STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC

EDUCATION AND HUMAN RESOURCES COMMITTEE

REGULAR MEETING
Public Session
AGENDA

JUNE 4, 2015

MISSION

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

VISION

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

Recording Secretary: Lalita Fernandes 222-8282 extension 2293

Angela Gauthier
Director of Education

Michael Del Grande
Chair of the Board

TERMS OF REFERENCE FOR THE

STUDENT ACHIEVEMENT AND WELL BEING, <u>CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE</u>
<u>(APPROVED BY BOARD JUNE 5, 2012)</u>

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.

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

PUBLIC SESSION

Angela Kennedy, Chair   Garry Tanuan, Vice-Chair

Thursday, June 4, 2015
7:00 P.M.

**MINUTES OF THE REGULAR MEETING OF THE
STUDENT ACHIEVEMENT AND WELL BEING CATHOLIC
EDUCATION AND HUMAN RESOUCES COMMITTEE**

HELD THURSDAY, APRIL 9, 2015

PUBLIC SESSION

PRESENT:

Trustees: A. Kennedy, Chair
G. Tanuan, Vice Chair
A. Andrachuk
P. Bottoni
N. Crawford
F. D'Amico
J.A. Davis – by teleconference
M. Del Grande
S. Piccininni
B. Poplawski – by teleconference
M. Rizzo
C. MacDonald, Student Trustee

A.Gauthier
G. Poole
A. Sangiorgio
P.Matthews
P. De Cock
R. McGuckin
L. Notten
N. D'Avella
P. Keyes
J. Shanahan
C. Fernandes
A. Della Mora
L. DiMarco
G. Grant
D. Koenig
V. Burzotta
J. Yan

L.Fernandes, Recording Secretary
G. Mak, Officer Corporate Services

Apologies were received from Trustee Martino and Student Trustee McGroarty, who were unable to attend the meeting.

MOVED by Trustee Piccininni, seconded by Trustee Andrachuk, that the agenda, as amended, be approved.

On the vote being taken, as follows:

In favour	**Opposed**
Trustees Bottoni	Trustee Andrachuk
Piccininni	
Rizzo	
D'Amico	
Tanuan	
Kennedy	
Del Grande	
Poplawski	
Crawford	
Davis	

The agenda, as amended, was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Bottoni, that the Minutes of the Regular Meeting held March 5, 2015 for Public Session be approved.

On the vote being taken, as follows:

In favour   **Opposed**

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

The Motion was declared

               CARRIED

Carolynna Gabriel, addressed the Committee regarding The Sunshine Project

MOVED by Trustee Bottoni, seconded by Trustee Tanuan, that the presentation by Carolynna Gabriel, regarding The Sunshine Project be received and referred to staff.

On the vote being taken, as follows:

In favour   **Opposed**

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

The Motion was declared

CARRIED

Staff were directed to send out a communication through the Director's Office that her office should be advised about such initiatives.

Denise Livotti addressed the Committee regarding Healthy Eating via Food Literacy/Education Program

MOVED by Trustee Bottoni, seconded by Trustee Rizzo, that the presentation by Denise Livotti regarding Healthy Eating via Food Literacy/Education Program be received and referred to staff.

On the vote being taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	Trustee Del Grande
Bottoni	
Rizzo	
D'Amico	
Tanuan	
Kennedy	
Crawford	
Davis	
Poplawski	

The Motion was declared

CARRIED

Joshua Rossetti, Student of St. Michael Choir School, addressed the Committee regarding change in lunch hour at St. Michael's Choir School

MOVED by Trustee Davis, seconded by Trustee Andrachuk, that the presentation by Joshua Rossetti, Student of St. Michael Choir School, regarding change in lunch hour at St. Michael's Choir School be received and referred to be dealt with in Private Session.

MOVED by Trustee Del Grande, seconded by Trustee Andrachuk, that the time to hear delegations be extended for another 45 minutes.

