200	7,322
Subtotal - Grant & Other Revenues		1,081,631	167,025	914,606
EXPENDITURES				
11000	Caretaking Salary - Weekends	181,100		181,100
11200	Secretaries & Tech Salary	61,018	-	61,018
19200	International Lang- Extended Day	3,550,770	3,550,770	-
19200	International Lang- Hrly rated Instructors (After Hours)	697,983	-	697,983
19201	International Lang - Supply Instructors	186,617	155,960	30,657
	Subtotal - Salaries	4,677,488	3,706,730	970,758
21000	Benefits - Caretaking - Weekends	54,331	-	54,331
21200	Benefits - Secretaries & Tech	14,936	-	14,936
29200	Benefits - Int'l Lang. - Extended Day	999,311	999,311	-
29200	Benefits - Int'l Lang. - Hrly rated Instructors (After Hours)	77,950	-	77,950
	Subtotal - Benefits	1,146,528	999,311	147,217
	Subtotal - Salaries & Benefits	5,824,016	4,706,041	1,117,975
32000	Text Books-Intern. Languages	188	-	188
33000	Stationary & Supplies	11,362	-	11,362
33500	Printing & Photocopying - Instructional	11,347	-	11,347
36100	Car Expenses - Mileage	4,195	3,229	966
	Subtotal - Other Expenses	27,092	3,229	23,863
	Total Expenditures	5,851,108	4,709,270	1,141,838
	Program Surplus/(Deficit)	(4,769,477)	(4,542,245)	(227,232)
	2018-19 One-Time PPF (Priorities & Partnership Funding)	3,600,000	3,600,000	0
	Net Surplus/(Deficit) after one-time funding	(1,169,477)	(942,245)	(227,232)



REPORT TO

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

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

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

Created, Draft

September 23, 2019

First Tabling

October 2, 2019

Review

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

M. Artuso, Research Associate, Educational Research

M. Vanayan, Senior Coordinator, Educational Research

L. DiMarco, Superintendent of Curriculum, Leadership and Innovation

G. Iuliano Marrello, Superintendent of Student Success

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L. Noronha
Associate Director of Facilities,
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Chief Financial Officer

A. EXECUTIVE SUMMARY

This report summarizes the results of Toronto Catholic District School Board (TCDSB) student achievement on the 2018-2019 EQAO Assessments of Reading, Writing and Mathematics, Primary Division and Junior Division, the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT). Overall, Board scores remain strong at or above 75% in Primary and Junior reading and writing, Grade 9 academic mathematics and OSSLT. Primary reading, Primary writing, and Junior writing results for the Board are above provincial results. In mathematics, Primary, Junior and Grade 9 applied results remain low both in the Board and Province. Grade 9 applied results in the Board are relatively the same as the previous year, and are above the Province.

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

B. PURPOSE

1. This report presents Provincial and Board results on the Education Quality and Accountability Office (EQAO) Primary Division, Junior Division, Grade 9 Assessments and the OSSLT. School and Board results from all assessments are released on September 25, 2019.

C. BACKGROUND

1. Administration of Assessments

The Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6) are administered to:

- all Ontario students at the end of the primary division (Grade 3) and, at the end of the junior division (Grade 6).

The Grade 9 Assessment of Mathematics is administered to:

- all Ontario students who are working toward their Grade 9 academic or applied mathematics credit.

Grade 9 students in the first-semester mathematics courses take the test in January; students in the second-semester or full-year mathematics courses take the test in June.

The OSSLT is administered to:

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

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

2. **What is measured?**

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

3. **Reporting**

Primary, Junior and Grade 9 Assessments

- the province's four levels of achievement
- the provincial standard is Level 3, which corresponds to a 70 to 79 per cent.

OSSLT

- “successful” or “unsuccessful”.

