

STUDENT ACHIEVEMENT AND WELL-BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE REGULAR MEETING Public Session

AGENDA October 7, 2021

Garry Tanuan, Chair
Trustee Ward 8

Teresa Lubinski, Vice Chair
Trustee Ward 4

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Michael Del Grande
Trustee Ward 7

Daniel Di Giorgio
Trustee Ward 10

Keith Baybayon
Student Trustee

Norman Di Pasquale
Trustee Ward 9

Angela Kennedy
Trustee Ward 11

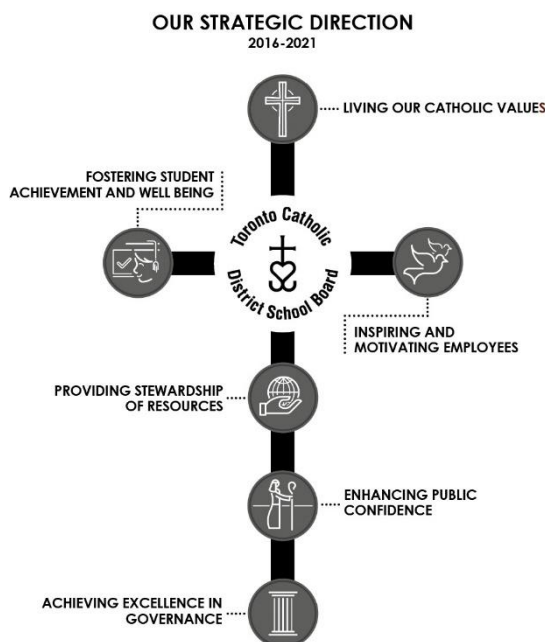
Ida Li Preti
Trustee Ward 3

Markus de Domenico
Trustee Ward 2

Joseph Martino
Trustee Ward 1

Maria Rizzo
Trustee Ward 5

Stephanie De Castro
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: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298
Assistant Recording Secretary: Sarah Pellegrini, 416-222-8282 Ext. 2207

Dr. Brendan Browne
Director of Education

Joseph Martino
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.

Land Acknowledgement

Out of our deep respect for Indigenous peoples in Canada, we acknowledge that all Toronto Catholic District School Board properties are situated upon traditional territories of the Anishinabek (a-ni-shna-bek), the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Wendat peoples. We also acknowledge the land covered by Treaty 13 is held by the Mississaugas of the Credit First Nation and Toronto is subject to The Dish with One Spoon covenant. We also recognize the contributions and enduring presence of all First Nations, Métis, and Inuit people in Ontario and the rest of Canada.

La Reconnaissance du Territoire

Nous témoignons du plus grand respect pour les Peuples autochtones au Canada et nous avons à cœur de souligner que tous les immeubles du Toronto Catholic District School Board sont situés sur les terres traditionnelles de la Nation Anishinabek, de la Confédération de Haudenosaunees et des Wendats. Il est également important de noter que le territoire visé par le Traité 13 est celui des Mississaugas de la Première Nation Credit et que celui de Toronto est protégé par l'accord d'« un plat à une cuillère ». Nous tenons également à rappeler la présence pérenne et l'importance des contributions des Premières Nations, des Metis et des Inuits en Ontario, et dans tout le Canada.

OUR MISSION

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through witness, faith, innovation and action.*



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

PUBLIC SESSION

Garry Tanuan, Chair

Teresa Lubinski, Vice-Chair

Thursday, October 7, 2021

7:00 P.M.

	Pages
1. Call to Order	
2. Opening Prayer (Chair or designate)	
3. Land Acknowledgement	
4. Singing of O Canada	
5. Roll Call & Apologies	
6. Approval of the Agenda	
7. Report from Private Session	
8. Declarations of Interest	
9. Approval & Signing of the Minutes of the Meeting held September 2, 2021 for Public Session	1 - 21
10. Delegations	
10.a. Elena Krishchuk, representative of Youth Assisting Youth (YAY)	22 - 26

regarding Youth Mentorship Program

11. **Presentations**
12. **Notices of Motion**
13. **Consideration of Motions for which previous notice has been given**
 - 13.a. From Trustee de Domenico regarding Request to the Ministry of Education to Amend the Education Act to give Student Trustees the Right to Move and Second Motions 27 - 28
14. **Consent and Review**
15. **Unfinished Business**
16. **Matters referred or deferred**
17. **Staff Reports**
 - 17.a. Return to School Update (Information) (Refer to October 7, 2021 Addendum)
 - 17.b. Board Learning Improvement Plan 2020-2021 Report Back (Information) 29 - 39
 - 17.c. Annual Report on the International Languages Elementary (ILE) Program for 2020-2021 (Information) 40 - 45
 - 17.d. Education Quality and Accountability (EQAO) Assessments - Update (Information) 46 - 51
18. **Listing of Communications**
19. **Inquiries and Miscellaneous**
20. **Updating of Pending List**
 - 20.a. Annual Calendar of Reports and Policy Metrics 52 - 53
 - 20.b. Monthly Pending List 54

21. Resolve into FULL BOARD to Rise and Report
22. Closing Prayer
23. Adjournment

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

PUBLIC SESSION

HELD THURSDAY, SEPTEMBER 2, 2021

PRESENT:

Trustees:

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

Student Trustees:

K. Baybayon
S. De Castro

Staff:

B. Browne
D. Boyce
A. Della Mora
S. Camacho
P. Aguiar
A. Bria
M. Caccamo
S. Camacho
D. Chen
F. Cifelli
L. DiMarco
K. Dixon

C. Fernandes
L. Latham
M. Loberto
P. Matthews
M. Meehan
R. Peterson
R. Putnam
S. Vlahos
J. Wujek

S. Harris, Recording Secretary
S. Pellegrini, Assistant Recording Secretary

External Guest: A. Robertson, Parliamentarian

5. Roll Call and Apologies

An apology for absence was extended on behalf of Trustee Di Pasquale.

6. Approval of the Agenda

MOVED by Trustee Martino, seconded by Trustee Lubinski, that the Agenda, as amended to include the Addendum, be approved.

With the consent of the Committee, Trustee Del Grande withdrew his Inquiry, Item 19a), regarding Consistency of Procedural Policies at the Toronto Catholic District School Board (TCDSB).

The Motion was declared

CARRIED

7. Report from Private Session

MOVED by Trustee Crawford, seconded by Trustee Martino, that the following report be received:

In PRIVATE Session: A verbal update from the Director of Education regarding the status of the recruitment process for Supervisory Officers at the TCDSB was received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

8. **Declarations of Interest**

There were none in PRIVATE Session.