On the vote being taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	Trustee Rizzo
Bottoni	
D'Amico	
Tanuan	
Kennedy	
Del Grande	
Crawford	
Davis	
Poplawski	

The Motion to extend the time was declared

CARRIED

On the vote being taken, as follows:

In favour   **Opposed**

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

The Motion was declared

                                                    CARRIED

The Committee also heard the following delegations regarding the Arrowsmith Program:

a)   Pauline Low, parent, regarding cuts to the Arrowsmith Program

b)   Debra Gilmore, representing the Arrowsmith Program, addressed the Committee regarding the benefits of the Arrowsmith Program for students.

c)   Agnes Mader, regarding the Arrowsmith Program

d)   Pam Haines, regarding the future of the Arrowsmith Program

MOVED by Trustee Del Grande, seconded by Trustee Piccininni, that the above presentations on the Arrowsmith Program be received and referred to staff.

On the vote being taken, as follows:

In favour   **Opposed**

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

The Motion was declared

            CARRIED

MOVED by Trustee D'Amico, seconded by Trustee Del Grande, that the time be extended to allow for questions of the delegations.

On the vote being taken, as follows:

In favour   **Opposed**

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

The Motion to extend was declared

<div align="right">CARRIED</div>

The chair declared a ten minute recess.

The meeting continued with Trustee Kennedy in the Chair.

MOVED by Trustee Davis, seconded by Trustee Andrachuk, that item 9a) be adopted as follows:

9a) **Communications Plan for Mental Health and Well Being Report 2013-2014** that the following Strategic Communications Plan, be approved for implementation:

1. In the 2015-18 Revision of the TCDSB Student Mental Health and Well-Being Strategy, more explicit links will be made to Our Catholic Values , and Living our Catholic Faith . The TCDSB Mental Health Steering Committee will continue to consult with the Religious Education Resource Department regarding the revision of the Mental Health and Well-Being Strategy, as well as any future revisions of protocols or policy.

2. Where appropriate, evidence linking strong spiritual/faith values to positive mental health will be shared and explained.

3. The TCDSB Student Mental Health resource page includes student mental health resources which support Ontario curriculum in many areas. Each of the resources has been vetted by the TCDSB Mental Health Steering Committee for its evidence base as well as its alignment to our Catholic Values. The list includes resources from The Eastern Ontario Catholic Curriculum www.eocc.org. Maintenance of these key online resources will continue to be a priority.

4. TCDSB Protocol for Third Party Providers as well as the Mental Health Partnership agreement process asks any outside service provider to become familiar with our Catholic Values and "operate within the context of our Catholic Mission". This will be made clear to our public when the Board shares partnership information on our board portal or communicating to external or internal audiences.

5. Collaboration with the Catholic Register to feature a special Mental Health column or regular Op-Ed opportunities to highlight important mental health issues from the Catholic values perspective.

6. The Communications Plan will continue to support the Mental Health Strategy through ongoing updates and notices in the Director's Bulletin Board , Weekly Wrap Up, web (TCDSB's external and internal portal), social media (i.e. Twitter) and E-news, posters to engage and inform internal and external audiences and stakeholders when applicable, and formal news release for major mental health-related student/staff activities.

7. Continue to set the communications bar high by through the "leading edge" approach used in already completed videos like *TCDSB: Journey to Wellness*, to tell the mental health story through instructional and feature videos that highlight the Catholic lens component.

8. This will be further sustained through sharing best practice stories with school newsletters and parish bulletins.

9. A proactive effort will be made to contact volunteer web administrators of Toronto Archdiocese parishes as well as the Archdiocese of Toronto to inform them of the unique Catholic lens applied to mental health in our Board to facilitate a direct link to Mental Health Strategy resources on the TCDSB website.

On the vote being taken, as follows:

In favour   **Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee D'Amico, that item 9b) be adopted as follows:

9b)   Secondary School Year Calendar 2015-2016

1. That the attached secondary school year calendar (Appendix A) for the 2015-2016 school year be adopted.

2. The communication plan outlined in this report be implemented immediately.

3. Principals share plans for professional activity days and the school year calendar with their CSACs and school communities in a timely manner.

On the vote being taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	Trustee Rizzo
Piccininni	
D'Amico	
Tanuan	
Kennedy	
Del Grande	
Crawford	
Davis	
Poplawski	

The Motion was declared

<div align="right">CARRIED</div>

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

9c) Mary Ward – consideration of a Specialty school designation

1. That Mary Ward not receive a specialty school designation at this time, while recognizing that Mary Ward is a unique school delivering a unique self-directed program.