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

D. EVIDENCE/RESEARCH/ANALYSIS

1. PRIMARY DIVISION STUDENT RESULTS OVER TIME for TCDSB and Ontario

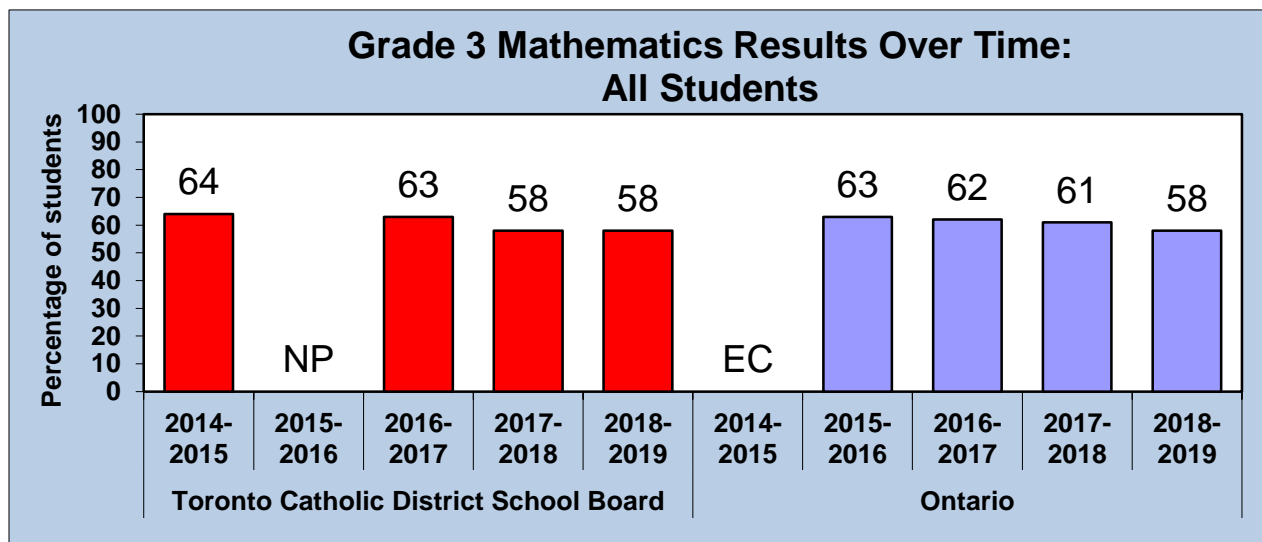
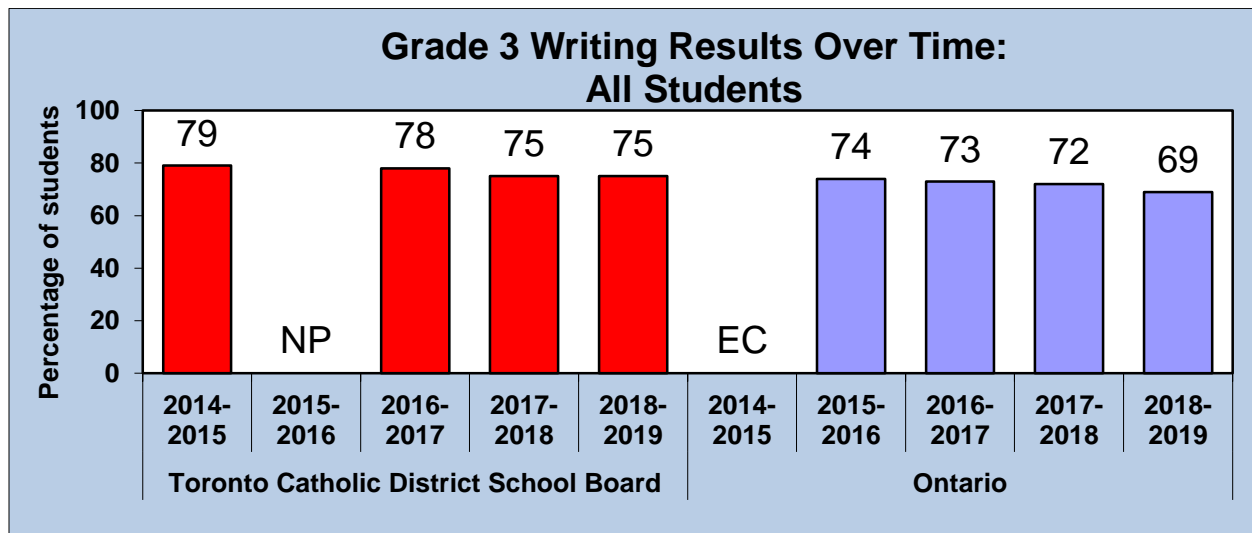
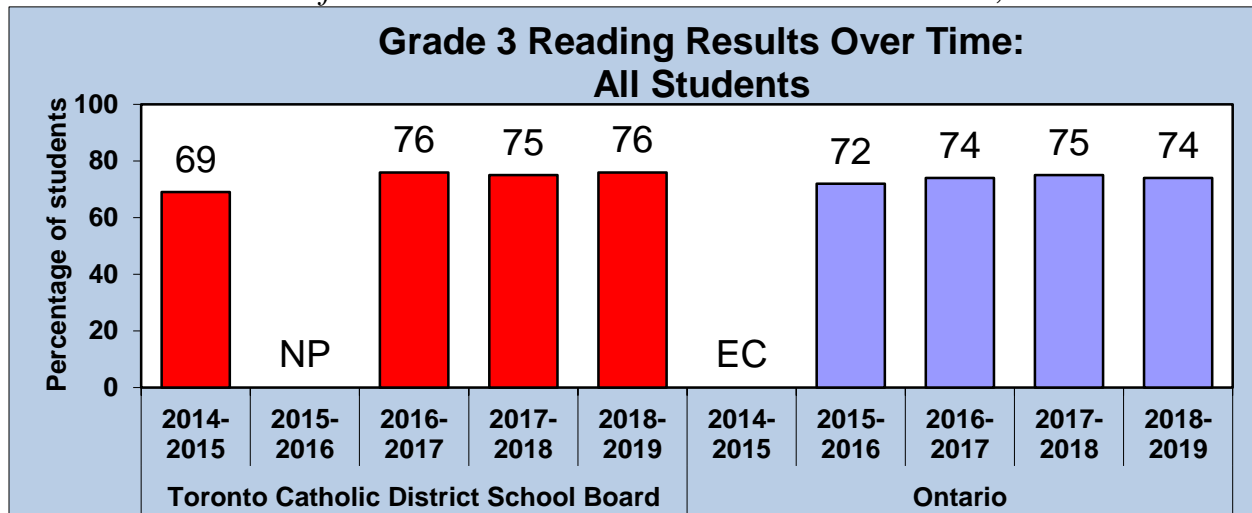
NOTE:

EC = Due to exceptional circumstances in 2015 (labour disruptions in a significant proportion of schools in Ontario), provincial data were not available.

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

Percentage at or above the provincial standard

Total number of TCDSB Grade 3 students in 2018-2019 = 6,078



As shown in the three graphs above:

- over the past five years, the percentage of Grade 3 TCDSB students who performed at or above the provincial standard:

Graph 1 – Reading increased from 69% to 76%

Graph 2 – Writing decreased from 79% to 75%

Graph 3 – Mathematics decreased from 64% to 58%

- over the past four years, the percentage of Grade 3 students in Ontario who performed at or above the provincial standard:

Graph 1 – Reading increased from 72% to 74%

Graph 2 – Writing decreased from 74% to 69%

Graph 3 – Mathematics decreased from 63% to 58%

2. JUNIOR DIVISION STUDENT RESULTS OVER TIME for TCDSB and Ontario

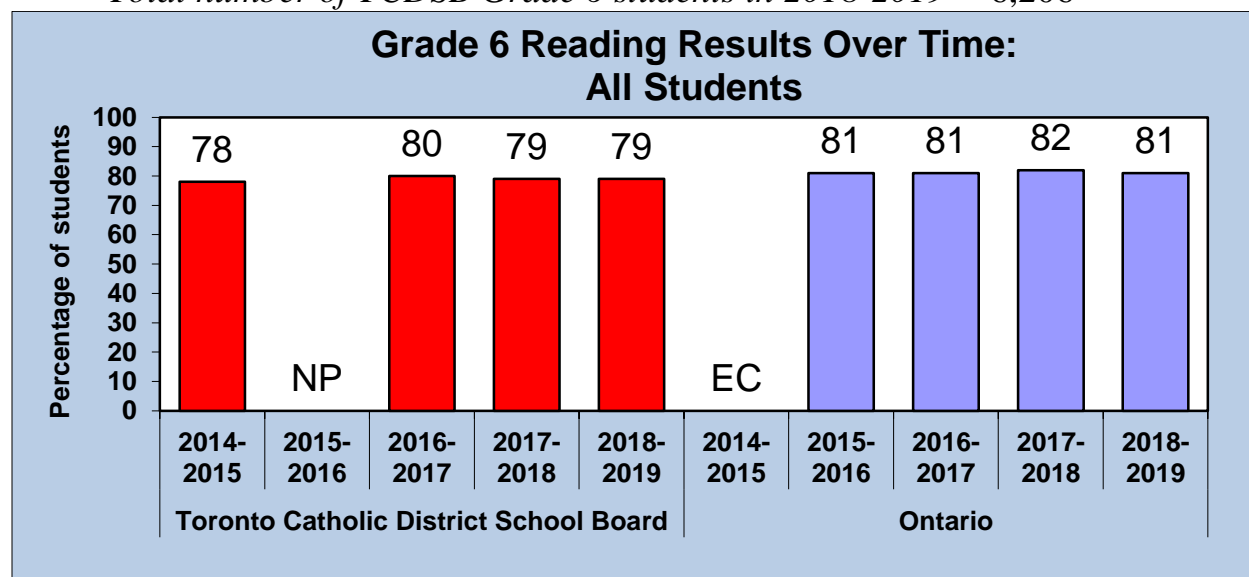
NOTE:

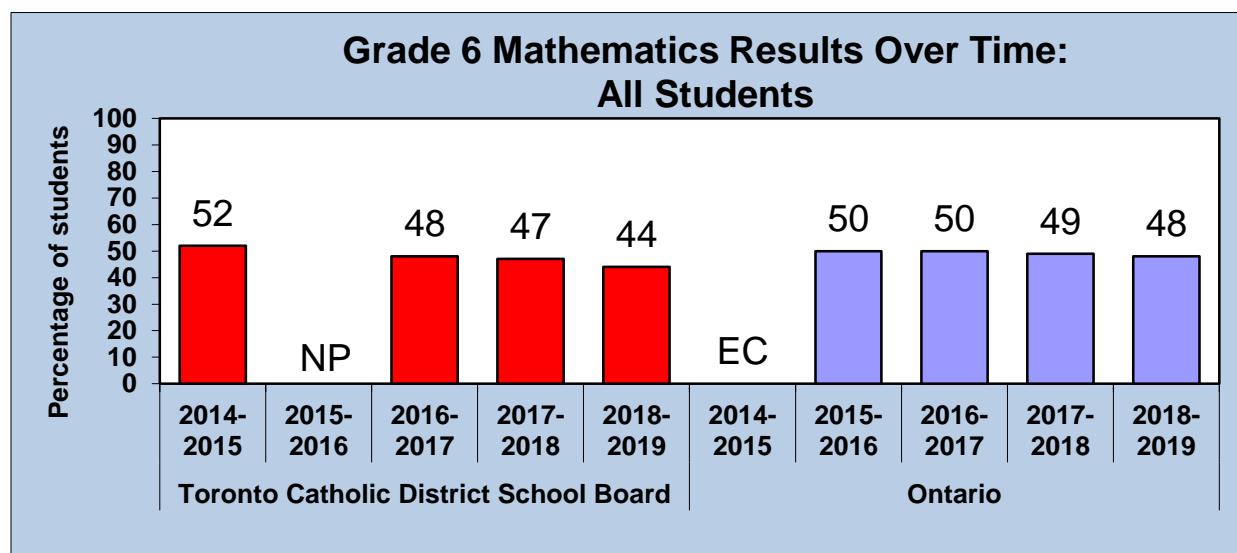
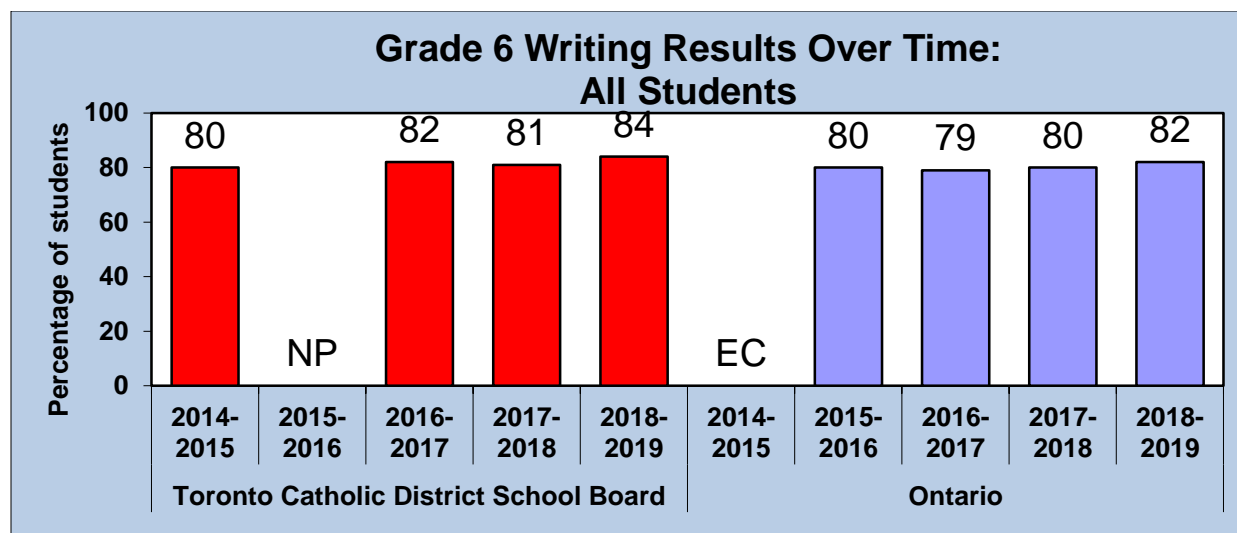
EC = Due to exceptional circumstances in 2015 (labour disruptions in a significant proportion of schools in Ontario), provincial data were not available.

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

Percentage at or above the provincial standard

Total number of TCDSB Grade 6 students in 2018-2019 = 6,206





As shown in the three graphs above:

- over the past five years, the percentage of Grade 3 TCDSB students who performed at or above the provincial standard:

Graph 1 – Reading remained fairly stable at 79%

Graph 2 – Writing increased from 80% to 84%

Graph 3 – Mathematics decreased from 52% to 44%

- over the past four years, the percentage of Grade 3 students in Ontario who performed at or above the provincial standard:

Graph 1 – Reading remained fairly stable at 81%

Graph 2 – Writing increased from 80% to 82%

Graph 3 – Mathematics decreased from 50% to 48%

3. GRADE 9 MATHEMATICS RESULTS OVER TIME for TCDSB and Ontario

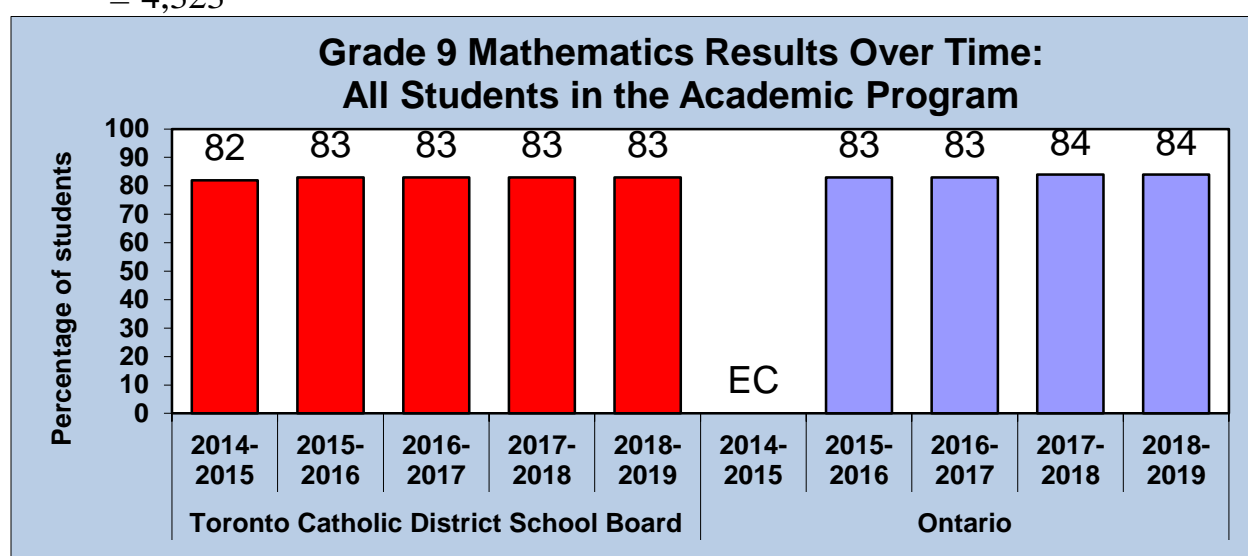
NOTE:

EC = Due to exceptional circumstances in 2015 (labour disruptions in a significant proportion of schools in Ontario), provincial data were not available.

Percentage at or above the provincial standard

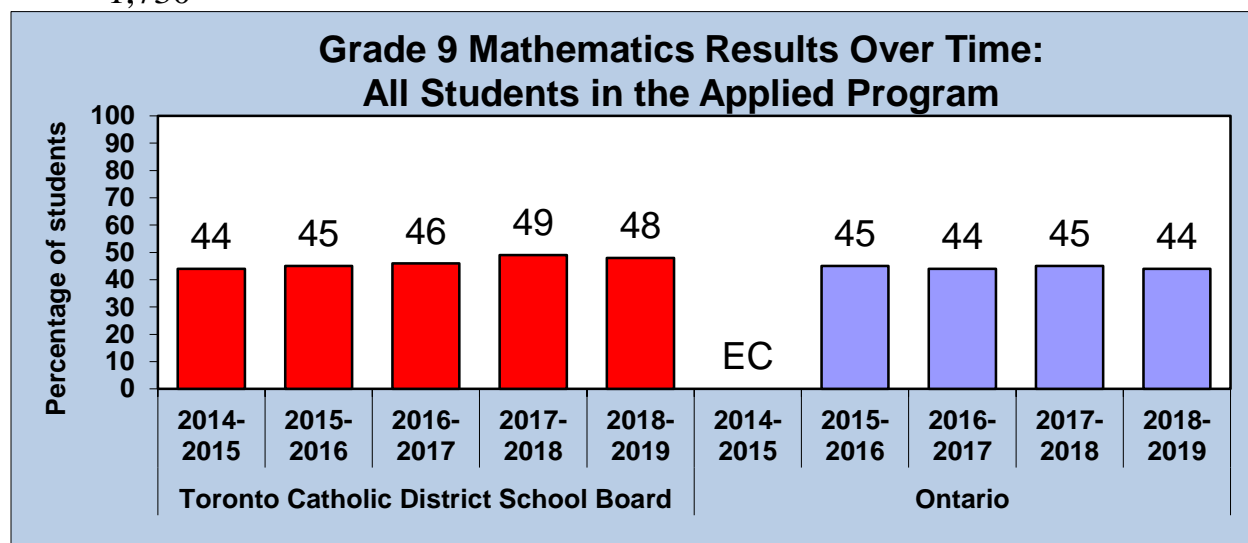
ACADEMIC PROGRAM

Total number of TCDSB Grade 9 students in 2018-2019 Academic Program = 4,323



APPLIED PROGRAM

Total number of TCDSB Grade 9 students in 2018-2019 Applied program = 1,730



As shown in the two graphs above:

- over the past five years, the percentage of Grade 9 TCDSB students who performed at or above the provincial standard:

Graph 1 – Academic: remained fairly stable at 83%

Graph 2 – Applied: increased from 44% to 48%

- over the past four years, the percentage of Grade 9 students in Ontario who performed at or above the provincial standard:

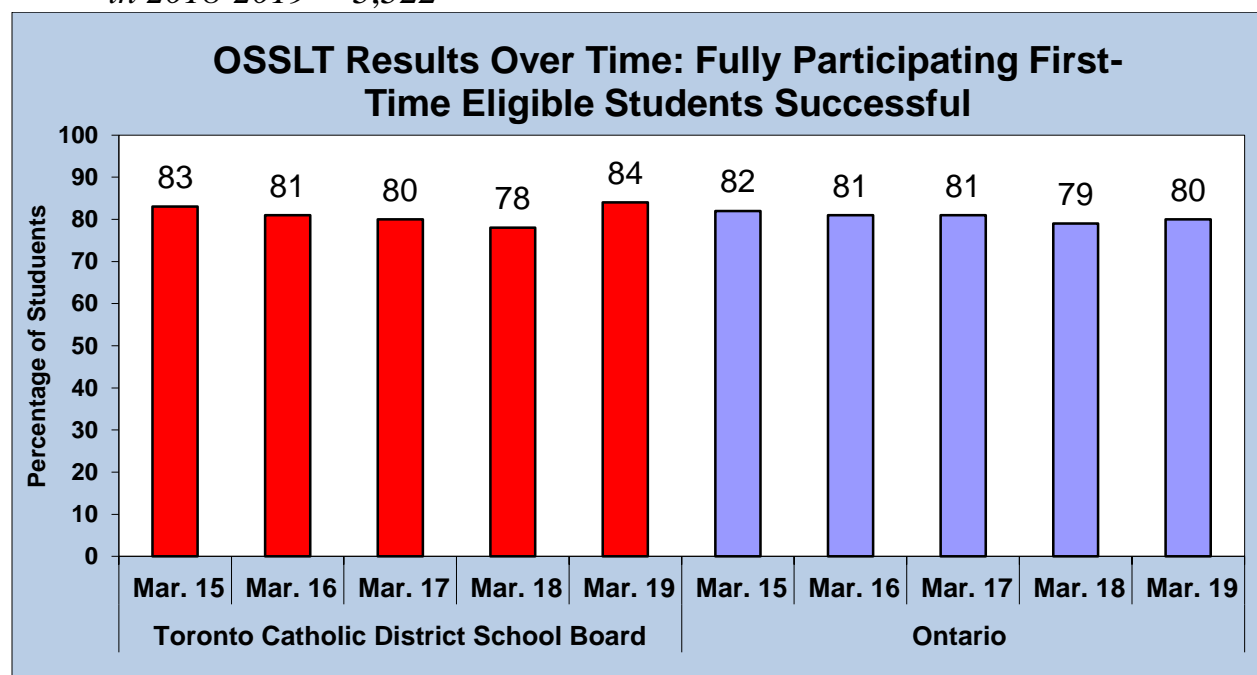
Graph 1 – Academic: remained fairly stable at 84%

Graph 2 – Applied: remained fairly stable at 44%

4. THE ONTARIO SECONDARY SCHOOL LITERACY TEST RESULTS OVER TIME for TCDSB and Ontario

Percentage of First-time Eligible students successful

Total number of First-time eligible TCDSB Grade 10 students writing the test in 2018-2019 = 5,522



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

- Board results have been for the most part at or above 80% and over the past year, there has been a 6% increase
- Ontario results remain fairly stable at 80%.

E. METRICS AND ACCOUNTABILITY

1. Overview of Results

- Overall, Board literacy (Primary/Junior reading and writing, OSSLT) results remain strong with scores at or above 75%.
- Primary reading, Primary writing, and Junior writing results for the Board are above provincial results.
- In mathematics, Primary, Junior and Grade 9 applied results remain low both in the Board and Province.
- In Grade 9 academic mathematics, the Board mirrors the Province and maintains strong results.
- OSSLT results for the Board have increased and are above provincial results.
- The EQAO results continue to point to mathematics and the applied level as an area of focus.

2. Learning and Improvement Planning

- Deeper analysis of the 2018-2019 EQAO results at both the system and school level is underway and will inform the revision of learning and plans for our school communities and for the board.
- These assessment results are used in conjunction with other data to coordinate plans for improving student achievement and well-being consistent with the TCDSB Multi-Year Strategic Plan and Ministry of Education initiatives, to inform our Board Learning and Improvement Plan.
- The analysis will inform Professional Learning Plans to be presented to the Student Achievement and Well-being Committee of the Board in November 2019.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

REQUEST FOR RELIGIOUS ACCOMMODATIONS 2018-2019

*All these blessings shall come upon you and overtake you, if you obey the Lord your God
Deuteronomy 28:2*

Created, Draft	First Tabling	Review
September 5, 2019	October 2, 2019	Click here to enter a date.