Trustees Del Grande, Kennedy and Rizzo declared an interest in Item 17a) Report from the Governance and Policy Committee: Fair Practice in Hiring and Promotion H.M.40 as they have family members who are employees of the Board.

Trustees Del Grande, Kennedy and Rizzo indicated that they would neither participate in discussions regarding that Item nor vote.

10. **Delegations**

MOVED by Trustee Li Preti, seconded by Trustee de Domenico, that Item 10a) be adopted as follows:

10a) **Adrianna McQuaid regarding Student Mental Health and Well-Being** received and referred to Staff.

Trustee Del Grande requested that the Question be split.

Results of the Vote take on Motion of Receipt, as follows:

In Favour

Opposed

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

The Motion of Receipt was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

Results of the Vote take on Referral to Staff, as follows:

In Favour

Opposed

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

Del Grande

The Motion regarding Referral to Staff was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

11. Presentations

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

11a) Philippine Consulate General's Quincentennial Awards received.

The Motion was declared

CARRIED

12. Notices of Motion

MOVED by Trustee de Domenico, seconded by Trustee Rizzo, that Item 12a) be adopted as follows:

12a) From Trustee de Domenico regarding Request to the Ministry of Education to Amend the Education Act to give Student Trustees the Right to Move and Second Motions will be considered at the October 7, 2021 Student Achievement and Well-Being, Catholic Education and Human Resources Committee Meeting:

WHEREAS: Notice of Motion to request the Ministry of Education to amend the Education Act to give Student Trustees the right to move and second motions;

WHEREAS: Per section 55(5) of the Ontario Education Act Student Trustees have the right to partake in certain in-camera sessions closed to the public, demonstrating the high standing and trustworthiness of Student Trustees;

WHEREAS: The student voice is most effectively communicated by granting Student Trustees equal opportunities to participate in Board functions as other Board Trustees;

WHEREAS: Per section 55(7) of the Ontario Education Act Student Trustees receive equal opportunities to Board Trustees, including access to professional development, resources and training;

WHEREAS: Student Trustees are elected representatives, and are to be held accountable to the student body;

WHEREAS: The student voice must be articulated fairly and expressively for the benefit of the school Board;

WHEREAS: The student voice must be represented fairly and articulated expressively for the benefit of the school Board and to accurately reflect the students' in decision-making;

WHEREAS: Student Trustees shall have the right to abstain from voting and be counted as equals within the quorum of the entire Board;

WHEREAS: Student Trustees further desire the right to move and second motions, to incite discussion; and

WHEREAS: Student Trustees further desire the right to move and second motions, to incite discussion.

BE IT RESOLVED THAT: The Chair of the Board send a letter to the Ministry of Education on behalf of the TCDSB with copies of local MPPs and other school Boards, requesting the Ministry of Education to push for the recommendation in allowing Student Trustees the right to independently move and second motions during Board meetings. Doing so furthers the dynamic and effectiveness of student representation across Ontario, as students can begin the discussions surrounding items that they feel are most pertaining to their constituency without the need to request for support.

14. Consent and Review

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

- 17a) From the Governance and Policy Committee: Fair Practice in Hiring and Promotion H.M.40 (Recommendation) – Trustee Di Giorgio;

- 17b) Update on Acceptable Use of Technology Policy and Social Media Guidelines - Trustee Kennedy;
- 17c) Equity Poverty Action Network (EPAN) School - Trustees Di Giorgio and Li Preti;
- 17d) Return to School Update (Information) - Trustee Kennedy;
- 17e) Safe Schools Annual Report 2020-2021 (Information)- Trustee Crawford;
- 17f) Request for Religious Accommodations 2020-2021 (Information) - Trustee Del Grande; and
- 18a) Communication from Toronto Student Transportation Group (TSTG) regarding the Status of Student Transportation for September 2021 - Trustee Del Grande

MOVED by Trustee Martino, seconded by Trustee de Domenico, that the Items not held be received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Student Trustees Baybayon and Nguyen wished to be recorded as voted in favour.

ITEMS NOT HELD AS CAPTURED IN THE ABOVE MOTION

20a) Annual Calendar of Reports and Policy Metrics; and

20b) Monthly Pending List

Trustees Del Grande, Kennedy and Rizzo recused themselves at 7:53 pm from the virtual room and horseshoe respectively due to a Declaration of Interest, as earlier indicated in Item 17a) below.

17. Staff Reports

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

- 17a) From the Governance and Policy Committee: Fair Practice in Hiring and Promotion H.M.40 (Recommendation)** received and that the revised Fair Practice in Hiring and Promotion H.M.40 provided in Appendix A of the report, and the accompanying Operation Procedures provided in Appendix B of the report, be adopted.

Results of the Vote taken, as follows:

In Favour

Opposed

Trustees Crawford
D'Amico

de Domenico
Di Giorgio
Li Preti
Martino
Tanuan

The Motion was declared

CARRIED

Trustee Lubinski did not vote/respond.

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

Trustees Del Grande, Kennedy and Rizzo returned to the virtual room and horseshoe respectively at 8:00 pm.

MOVED by Trustee Kennedy, seconded by Trustee de Domenico, that Item 17b) be adopted as follows:

- 17b) Update on Acceptable Use of Technology Policy and Social Media Guidelines (Information)** that the motion of April 28, 2021 *that Staff draft a Social Media policy* be rescinded.

With the consent of the Assembly, Trustee Kennedy withdrew her Motion.

MOVED by Trustee Kennedy, seconded by Trustee de Domenico, that Item 17b) be received.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee de Domenico, that the motion of April 28, 2021 *that Staff draft a Social Media policy* be rescinded.

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

In Favour

Opposed

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

The AMENDMENT was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

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

In Favour

Opposed

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

Rizzo
Tanuan

The Motion, as amended, was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

MOVED by Trustee Di Giorgio, seconded by Trustee de Domenico, that Item 17c) be adopted as follows:

17c) Equity Poverty Action Network (EPAN) School (Information) received.

Trustee de Domenico left the horseshoe at 8:30 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
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

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

17d) Return to School Update (Information) received.

Trustee Crawford left the horseshoe at 8:32 pm and returned at 8:36 pm.

Trustee Di Giorgio left the horseshoe at 8:46 pm and returned at 8:50 pm.

MOVED in AMENDMENT by Trustee Li Preti, seconded by Trustee Kennedy, that bussing to St. Wilfrid Catholic School for students from four winds to Murray Ross be reinstated until the end of Metrolinx construction, estimated to be completed by March 2023.

MOVED in AMENDMENT to the AMENDMENT by Trustee Del Grande, seconded by Trustee Martino, that the AMENDMENT be referred to Staff for a report to come back at the September 9, 2021 Corporate Services, Strategic Planning and Property Committee meeting.