2. That the question of specialty school designation for Mary Ward be revisited in conjunction with the consideration of a revised secondary school admissions policy.

On the vote being taken, as follows:

In favour   **Opposed**

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

The Motion was declared

                                      CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Tanuan, that the meeting be extended by half an hour.

On the vote being taken, as follows:

In favour   **Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Davis, that item 11a) be adopted as follows:

11a) **Summer School Locations 2015** that the Secondary Summer School Program, scheduled to run from Wednesday, July 2, to Friday July 25th be approved to be held at the sites listed in the report with the exception of the four week Transition Program to be held at the Beatrice Campus of Dante Alighieri.

On the vote being taken, as follows:

In favour   **Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Crawford, that the meeting resolve into FULL BOARD to rise and report.

<div align="right">CARRIED</div>

_____   _____

S E C R E T A R Y   C H A I R

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM
FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING RECORDED

[ ] Public Session
[ ] Private Session
[ ] Five (5) Minutes

Name	Remigiusz Wolowiec
Committee	Regular / Special Board
Date of Presentation	5/21/2015
Topic of Presentation	Sept 2015 Registration for JK in Our Lady of Sorrows School
Topic or Issue	Kids being turned down by their local community school for JK 2015 September school year at Our Lady of Sorrows School.
Details	Whears: There are kids that live in the catchment area that have been turned away from their local community school. Whears: Kids who live walking distance from the school should not be redirected and incur more cost to the system via busing. Whears: The busing has not being really provided. Whears: There is space for kids in the school to accommodate some if not most of the kids that have been turned away. Whears: Parents of kids already being in the school do not mind portables. br>Whears: It is cheaper to keep the portables due to the simple fact that those that are turned away are going to TDSB.
Action Requested	We are requesting to open up additional class or half class in light of the fact that there is possibility to do so and the kids who live in the catchment area should not be turned away. The School has tried some measures to elevate the current issue and is doing additional steps to remediate the problem, however the current kids are affected and they will simple not stop growing or pause their lives for the fix to settle at some point in the future. We appreciate looking into this matter and rectify it via mutual agreement. Yours Truthfully, The Group.
I am here as a delegation to speak only on my own behalf	
I am an official representative of the Catholic School Advisrory Committee (CSAC)	O L of Sorrows
I am an official representative of student government	
I am here as a spokeperson for another group or organization	Yes Kids that were turned away from OLS, their local community school
Submittal Date	5/6/2015

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING COMMITTEE MEETINGS ARE BEING RECORDED

Name	urszula zapert
Committee	SEAC
Date of Presentation	6/4/2015
Topic of Presentation	SEX EDUCATION CURRICULUM
Topic or Issue	Why parents object and ask to postponed the sex education curriculum.
Details	Be presented at the meeting , copy will be supplied.
Action Requested	n/a

I am here as a delegation to speak only on my own behalf	
I am an official representative of the Catholic School Advisrory Committee (CSAC)	O L of Peace
I am an official representative of student government	
I am here as a spokeperson for another group or organization	Yes POLPAC

Submittal Date	6/1/2015

REPORT TO

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

RATIFICATION OF STUDENT TRUSTEE NOMINEES

"DON'T LET ANYONE LOOK DOWN ON YOU BECAUSE YOU ARE YOUNG, BUT SET AN EXAMPLE FOR THE BELIEVERS IN SPEECH, IN LIFE, IN LOVE, IN FAITH AND IN PURITY."
1 TIMOTHY 4:12

Created, Draft	First Tabling	Review
April 22, 2015	June 4, 2015	Click here to enter a date.

G. Rogers, Catholic Student Leadership
D. Koenig, Superintendent of Learning, Student Achievement and Well Being

RECOMMENDATION REPORT

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

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

G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

As per the Board policy T.02, there is an annual election process for the selection of two Student Trustees. Policy T.02 was revised and approved by the Board of Trustees on February 19, 2015. Invitations for nominations for the position of student trustee were sent to all TCDSB secondary schools. Nine applications from students, who met the qualifications required by the policy, were received prior to the deadline. Six student applicants are currently in grade 10 and three student applicants are currently in grade 11. Based on the election held on Tuesday, April 21, 2015, Allison Gacad, student at St. John Paul II Catholic Secondary School and Karina Dubrovskaya, student at Bishop Allen Academy Catholic Secondary School are nominated for ratification by the Board of Trustees. As per the new policy, student trustees will serve two successive one-year terms. The 2015 Student Trustee election is a transition year for the new policy and requires that two trustees be elected, one currently in their second year of secondary school and the second trustee in their third year of secondary school.   The report is being brought forward in order to complete the election/ratification process and to allow the Student Trustees elect to commence their orientation immediately.