Gina Iuliano Marrello, Superintendent of Student Success, Monsignor Fraser College
Marina Vanayan, Senior Coordinator, Educational Research
John Morgan, Research Associate

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L. Noronha
Associate Director of Facilities,
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Chief Financial Officer

Executive Summary

This report provides the number and type of requests for Religious Accommodations within the Toronto Catholic District School Board schools in the school year from September 2018 to June 2019. Data for this report was collected through the use of a survey and interviews with school principals. Since 2012, there have been relatively few formal requests for religious accommodation, including exemptions, and this pattern continues for this school year.

The cumulative staff time required to prepare this report was 19 hours

A. PURPOSE

1. This report fulfils the obligation in the TCDSB Religious Accommodation Policy S.22 (<https://www.tcdsb.org/Board/Policies/Documents/S22.pdf>) that ‘the consistent application of religious accommodation requests will be monitored and reported in an annual report to the board of trustees’.
2. The obligation for honouring requests for religious accommodation is also articulated in the TCDSB Opening and Closing Exercises Policy S.S.02 (<https://www.tcdsb.org/Board/Policies/Documents/SS02.pdf>).

B. BACKGROUND

1. Arising from an Ontario Human Rights Tribunal case, the Simcoe Muskoka Catholic District School Board published its Practice and Procedure around Religious Education Exemptions. The TCDSB received this document on October 16, 2017. As recommended by the Ontario Catholic School Trustees’ Association, the TCDSB reviewed the document and confirmed that its own policies and procedures meet all statutory requirements.

C. EVIDENCE/RESEARCH/ANALYSIS

1. Although the number of requests for religious accommodation has increased, the number continues to be low. A total of 19 schools reported requests for religious accommodation in the 2018-19 school year. There were 55 requests in total for the 19 schools, with the greatest number being in the area of religious dress and dietary accommodations.

2. A summary of all requests is provided in the *Appendix*. Accommodations have been made in accordance with the *TCDSB Religious Accommodation Policy* S.22 and within the provisions of the Education Act, Section 42(11) and 42(13)(<https://www.ontario.ca/laws/statute/90e02#BK50>)
3. When requests for religious accommodation are received, principals engage in discussions with students and parents/guardians. In addition, principals consult with their area superintendent as well as the Superintendent of Student Success.

D. METRICS AND ACCOUNTABILITY

1. Principals will dialogue with their area superintendents and, when necessary, consult with the Superintendent of Student Success regarding requests for religious accommodation.
2. In June, principals will be asked to provide data on religious accommodation requests received in the current school year.
3. Senior Staff will report to board annually in the early part of the next school year, regarding the June data collected regarding religious accommodation requests.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Religious Accommodations Survey 2019

Total Responses: 195 Schools

Total Schools with Requests: 19

	Total Requests	Accommodated	Not Accommodated
a) School opening and closing exercises - How many students made requests?	4	4	0
b) Leave of absence for Religious Holy Days - How many students made requests?	4	4	0
c) Prayer - How many students made requests?	1	1	0
d) Dietary requirements - How many students made requests?	14	14	0
e) Fasting - How many students made requests?	4	4	0
f) Religious dress - How many students made requests?	14	14	0
g) Modesty requirements in physical education - How many students made requests?	1	0	1
h) Participation in daily activities and curriculum - How many students made requests?	4	4	0
i) Other – exemption from the Religion Course	3	1	2
i) Other – exemption from liturgies	6	6	0



REPORT TO

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

STUDENT CONSENT FOR IMMUNIZATION

There is no wealth better than health of body, and no gladness above joy of heart.

Sirach 30:16

Created, Draft	First Tabling	Review
September 23, 2019	October 2, 2019	Click here to enter a date.
Lori DiMarco, Superintendent, Curriculum Leadership & Innovation; Academic ICT		
RECOMMENDATION REPORT		

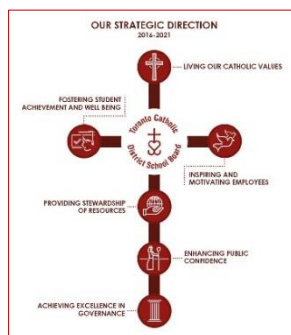
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Associate Director of Facilities,
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A. EXECUTIVE SUMMARY

This report recommends that the Board agree to allow secondary school students to provide their own consent for immunizations provided in school. The report outlines the rationale for this change.

The cumulative staff time required to prepare this report was 8 hours

B. PURPOSE

1. The Toronto Catholic District School Board works collaboratively with Toronto Public Health. Toronto Public Health has requested that we consider this request to allow students to consent to immunizations in TCDSB secondary schools.