The Chair ruled the AMENDMENT out of order which consequently also ruled the AMENDMENT to the AMENDMENT out of order

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

In Favour

Opposed

Trustees Crawford
D'Amico
de Domenico

Del Grande
Di Giorgio
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion of Receipt was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

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

17e) Safe Schools Annual Report 2020-2021 (Information) received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

MOVED by Trustee Del Grande, seconded by Trustee Kennedy, that Item 17f) be adopted as follows:

- 17f) Request for Religious Accommodations 2020-2021 (Information)**
received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

18. Listing of Communications

MOVED by Trustee Del Grande, seconded by Trustee Kennedy, that Item 18a) be adopted as follows:

- 18a) Toronto Student Transportation Group (TSTG) regarding the Status of Student Transportation for September 2021** received.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

MOVED by Trustee Li Preti, seconded by Trustee Del Grande, that the Agenda be reopened to add Item 19b) Inquiry from Trustee Li Preti regarding Reinstatement of Bussing to St. Wilfred Catholic School for students from four winds to Murray Ross until the end of Metrolinx construction, estimated to be completed by March 2023.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

19. Inquiries and Miscellaneous

MOVED by Trustee Li Preti, seconded by Trustee Del Grande, that Item 19b) be adopted as follows:

- 19b) From Trustee Li Preti regarding Reinstatement of Bussing to St. Wilfred Catholic School for students from four winds to Murray Ross until the end of Metrolinx construction, estimated to be completed by March 2023** received and referred to Staff for a report to come back at the September 9, 2021 Corporate Services, Strategic Planning and Property Committee meeting.

Results of the Vote taken, as follows:

In Favour

Opposed

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

The Motion was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

21. RESOLVE into FULL BOARD to Rise and Report

MOVED by Trustee Martino, seconded by Trustee Crawford, 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
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

23. Adjournment

MOVED by Trustee Martino, 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
Kennedy
Li Preti
Lubinski
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Student Trustees Baybayon and De Castro wished to be recorded as voted in favour.

SECRETARY

CHAIR



DELEGATION REGISTRATION FORM FOR BOARD, STANDING OR OTHER COMMITTEES

First Name:

Elena

Last Name:

Krishchuk

Please select the applicable Board, Standing, Statutory, Sub or Ad Hoc Committee at which you are requesting to depute.

Student Achievement and Well-Being Catholic Education Human Resources Committee

Do you wish to Delegate by electronic means?

Yes

Do you require assistance from the Recording Secretary's Office?

Yes

Do you wish to make your deputation in private session because the matter involves the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a pupil of his or her parent or guardian?

No

Date of Deputation:

10-07-2021

Topic of Deputation:

Refer kids to YAY to help them achieve more and feel better with the help of a youth mentor

Key Issue(s):

There is never too much support for a child, so we are sure that every child who is aged 6 to 15 needs a mentor. It will help in the development of their mind, body and character improving their well-being and empowering them to succeed.

Brief Summary of the Topic of Deputation:

We want to spread information about our Free One-to-One mentoring Program.

Since 1976 we have provided more than 5000 trained and dedicated young volunteer mentors to:



DELEGATION REGISTRATION FORM FOR BOARD, STANDING OR OTHER COMMITTEES

- Help Newcomer kids adapt easier in a Canadian culture
 - Reinforce and encourage positive behaviours of at-risk kids
 - Help all kids improve grades & social skills and build positive friendships
- 98% of the kids in our program graduated from high school and continue education.
Youth Mentors are sensitive to the child's individual needs and respectful to the family's heritage and beliefs.

Action Requested:

Principals, Teachers, Social workers, Parents are encouraged to learn more about Youth Mentoring Program and refer the children to it.

Please select one of the following options:

I am here as a spokesperson for another group or organization.

Please provide name of the group or organization:

Youth Assisting Youth

Submission Date:

09-17-2021



MENTOR • GROW • SUCCEED

“Youth Assisting Youth” or YAY. You might have also heard our previous name “The Peer Project”

We service **the whole City of Toronto & York Region**. Our Head Office is located in **North York at Finch-Yonge**.

Youth Assisting Youth is a **non-profit community-based charitable** organization.

Our core program is a **peer mentoring service** that we run to **improve life prospects** of Junior Youth **aged 6 – 15** with trained and dedicated **Youth Volunteers, aged 16 – 29**.

YAY is really unique in the world & this is why:

1. **Our impact is bigger.** The majority of mentoring programs help only one vulnerable population - children, who get an adult mentor. Our One-to-One Peer Mentoring Program empowers both the Junior Youth and the Mentoring Youth, so the positive impact for the community is doubled.
2. **Our impact is deeper.** Children more willingly follow the example of their peers than one of adults, so the positive changes are more visual.
3. **Our impact is faster.** Children that build meaningful relationships with mentors try harder to look better in their eyes, so they pick-up good examples faster.
4. **Our work is scrupulous.** We find the best volunteers, screen them, conduct Vulnerable Sector Police Checks, train them, do home assessments, empower them, support them 24/7. So the parents are 100% sure that their children are in good hands.
5. **Our support is integral.** Our volunteers, parents & youth are supported with care, information, supplies, workshops, training, advice, feedback, free tickets for events and more.

Our services will help youth who may be facing **social, emotional, behavioural and/or cultural** adjustment and other barriers. In our program we state that we are focused on **newcomer & at-risk** youth but actually we serve a very wide population. It means that a lot of families who

feel that their child needs a **role-model** to **succeed** in school, become more **resilient, physically & socially active** are willing to request a youth mentor. Mentoring has proven to help the society **empower the leaders of tomorrow**.

Before we required a **referring worker** from a newcomer/youth/health/educational organization to fill in the application form for a Junior Youth. But recently we have added an option for the families to **self-refer** at our website **yay.org** in the section “**request a youth mentor**”.

Since 1976 we YAY has empowered more than **35 000 young people** with **leadership skills** through mentorship programs.

All our services are **free** for participants and it works! Helping **98% of mentees stay in school** and out of trouble.

All staff at YAY work hard to make it happen.