B. PURPOSE

Approval of student trustees' appointment process required under Board Policy T.02, Student Trustee (Appendix A).

C. BACKGROUND

1. A notice was sent to all secondary school Principals and Vice Principals on February 24, 2015 outlining the election process for student trustee (Appendix B). Included in the notice was an explanation of the rights and responsibilities associated with the role of a student trustee (Appendix C). In addition, the administration team received an application form for a second year secondary student (Appendix D) and a third year secondary student (Appendix E) as per the new policy. Subsequent to that notice the student trustee election process was outlined with CSLIT members and a meet the candidates' night was hosted by CSLIT on Tuesday, March 31, 2015. A reminder e-mail was sent to all secondary school Principals and Vice Principals by Student Trustee McGroarty outlining the voting process and a list of candidates.

2. The nine applicants who appeared on the ballot were:

Name:	School:	Grade:
Karina Dubrovskaya	Bishop Allen	10
Ahsas Nagee	Michael Power/St. Joseph's	10
Gabriella Bunag	Senator O'Connor	10
Anthony Yacob	Brebeuf College	10
Aloysius Wong	St. Michael's Choir	10
Priscilla Daniel	Notre Dame	10

Name:	School:	Grade:
Jordan Nigro	Cardinal Carter	11
Meghan Lyz Garvida	Jean Vanier	11
Allison Gacad	St. John Paul II	11

3. The term for the current student trustees Hannah McGroarty and Chris MacDonald ends July 31, 2015. Both current student trustees will be graduating and therefore are ineligible for a second term.

4. The delegates of Student Councils representing twenty four TCDSB secondary schools met on April 21, 2015 at the Catholic Education Centre. Following the welcome and an opening address by the CSLIT executive, each candidate gave a verbal presentation on their qualifications, experience and goals related to the position of student trustee. Individual candidates participated in a question and answer session with the CSLIT membership. Each candidate was permitted to give a 3 minute speech. The question period and the prepared speech were completed with the absence of their fellow candidates. The voting was conducted using an alternative voting process outlined prior to the vote.

5. The counting of the votes was conducted by Hannah McGroarty and Chris MacDonald and witnessed by Greg Rogers.

6. If the Board of Trustees ratifies the appointment of the Student Trustees elect, they will be officially notified by letter and appropriate announcements will be made within the TCDSB as well as to all Student Council representatives, the Ontario Catholic Student Council Federation, and the Ontario Catholic School Trustees' Association. Letters of appreciation will also be sent to those student trustee candidates who put their name forward. Briefing sessions and arrangements for equipping the new Student Trustees will be set up prior to the start of their term on August 1, 2015.

7. If the Board of Trustees appoints the Student Trustees elect, they will have the opportunity to attend several Board Standing Committee meetings and regular Board meetings, prior to officially taking office as student trustees. This appointment will allow for a transition period from May 2015 to July 31, 2015.

D. STAFF RECOMMENDATION

1. That the Board of Trustees appoint Allison Gacad from St. John Paul II Catholic Secondary School as Student Trustee for the term August 1, 2015 through to July 31, 2016.

2. That the Board of Trustees appoint Karina Dubrovskaya from Bishop Allen Academy Catholic Secondary School as Student Trustee for the term August 1, 2015 through to July 31, 2017.

POLICY SECTION:		Trustees	

POLICY SECTION: **Trustees**

SUB-SECTION:

POLICY NAME: **Student Trustee**

POLICY NO: **T. 02**

Date Approved: February 19th, 2015	Date of Next Review: 2018	Dates of Amendments: February 23, 2012 – Board, January 26, 2012 – Board, 18 April 07; January 24, 2013
Cross References: Education Act, S. 55, Student Trustees · O. Reg. 07/07 · Trustee Services and Expenditures T.17		
Appendix A - Rights and Responsibilities of a Student Trustee Appendix B – Process for Election of the Student Trustee		

Purpose
This Policy provides direction on terms of reference and rules of engagement for two Student Trustees at TCDSB.