C. BACKGROUND

1. The following points are from a letter written by Dr. Vinita Dubey, Associate Medical Officer of Health, Vaccine Preventable Disease Program, Toronto Public Health:
 - A. The law in Ontario is that mature minors can consent for health interventions. A student can go to a doctor or to a Toronto Public Health community clinic and get the vaccine without parental consent. To have different criteria in schools would be inconsistent and inadvisable.
 - B. There is no legal age of consent for medical care in Ontario's Health Care Consent Act.
 - C. The Information Privacy Commissioner in Ontario is against preventing mature minors from being able to consent on their own, when they can provide their own informed consent.
 - D. When secondary students can consent for their own vaccinations, it will allow Toronto Public Health (TPH) to host vaccination clinics in schools to prevent suspensions under the Immunization of School Pupils Act. This includes vaccines such as meningococcal and pertussis. These are routine vaccines in Ontario.
 - E. Neighbouring school boards and public health units, including Peel, Durham, York and Toronto regions, allow secondary school students to sign their own consent.
 - F. These vaccines are life-saving. They are safe and they work.

- G. In the 2018-19 academic year, TPH staff assessed all 322,375 elementary and secondary students in 806 public schools in Toronto (4 main school boards in Toronto). Initially, 32% of the students (104,472) were not up-to-date with the requirements of the Immunization of School Pupils Act (ISPA) and received a first letter from TPH. As of June 4, 2019, 14% of students (44,820) have received a suspension order, resulting in 21,077 (6.5%) active suspensions. TPH works with schools to assist principals to get their students' immunization records up to date. With this change in policy TPH could provide vaccines on site at secondary schools and prevent school suspensions.
- H. Maintaining high immunization coverage is essential to prevent and control communicable and infectious diseases. Ensuring students are enabled to get vaccinations when needed, with informed consent, is crucial to maintaining these high coverage rates, keeping schools healthy, and keeping students in school.
- I. While TPH agrees that parental involvement is important, and something they do not want to exclude, legally there is no merit for parental consent for a mature minor.

D. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. TCDSB would distribute a communication from TPH with parents of secondary students informing them that TPH will notify them of any upcoming clinics at TCDSB schools to make sure they are included in the decision making process and will have time to discuss the issues with their son/daughter before the clinic. Appendix A shows the contents of the draft letter.

E. STAFF RECOMMENDATION

1. That TCDSB work with Toronto Public Health to permit students of secondary schools to sign their own consent forms for immunizations offered in TCDSB schools.
2. That the communication in Appendix A be shared with all parents of TCDSB secondary schools.

Dr. Eileen de Villa
Medical Officer of Health

Public Health
277 Victoria Street
5th Floor
Toronto, Ontario M5B 1W2

Karen Beckermann
Associate Director, CDC
Tel: 416-388-0731
Karen.Beckermann@toronto.ca

DATE

Dear Parent

Re: Age of consent at high school vaccination clinics

Toronto Public Health (TPH) and the Toronto Catholic District School Board (TCDSB) are working together to improve the health of students and school communities. Please be advised that beginning on <DATE> high school students, 14 years of age and older will be able to sign their own consent form at school based vaccination clinics. This change is consistent with current practice at surrounding school boards.

There is no legal age of consent for medical care in Ontario's [Health Care Consent Act](#). Toronto Public Health nurses will talk to your son/daughter about the purpose for the vaccine, the risks and the benefits and answer any questions he/she has to make sure it is informed consent.

There are no immunization clinics currently planned at your son/daughter's school. TPH will notify you of any upcoming clinics at TCDSB schools to make sure you are included in the decision making process and will have time to discuss the issues with your son/daughter before the clinic.

Thank you for helping to create a safer environment for students and staff.

Sincerely,

Karen Beckermann
Associate Director, Communicable Disease Control

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

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

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

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

2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

20	December (A/P)	Student Achievement	Accountability Framework for Special Education and <u>S.P.01 Special Education Programs and Services Policy Metric</u>	Associate Director Academic Services
21	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services
22	December (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services

STUDENT ACHIEVEMENT AND WELL BEING

PENDING LIST TO OCTOBER 2, 2019

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Sep-19 Student Achievement	TBC	Student Achievement	Report regarding how a case log of legal opinions given to the TCDSB, with respect to our Catholic denominational rights, can be put together and report back to Student Achievement Committee by October 2019 at the earliest (Recommendation from Catholic Education and Living our Catholic Values Sub-Committee: 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 March 1, 2018))	General Legal Counsel
2	Sep-19 Student Achievement	TBC	Student Achievement	Report regarding options to address overcrowding at Central and South Etobicoke Catholic Secondary schools and that all viable options and available lands in Etobicoke Centre be investigated and considered (Consideration of Motion from Trustee de Domenico regarding Central Etobicoke Secondary School Accommodations).	Associate Director of Facilities, Business and Community Development
3	Sep-19 Student Achievement	TBC	Student Achievement	Report on the re-establishment of the Budget Committee that would report to Corporate Services, Strategic Planning and Property Committee (2019-2020 Operating Budget)	Director of Education/ Associate Director of Facilities,

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				Impacts from Delayed Implementation of Employee Paid Parking)	Business and Community Development