- 1) Our Recruitment Coordinators **screen** the Youth Volunteers who apply through yay.org, get their vulnerable **police** background **check** & professional **reference** check. Each volunteer goes through a **7-hour training** that covers the topics as Mentorship, Child Behaviour, Mental Health & Learning Challenges, Discrimination, Diversity & Acceptance, Child Abuse.
- 2) The Intake team will process referrals and assign Case Coordinators who during virtual or in-person **home assessment** will get maximum information about each Youth Volunteer & Junior Youth to find a perfect match. We match mentors and mentees who live nearby, have similar interests & background. Same-sex matches are the most common; however, we are able to match a young male child (6 – 10 years of age) with a female Youth Volunteer. The reverse does not apply. Exceptions can be made if requested (for example if a child is from the LGBTQ2S+)
- 3) Then the family meets the Youth Volunteer during a **Match Visit** facilitated by the Case Coordinator. The Match Contract is signed so that everyone understands their **goals, roles & responsibilities**. And then they schedule & plan the fun, active & creative activities for their first outing. Our organization monitors, guides & supervises the match through regular check-in with all the parties & 24/7 emergency phone support.

The families name such benefits of our program: Provided Role-model, Consistent Support, Advice & Feedback, Flexibility, Commitment, Confidentiality.

The Youth Volunteers say that our program helps them gain confidence, volunteer hours, build resumes, become leaders, improve interpersonal skills & have fun. What is more, they can apply for Special scholarships thanks to our organization.

YAY staff supports all the Clients (parents, juniors, volunteers) who have completed home assessment with:

- workshops, fun activities, picnics, sponsored tickets to sports events, movies, Zoo & Aquarium
- Virtual Coffee Chats, Parenting workshops, Trivia & Bingo Nights for Parents
- Virtual One-to-One Tutoring. Junior Youth get help with homework. Volunteers get tutoring/teaching experience.
- Virtual Group Mentoring. Includes Arts & Crafts Club, Young Readers's Club, New French Club
- Virtual Girls & Boys Empowerment Program. Creates a safe, judgement-free space to openly discuss and analyze various thoughts, feelings, influences & take part in creative, stimulating & fun activities.
- The Empowerment Project. Provides civic engagement opportunities for visible minority youth.
- Lifeline for support. For the youth to get quick advice in Zoom about anything that bothers.

As I have already mentioned, the youth commit to spend **3 hours a week together for 1 year minimum** to launch a life transformation cycle.

Some of the matches stay connected for **up to 15 years!** Thanks to our program and his mentor Philip Charlie overcame his learning difficulties, went to college and is **giving back** as a YAY Mentor himself. He is now paired with a mentee named Jeffrey. This heart-warming story of **true friendship, empowerment and success** is so touching that it was even recorded and shown by Global News. And this great story has the potential to **continue forever!**

Please check it out here:

<https://globalnews.ca/news/2851615/young-toronto-man-helped-by-older-mentor-becomes-a-mentor-himself/>

Let's say it without shyness, **we are great.**

Help us spread the word, support us, join us.

Elena Krishchuk Outreach Coordinator

Youth Assisting Youth

<https://www.linkedin.com/in/elenakrish/>

Phone: 416.932.1919 x 240

Toll Free: 1.877.932.1919

Email: ekrishchuk@yay.org

www.youthassistingyouth.com



*Markus de Domenico
Trustee Ward 2*

E-mail: Markus.deDomenico@tcdsb.org

Voicemail: 416-512-3402

To: Student Achievement and Well Being, Catholic Education and Human Resources Committee: October 7, 2021

From: Markus de Domenico, Trustee Ward 2

Subject: Consideration of Motion – To request the Ministry of Education to amend the Education Act to give Student Trustees the right to move and second motions.

MOVED BY: Markus de Domenico, SECONDED BY: Maria Rizzo

WHEREAS: Notice of Motion to request the Ministry of Education to amend the Education Act to give Student Trustees the right to move and second motions;

WHEREAS: Per section 55(5) of the Ontario Education Act Student Trustees have the right to partake in certain in-camera sessions closed to the public, demonstrating the high standing and trustworthiness of Student Trustees;

WHEREAS: The student voice is most effectively communicated by granting Student Trustees equal opportunities to participate in Board functions as other Board Trustees;

WHEREAS: Per section 55(7) of the Ontario Education Act Student Trustees receive equal opportunities to Board trustees, including access to professional development, resources and training;

WHEREAS: Student Trustees are elected representatives, and are to be

held accountable to the student body;

WHEREAS: The student voice must be articulated fairly and expressively for the benefit of the school board;

WHEREAS: The student voice must be represented fairly and articulated expressively for the benefit of the school board and to accurately reflect the students' in decision-making;

WHEREAS: Student Trustees shall have the right to abstain from voting and be counted as equals within the quorum of the entire board;

WHEREAS: Student Trustees further desire the right to move and second motions, to incite discussion; and

WHEREAS: Student Trustees further desire the right to move and second motions, to incite discussion.

BE IT RESOLVED THAT: The Chair of the Board send a letter to the Ministry of Education on behalf of the Toronto Catholic District School Board with copies of local MPPs and other school boards, requesting the Ministry of Education to push for the recommendation in allowing Student Trustees the right to independently move and second motions during board meetings. Doing so furthers the dynamic and effectiveness of student representation across Ontario, as students can begin the discussions surrounding items that they feel are most pertaining to their constituency without the need to request for support.

Markus de Domenico
Trustee, Ward 2



REPORT TO

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

BOARD LEARNING IMPROVEMENT PLAN 2020-2021 REPORT BACK

So then, each of us will be accountable to God. Romans 14:12

CREATED, DRAFT	FIRST TABLING	REVIEW
July 6, 2021	October 7, 2021	Click here to enter a date.

G. Iuliano Marrello, Superintendent of Student Success and Alternative Education
M. Vanayan, Senior Coordinator, Educational Research
M. Artuso, Research Associate

INFORMATION REPORT

Vision:

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Mission:

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



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Director of Education

A. Della Mora
Associate Director of Academic
Affairs and
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D. Boyce
Associate Director of
Facilities, Business and
Community Development

R. Putnam
Chief Financial Officer and
Treasurer

A. EXECUTIVE SUMMARY

The Toronto Catholic District School Board (TCDSB) Learning Improvement Plan K-12 (2018-2021) embodies a commitment to ensure student success through improved student learning and well-being. This annual report documents the progress made on the Board Learning Improvement Plan (BLIP) for 2020-2021 to support student achievement and well-being. It is the final review of the three-year plan ending June 30, 2021.