Scope and Responsibility
The policy extends to the election of two Student Trustees and their terms of reference, as well as rules of engagement while participating at Board and Committee meetings. The Director of Education, with the assistance of the Superintendent of Education for Curriculum and Accountability, is responsible for this policy.

Alignment with MYSP:
Strengthening Public Confidence
Excellence in Governance
Fostering Student Achievement and Well-Being

	POLICY SECTION:	**Trustees**
	SUB-SECTION:	
	POLICY NAME:	**Student Trustee**
	POLICY NO:	T. 02

Financial Impact

Honoraria will be paid to Student Trustees, as well as reimbursement for approved expenses, as per the Education Act.

Legal Impact

Generally, there is no significant liability associated with having Student Trustees participate at Committee or Regular Board meetings.

Policy

In accordance with the provisions of the Education Act, the Toronto Catholic District School Board will establish and maintain two, full-year Student Trustee positions on its Board of Trustees.

Regulations

1. The Toronto Catholic District School Board shall establish two Student Trustee positions to represent the interests of <u>all</u> students, <u>and candidates for the position will be</u> in the last two years of the intermediate division and in the senior division of the Board.

2. The Student Trustees may participate in TCDSB Board and Committee meetings, both in public and private session. A Student Trustee is not entitled to be present at a meeting that is closed to the public if the subject matter under consideration involves the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee of the board or a pupil or his/her parent or guardian.

3. The <u>student trustees will serve</u> two <u>successive</u> one year term<u>s beginning</u> on August 1 of the year of election, following a transition period from May until July 31, <u>in the first year of election.</u>

4. Only one trustee will be elected each year. Each student trustee will be elected in March of their second year of secondary school, thus commencing their two year term. (The 2015 Student Trustee election will require two

trustees to be elected, one currently in their second year of secondary school and the second in their third year of secondary school.)

5. The student trustee elected may not be from the same secondary school as the student trustee who is currently mid-term.

6. The Student Trustees will serve as the Co-Chairs of the Catholic Student Leadership Impact Team (CSLIT). The CSLIT will hold at least one meeting per month during the school year.

7. In the event that a Student Trustee is unable to continue in the role, the second Student Trustee will continue with his/her duties, and the vacancy will be filled by the Director of Administrative Affairs of CSLIT until such time as a by-election is held and a new Student Trustee is elected.

8. Each secondary school will be entitled to put forward one candidate for election to one of the positions of Student Trustee in any given year.

9. Each candidate for the position of Student Trustee shall meet the following qualification criteria:

(i) be a Roman Catholic student enrolled at a Toronto Catholic District School Board secondary school, and during his or her term of office must be a full-time student;
(ii) be elected by the local student body;
(iii) receive the written approval of his/her parent(s)/guardian(s), unless 18 years of age, to stand for election and also present a letter of reference from a teacher, guidance counsellor or Principal;
(iv) maintain a grade average that will contribute to his/her successful graduation at the time of becoming a candidate for the position; and
(v) meet the eligibility requirements within the Education Act related to Catholic District School Board Trustees, excluding those related to age and residence.

10. The Superintendent of Education, Curriculum and Accountability Department or designate, shall establish procedures <u>and include suitable orientation</u> to assist the Student Trustees in fulfilling their roles and responsibilities.

11. The Student Trustees will provide a verbal report and/or written report at each regular Board meeting.

12. A Student Trustee may be disqualified from holding office for one or more of the following reasons:

(i) serious violation of the TCDSB Trustees' Code of Conduct;

(ii) disclosure of intimate, personal or financial information in respect of a Trustee or committee, an employee of the TCDSB or a student or his/her parent or guardian;

(iii) commission of a serious breach of his/her school's code of conduct;

(iv) demonstrated behaviour that is deemed to be incompatible with the role and responsibilities of the Student Trustee.

13. Student Trustees shall be entitled to reimbursement of out-of-pocket expenses as if they were members of the Board.

14. Student Trustees shall be paid an honorarium consistent with the provisions of the Education Act, which shall be prorated if the Student Trustee holds office for less than a full term.