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

B. PURPOSE

This is an annual report on the Board Learning Improvement Plan 2020-2021 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 supports and focuses our collective work in classrooms, schools, and the board, to promote student achievement and well-being.
2. As an operational plan, the Board Learning Improvement Plan reflects the vision for education in Ontario to reach every student through the following priorities:
 - Achieving Excellence: High Levels of Expectations
 - Ensuring Equity
 - Promoting Well-being
 - Enhancing Public Confidence

3. The Board Learning Improvement Plan, aligned with the TCDSB Multi-Year Strategic Plan (2016-2021), and the Pastoral Plan (2018-2021), was informed by the Ontario Ministry of Education foundational strategies and the School Effectiveness Framework (SEF). The 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
4. 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 as the 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.
5. The Toronto Catholic District School Board Learning Improvement Plan K-12, 2018-2021, spans three years and aims to improve student learning and well-being for each student in our care. It is an operational plan that 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. Each year the Board Learning Improvement Plan Report Back describes the achievement of SMART Goals and targets by the end of each school year.
3. The 2019-2020 school year was unprecedented. The early part of the school year was marked by labour sanctions across Ontario. On March 12, 2020, the Province of Ontario announced that all provincially-funded schools would be shut down to mitigate the impact of the COVID-19 pandemic. All schools remained closed until the end of the school year and 'Distance Learning' replaced 'in-person' learning for all students, K-12.
4. In the spring of 2020, the TCDSB Academic Emergency Response Team (AERT) was established and coordinated all efforts related to student learning during the unprecedented time of distance learning. The 2020-2021 school year continued to be marked significantly by the impacts of the COVID-19 pandemic and adaptations to the learning environment. There were various learning models to meet the requirements of the Ontario curriculum in support of student achievement and well-being (e.g., online or virtual, adaptive, hybrid, bricks-and-mortar or in-person). In addition, during the school year, there were times when all students were required to learn online (e.g., Ontario government mandated 'stay at home' order in January and between April and June, 2021; as well as two-week isolation periods for individual students or cohorts, as required).
5. Due to these exceptional circumstances, in 2020-2021, the majority of target-specific data identified in the TCDSB BLIP were not available. This required staff to adapt their methods to create an overall assessment for each Area of Focus.
6. Staff reviewed progress over the period 2016-2021 and based on various sources of qualitative and quantitative data available to them at this time they created an overall summative assessment of each Area of Focus. This culminating assessment took place in June 2021. To assess progress in achieving the goals of the BLIP, multiple sources of data were considered. As

in previous years, the following structure was used for the annual Board Learning Improvement Plan Report Back to assess overall progress.

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

I. ANALYSIS: MULTIPLE SOURCES OF DATA

A. Areas of Focus: Actions Planned for 2020-2021

Staff reviewed all of the actions planned for the 2020-2021 school year (refer to BLIP Report Back) and for each Area of Focus, made an overall determination of the status of achievement of those actions (*On Track; Monitor; Action Required*).

Area of Focus A
Home, School, Parish: Nurturing Our Catholic Community
<i>Actions planned for 2020-2021</i>
<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 and the year of “We Become” Provide in-services for elementary <i>Growing in Faith, Growing in Christ</i> and continue to provide support and resources for secondary Central staff will review existing connections between parishes and schools and review with the Archdiocese ways to strengthen, including the sharing of resources Add items to Administrator Voice Survey regarding participation in retreats <p><i>Strategies for Living our Catholic Values during a Pandemic</i></p> <ul style="list-style-type: none"> Revisioning faith formation/animation through electronic communications, videoconferencing, live-streams, webcasts, social media: Nurturing our Families of Faith Newsletters; Monthly Newsletter and Virtues; Bi-Monthly Digital Resources for Administrators and Teachers; Email communications to Everyone on Exchange and through School Messenger; Twitter account and YouTube Channel specifically for Nurturing Our Catholic Community (NCC) Focus system initiatives for students and staff that promote Catholic values using the themes of: “Rooted in Christ: we Become”; “Nurturing Hope” in Catholic Education
Status for 2020-2021: <i>On Track</i>

Area of Focus B
Curriculum, Teaching and Learning: A Focus on Assessment
<i>Actions planned for 2020-2021</i>
<p>School Staff, supported by Central Resource:</p> <ul style="list-style-type: none"> • Will use non-EQAO data to assess student learning in the areas of Literacy and Numeracy (no Primary and Junior EQAO assessments took place in the 2020-2021 school year) • Will use online tools to support student learning • Will begin implementing the new Math Curriculum Grades 1-8 with a focus on culturally responsive pedagogy • Will work in cross panel teams to develop strategies to support students as they transition from elementary to secondary; focus on math, assessment, and mental health
Status for 2020-2021: <i>Monitor</i>

Area of Focus C
Pathways, Planning and Programming: Student Engagement and Well-Being
<i>Actions planned for 2020-2021</i>
<p><i>Pathways Programming</i></p> <p>Central staff will continue to:</p> <ul style="list-style-type: none"> • Offer centrally organized virtual opportunities to meet Specialist High Skills Major (SHSM) requirements and collaborate with community partners; support SHSM teams and students in home schools and Virtual School to complete SHSM diploma requirements • Promote Dual Credit program, and highlight how it can support Student Success [i.e. SHSM, Ontario Youth Apprenticeship Program (OYAP) and School Within a Collage Program (SWAC)] • Support student access (in home schools and Virtual School), to central co-op placements by connecting with community partners • Offer students OYAP opportunities through co-op at all levels (i.e. participant, registered, and/or certified level one apprentice); explore opportunities for new accelerated OYAP partnerships and programming • Focus on an integration of experiential learning opportunities across various curriculum areas • Work with Guidance, Principals and myBlueprint staff to continue to promote All About Me in Primary/ Junior Grades to ensure that all Gr. 8 and 12 students have access and opportunity to complete the Exit Survey; focus on student transition from elementary to secondary

<ul style="list-style-type: none"> • Work with Secondary Guidance to focus on student transition from Gr. 12 to post-secondary <p><i>Student Well-Being</i></p> <ul style="list-style-type: none"> • Central staff will: support the expansion of Stop the Stigma to additional elementary schools and Virtual School; work with Mental Health team to offer PD of new Well-Being strategy to school based Well-Being teams <p><i>Equity and Inclusive Education</i></p> <ul style="list-style-type: none"> • In collaboration with Educational Research, implement plans to launch the collection of identity statistics. <p>Status for 2020-2021: <i>Monitor</i></p>
--

Area of Focus D
School and Classroom Leadership: Professional Learning, Collaboration and Engagement
<i>Actions planned for 2020-2021</i>
<p>School Staff, supported by Central Resource:</p> <ul style="list-style-type: none"> • Will focus on inquiry-based professional learning at the local level (new math curriculum, culturally responsive teaching) • Will collaborate in cross panel teams to address transition needs (new math curriculum, culturally responsive teaching) • A Revised Dialogue Guide will be used by SOs, Principals, and Teachers to support staff engagement, professional learning and monitoring during the 2020-2021 school year. The guide will address areas of focus that emerged from the results of the <i>Teaching and Learning During the COVID-19 Pandemic</i> surveys (<i>Student Voice, Teacher Voice, Administrator Voice and Parent Voice</i>). These areas include student engagement, equity, and the use and access of technology. <p><i>Staff Well-Being</i></p> <ul style="list-style-type: none"> • Reconvene the Staff Well-Being Committee to review the draft Staff Well-Being Strategy based on earlier discussions in 2019, meeting with senior staff to secure a budget for this portfolio, launch Staff Well-Being survey, Guarding Minds, possibly with the help of a consultant from Canadian Mental Health Association. <p><i>Equity and Inclusive Education</i></p> <ul style="list-style-type: none"> • In collaboration with Educational Research, an analysis of the Workforce census will take place. <p>Status for 2020-2021: <i>Monitor</i></p>

B. Communication, Alignment, and Monitoring

The Board Learning Improvement Plan (BLIP) includes actions to support communication, alignment, and monitoring. To help achieve the goals of the BLIP all of the planned actions listed below were implemented with success.

<i>Actions planned and successfully implemented in 2020-2021</i>
<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• 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 and to inform the school planning.

C. School Learning Improvement Planning: 2020-2021

The School Learning and Improvement Planning (SLIP) process requires dialogue and coordinated efforts between Principals, Schools Teams, and Area Superintendents. Despite the unprecedented challenges of the 2020-2021 school year, exemplary improvement planning efforts were evident across the system.

Each elementary and secondary school engaged in dialogue and planning in their School Improvement Teams. There was formal reporting using a survey twice during the 2020-2021 school year. The survey was research-informed and supported goal-setting, collection of evidence, and ongoing monitoring at the school level.

Each elementary and secondary school reviewed evidence and assessed their status on all the Areas of Focus of the BLIP and the five areas of focus for learning identified during the pandemic: Student Engagement, Social-Emotional Connections, Equity, Access and use of technology, and Teaching and Learning online (hybrid or virtual).

Following review and assessment, schools identified two areas of focus: (1) student achievement (literacy, numeracy etc.), and (2) other area (e.g., student engagement, well-being, etc.). Each school set SMART goals (Specific, Measurable, Achievable,

Results Oriented and Time bound) for each area of focus. Plans including next steps, supports needed and monitoring were submitted and School Reports were generated for use by each Area Superintendent to guide dialogue and improvement planning.

Preliminary analysis indicated that the large majority of elementary schools chose *numeracy* as their student achievement area of focus; the majority of secondary schools chose either *credit accumulation* or *numeracy*. In terms of other goals, both elementary and secondary schools identified *student engagement*, *mental health and well-being* as areas of focus.

Board-level trends were shared with central and senior staff help inform Board-level planning through review, dialogue, and coordinated efforts in preparation of the new TCDSB Board Learning Improvement Plan.

D. Board-wide Achievement Data

All K-12 EQAO assessments for the 2019-2020 school year were cancelled, as per direction from the Ministry of Education, due to the extraordinary circumstances facing the province. In 2020-2021, the regular, annual EQAO assessments did not take place within the TCDSB. Likewise, within the TCDSB, administration of the Canadian Achievement Test (CAT) was cancelled. For these reasons, board-wide student assessment data that would ordinarily be available in a regular school year, were not available in June 2020 and June 2021. Teachers engaged in ongoing classroom assessment and feedback to inform instruction and report card marks. Indicators of student success continue to be evident in the levels of credit accumulation of TCDSB students and in their high graduation rates (the latest public reports show that 88.8% of TCDSB Grade 9 students graduate in 5-years; this is higher than the 87.2% graduation rate for Ontario).

E. Board-wide Survey Data

To help inform planning in the area of teaching and learning, in June 2020 and June 2021, a series of new surveys replaced the annual spring surveys. These surveys addressed a wide range of topics including the learning environment, attitudes and engagement, perceptions of safety, and mental health and wellness. Consistent with reports of educators from other jurisdictions, results pointed to several areas that require focus in support of an effective distance-learning environment: student engagement, mental health and wellness (social-emotional connections), inequities that impact learning, methods of delivering quality instruction, and the access to and use of technology. All of these domains, which place the student at the centre of

learning, were considered when planning for improvement and in preparation for the new Board Learning Improvement Plan.

II. OVERALL: AREAS OF FOCUS

The table below shows the status of each of the Areas of Focus. The status for 2020-2021 is based on the analysis from various sources described above and is based on a summary of the three years of the plan.

	Area of Focus	Status: 2020-2021
A	Home, School and Parish	On Track
	Nurturing our Catholic Community	On Track
B	Curriculum, Teaching and Learning: <ul style="list-style-type: none"> • Literacy • Numeracy 	Monitor Action Required
	A Focus On Assessment Practices	Action Required
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 has provided a solid foundation upon which to grow and act. Directions and priorities for 2021-2022 have been communicated to all schools in September 2021 as the new School Learning Improvement Planning cycle begins.
2. The direction from the Ministry of Education to Boards has been to ensure that equity is integral to all aspects of learning and improvement planning. There may also be an expectation in future to merge the operational plans that address equity and learning into a single, aligned Board Equity and Learning Plan (BELP).
3. Considerations from research on school effectiveness, feedback from the Ministry of Education and the TCDSB community will inform the new Board

Equity and Learning Plan. This operational plan will be aligned with the Multi-Year Strategic Plan which is to be launched in 2022.

4. Aligned with Ministry of Education goals, a separate report to Board in November 2021 will include the TCDSB Professional Learning Plan.
5. The next report on the Board Learning and Equity Plan will take place in the fall of 2022 and will have a greater emphasis on equity.

F. CONCLUDING STATEMENT

This report is for the information of the Board.



REPORT TO

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

ANNUAL INFORMATION REPORT ON THE INTERNATIONAL LANGUAGES ELEMENTARY (ILE) PROGRAM FOR 2020-2021

“All of them were filled with the Holy Spirit and began to speak in other languages, as the Spirit gave them ability.”

Created, Draft	First Tabling	Review
September 27, 2021	October 7, 2021	Click here to enter a date.

C. Fernandes, Executive Superintendent, Achievement, Innovation and Well-Being
 L. Di Marco, Superintendent of Curriculum Leadership & Innovation; Academic ICT
 M. Sequeira, Coordinator of International Languages and Parent Engagement
 G. Sequeira, Coordinator of Budget Services

INFORMATION REPORT

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A. EXECUTIVE SUMMARY

As a Catholic and inclusive learning organization, the Toronto Catholic District School Board is committed to fostering and supporting student achievement by providing students with opportunities to enrich their learning. In 2020-2021, the Board continued to offer elementary students the opportunity to learn an international language through the integrated day program and/or the after-hours program. These programs have been a budget priority for the Board for many years.

This report provides an overview of the International Languages Elementary (ILE) program delivery models for the 2020-2021 academic year.

The cumulative staff time required to prepare this report was 4 hours.

B. PURPOSE

1. This report is submitted in compliance with mandatory reporting requirements of an action after request, 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. For the 2020-2021 academic year, the integrated day program continued to be delivered for 30 minutes, 4 times per week, within the 5-hour (300-minute) instructional day in 44 designated international language schools.
2. For the 2020-2021 academic year, the after-hours program continued to be delivered for 30 sessions of 2.5 hours each. The majority of the programs were offered on Saturdays.
3. In 2020-2021, as a result of the COVID-19 pandemic, the after-hours program was offered in a distance learning model. The integrated day program transitioned from in person to a distance learning model during school closures. Of note, the integrated day program was not offered to students attending St. Anne Catholic Academy during 2020-2021.

D. METRICS AND ACCOUNTABILITY

1. In 2020-2021, the integrated ILE day program was offered in 6 languages in 44 schools to 12,559 students (2019-2020 - 18,568 students).

Language	School(s)	Number of Students
Italian	Blessed Margherita D'Arcy McGee Immaculate Conception Msgr. John Corrigan Regina Mundi St. Alphonsus St. Andre St. Angela St. Bernard St. Brigid St. Charles St. Clare St. Conrad St. Fidelis St. Francis Xavier St. Jane Frances St. Jerome St. John Vianney St. Jude St. Martha St. Matthew St. Maurice St. Norbert St. Paschal Baylon St. Raphael St. Robert St. Roch St. Simon St. Wilfrid Stella Maris Sts. Cosmas and Damian Venerable John Merlini	7,919
Portuguese	D'Arcy McGee	1,998

	Pope Francis St. Anthony St. Francis of Assisi St. Helen St. John Bosco St. Mary of the Angels St. Matthew St. Sebastian Stella Maris	
Mandarin	St. Ignatius of Loyola	34
Filipino	St. Ignatius of Loyola	34
Spanish	Immaculate Conception St. Andre St. Bernard St. Francis de Sales St. Francis Xavier St. Jane Frances St. Jude	1,671
Ukrainian	Josyf Cardinal Slipyj St. Demetrius St. Josaphat	903

In 2020-2021, the ILE after-hours program was offered in a distance learning model with 1,973 students participating (2019-2020 – 4,325 students).

Virtual Centre	Language(s)	Number of Students
All Saints	Italian, Polish, Portuguese	103
Chaldean Church	Chaldean	37
Hungarian Cultural Centre	Hungarian	49
James Culnan	Vietnamese	117
Our Lady of Peace	Arabic, Italian, Lithuanian, Spanish	121
Prince of Peace	Cantonese, Mandarin	428
St. Andrew Kim's Church	Korean	132
St. Barbara	Tamil, Vietnamese	55

St. Elizabeth of Hungary	Hungarian	87
St. Gerald	Armenian	62
St. Ignatius of Loyola	Cantonese, Mandarin	254
St. Jane Frances	Vietnamese	90
St. Maria Goretti	Filipino, Malayan, Spanish, Tamil	166
St. Mary of the Angels	Tigrinya	91
St. Michael's Choir	Latin	21
St. Pius X	Albanian, Croatian, Igbo, Polish, Portuguese, Spanish	160

2. During the 2020-2021 school year the ILE program was supported with the following human and materials resources:
 - 19 online professional development sessions;
 - One-on-one resource support and training in G-Suite;
 - Development of a *TCDSB ILE Ukrainian Resource Guide* (K-8); and
 - Revision of existing *TCDSB ILE Resource Guides* (K-8) for Filipino, Italian, Mandarin, Portuguese and Spanish.
3. 2020-2021 ILE Program Costs and Funding Sources

Overall Summary

- The total operational costs to run both programs was \$4,924,393;
- The integrated day program does not receive dedicated Ministry funding;
- The operational costs for the integrated day program was \$4,377,606;
- The after-hours program receives Ministry funding based on student enrolment; and
- The operational costs for the after-hours program was \$546,787.

Contributions from Community Partnerships

- \$220,000 from Italian government through Centro Scuola;
- \$38,190 from the Portuguese government through the Instituto de Camões;
- Teacher manuals and student books (approximate in-kind value of \$12,000) as well as free online professional development courses for instructors through the Instituto de Camões; and

- Online student and staff language resources and free online professional development courses for instructors from the Spanish government through the Embassy of Spain in Canada.

After-Hours Program - Ministry Funding

- \$378,972 in per pupil Ministry funding (based on student enrolment).

Board Budget

- \$104,193 for Italian, Portuguese and Spanish consumable workbooks; and
- The balance of the program costs of \$4,183,038 were funded from the general Grants for Student Needs (GSN) revenue.

E. CONCLUDING STATEMENT

This report is for the information of the Board.



REPORT TO

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

**EDUCATION QUALITY AND ACCOUNTABILITY
(EQAO) ASSESSMENTS - UPDATE**

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

Created, Draft	First Tabling	Review
July 8, 2021	October 7, 2021	Click here to enter a date.

L. DiMarco, Superintendent of Curriculum, Leadership and Innovation
G. Iuliano Marrello, Superintendent of Student Success and Alternative Education
M. Vanayan, Senior Coordinator, Educational Research
M. Artuso, Research Associate, Educational Research

INFORMATION REPORT

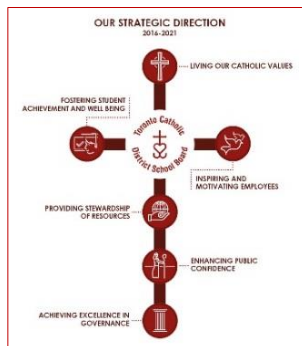
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A. EXECUTIVE SUMMARY

All K-12 EQAO assessments for the 2019-2020 school year were cancelled, as per direction from the Ministry of Education, due to the extraordinary circumstances facing the province. EQAO has focused on a multi-year modernization initiative. In 2020-21, EQAO assessments for Grades 3 and 6 were paused while EQAO aligned assessments with the new elementary math curriculum and transitioned to a new online adaptive platform. In 2021-2022, regular EQAO assessments will resume with some adaptations. This report provides an update.

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

B. PURPOSE

1. This report provides an update regarding the Education Quality and Accountability Office (EQAO) assessments.

C. BACKGROUND

PRIOR TO 2019-2020

2. 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.

What is measured?

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

Reporting

Primary, Junior and Grade 9 Assessments

- the province reports four levels of achievement.
- the provincial standard is Level 3, which corresponds to a 70 to 79 percent mark.

OSSLT

- “successful” or “unsuccessful”.

AFTER THE COVID-19 PANDEMIC

2019-2020

3. All K-12 EQAO assessments for the 2019-2020 school year were cancelled, as per direction from the Ministry of Education. As a result, the successful completion of the OSSLT requirement to obtain an Ontario Secondary School Diploma was waived for students eligible to graduate.

2020-2021

4. No Primary and Junior EQAO assessments took place in the 2020-2021 school year. They were paused while EQAO aligned assessments with the new elementary math curriculum and transitioned to a new online adaptive platform.
5. EQAO focused on a multi-year modernization initiative to ensure that the agency continues to meet the needs of Ontarians. EQAO began planning for the modernization and digitalization of assessments.
6. In preparation, in 2020-2021, EQAO field tested a new online and adaptive assessment for students enrolled in Grade 9 academic and applied

mathematics attending learning in-person. The TCDSB planned to administer the field test in the third quad; however, students could not participate as learning was not in-person at the time.

7. EQAO planned to administer an online OSSLT field test in the spring for students attending learning in-person. However, students could not participate as learning was not in-person at the time.
8. In 2021, EQAO did not publish any public reports (e.g., the provincial report, board report) because it was a field test and not all school boards participated. The plan is to roll out these online assessments in all schools across Ontario in 2021-2022.
9. In 2020-2021, the successful completion of the OSSLT requirement to obtain an Ontario Secondary School Diploma was waived for students eligible to graduate.

2021-2022

10. In a Memorandum from the Ministry of Education (May 4, 2021), the following information was outlined to support planning for the 2021-2022 school year.
11. In 2021-2022, regular EQAO assessments will resume, with the following adaptations:
 - a. All students in Grade 3 and 6 attending in-person learning will participate in the online primary/junior EQAO math, reading, and writing assessments.
 - b. All students enrolled in Grade 9 mathematics attending learning in-person will write the Grade 9 mathematics assessment. Results of this assessment may count towards up to 10% of the student's final mark.
12. Students graduating in the 2021-2022 school year are exempted from the literacy graduation requirement and do not need to write the OSSLT.
13. EQAO will provide a Fall 2021 administration of the OSSLT in addition to a Spring 2022 administration.
14. All Grade 10 and 11 (and non-graduating) students are encouraged to take the OSSLT to allow for maximum flexibility in acquiring the literacy

graduation requirement. Students can enrol in the Ontario Literacy Course (OLC) without requiring that they attempt and fail the OSSLT first.

15. For EQAO assessments, including the OSSLT, students who are learning remotely and wish to participate in the assessments can, at the discretion of the school board, attend in-person on the days of the assessment(s) solely for the purpose of participating in the assessment so long as all applicable health and safety measures can be met.

D. EVIDENCE/RESEARCH/ANALYSIS

The last public reporting of EQAO assessments was for the 2018-2019 school year. Results for TCDSB and Ontario are shown below. In 2021-2022, regular EQAO assessments will resume. Tentative dates for the assessment are also shown below.

2018-2019: EQAO Results for TCDSB (*Ontario results in parentheses*)

OSSLT	Successful	84%	(80%)
Grade 9 Assessment of Mathematics	Academic	83%	(84%)
	Applied	48%	(44%)
Primary	Reading	76%	(74%)
	Writing	75%	(69%)
	Mathematics	58%	(58%)
Junior	Reading	79%	(81%)
	Writing	84%	(82%)
	Mathematics	44%	(48%)

2021-2022: EQAO Tentative dates across Ontario

Note: dates may vary slightly as the EQAO agency continues to respond to Ministry of Education and public health directives.

OSSLT	Fall 2021 October 13 – December 1, 2021 <ul style="list-style-type: none"> Individual student results reported by the end of January 2022 Spring 2022 March 23 – May 18, 2022
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	<ul style="list-style-type: none"> • Individual student results reported by the end of June 2022
Grade 9 Assessment of Mathematics	Fall 2021 and Spring 2022 October 1, 2021 – June 24, 2022 <ul style="list-style-type: none"> • Individual student results reported by the early fall 2022
Primary- and Junior-Division Assessments of Reading, Writing and Mathematics	Spring 2022 May 4 – June 24, 2022. <ul style="list-style-type: none"> • Individual student results reported by the early fall 2022

E. METRICS AND ACCOUNTABILITY

1. The EQAO assessments help to identify trends in student learning at the school, board and provincial levels, which inform improvement planning, and strengthen accountability.
2. EQAO 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, and to inform our Board Learning and Improvement Plan.

F. CONCLUDING STATEMENT

This report is for the information of the Board.

2021 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 Policy Metric</u>	Associate Director Academic Services
4	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
5	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
6	June (P)	Student Achievement	<u>B.B.04 Smoke & Vapour Free</u> Policy Metric	Associate Director Academic Services
7	September (A/P)	Student Achievement	Annual Safe Schools Report and <u>S.S.12 Fresh Start</u> Policy Metric	Associate Director Academic Services
8	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion</u> Policy Metric	Associate Director Academic Services
9	September	Student Achievement	<u>Community Advisory Committees Report</u>	Associate Director Academic Services
10	September (P)	Student Achievement	<u>T.07 Community Engagement</u> Policy Report	Director of Education
11	September	Student Achievement	<u>A.37 Communications</u> Policy Metric	Associate Director Academic Services
12	October (A)	Student Achievement	Student Trustees: Voices that Challenge- CSLIT	Associate Director Academic Services
13	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services

2021 CALENDAR OF ANNUAL REPORTS & POLICY METRICS

14	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
15	October (A)	Student Achievement	<u>S.22 Religious Accommodation Policy Report and S.S.02 Opening or Closing Exercises Policy Report</u> (combined)	Associate Director Academic Services
16	October	Student Achievement	Board Learning Improvement Plan (BLIP)	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 (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
19	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report ESLIT	Associate Director Academic Services
20	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services
21	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
22	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services
23	December	Student Achievement	<u>Staff CPIC Annual Report Including Financial Reporting</u>	Associate Director Academic Services

**STUDENT ACHIEVEMENT AND WELL BEING
PENDING LIST TO OCTOBER 7, 2021**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	June-2020 Special Board	TBD	Student Achievement	That future device programs such as formal bring-your-own-device (BYOD) and low income family device loan program be explored and presented to the Board of Trustees at the end of the COVID-19 pandemic (Computers for Students in Need)	Associate Director of Facilities, Business & Community Development