15. Student Trustees have the same status as a Board member with respect to access to Board resources and opportunities for training.

16. The successful candidates elected/appointed to the position of Student Trustee will have prescribed rights and responsibilities. (***hyperlink to Appendix A: Rights and Responsibilities of the Student Trustee***)

17. The procedure for election of Student Trustees is determined by the Board. (***hyperlink to Appendix B: Election of the Student Trustee***)

18. Student Trustees shall be required to wear their school uniform or business attire when representing the Board at either internal or external board-related business meetings, or when meeting with other students in the Board in the capacity of student trustee.

19. The opportunity to earn a secondary school credit towards the Ontario Secondary School Diploma in the area of Co-operative Education, consistent with Ministry of Education policies and procedures, will be offered to the Student Trustees.

Definitions

Not of significance in this policy.

Metrics

1. Leadership of the Catholic Student Leadership Impact Team (CSLIT) through student feedback.

OPERATIONAL PROCEDURES – ELECTION OF STUDENT TRUSTEES

PROCESS FOR ELECTION OF THE STUDENT TRUSTEES

1. The Student Trustee will be elected by representatives of each secondary school at a Catholic Student Leadership Impact Team meeting during the first week of March in each school year. For the election to be valid, there must be at least seventeen (17) secondary schools present at the meeting where the Student Trustees are elected. A vote by the school representatives will be conducted under the supervision and guidance of TCDSB staff.

2. Each secondary school is entitled to nominate one representative to run for the position of Student Trustee. Should the nominee be successfully elected to the position of Student Trustee, he/she will not be permitted to run for president or chair of his/her school's Student Council.

3. Each secondary school is allowed to have one vote in the election of each Student Trustee, but must be represented at the election meeting. The voting delegate must be selected by the school principal in September and must regularly attend Catholic Student Leadership Impact Team meetings throughout the school year as a student council or student leadership delegate.

4. Notice seeking the nomination of one candidate for one of the positions of Student Trustee from each TCDSB Catholic secondary school is sent to each school principal and Student Councils for posting and communication to students in November of each school year.

5. The student trustee elected may not be from the same secondary school as the student trustee who is currently mid-term.

6. Each secondary school, via the Principal and Student Council, must appoint either the President of the Student Council or his/her designate to sit on a Student Trustees Selection Committee for the purpose of reviewing applications for the positions of Student Trustees and nominating candidates. If a secondary school is nominating a candidate for the position of Student Trustee, it is the responsibility of the Principal to ensure that the process is fair and equitable.

7. Applications will first be received and pre-screened by staff assigned by the Office the Director of Education to ensure each applicant is eligible under the requirements of the TCDSB policy, the Education Act and Regulations.

8. An all-candidates/election meeting will be held in February of each school year at which time a presentation will be made by the nominees for Student Trustees.

9. A student is not permitted to serve as both a Student Council president or chair in the same year he/she holds the position of Student Trustee.

10. Where a vacancy occurs with one Student Trustee, the second Student Trustee will continue with his/her duties and the Director of Administrative Affairs of CSLIT shall fulfill the duties of a Student Trustee for the balance of the Student Trustee's term or until such time as a by-election is held and a new Student Trustee is elected.

RIGHTS AND RESPONSIBILITIES OF THE STUDENT TRUSTEE

Student Trustees' Rights

1. To receive public session materials for all Board and Standing Committee meetings; attend and participate in all public session meetings of the Board and Standing Committees;

2. To receive private session materials for all Board and Standing Committee meetings and to attend and participate in private session meeting. Student Trustees are not entitled to be present at a meeting that is closed to the public if the subject matter under consideration involves the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee of the board or a pupil or his/her parent or guardian;

3. Student Trustees are entitled to require that a matter before the board or one of its committees on which the Student Trustees sit be put to a recorded vote, and in that case there shall be,

    (a) a recorded non-binding vote that includes the student trustees' vote; and
    (b) a recorded binding vote that does not include the student trustees' vote.

4. Student Trustees are not entitled to move a motion, but are entitled to suggest a motion on any matter at a meeting of the board or of one of its committees on which the Student Trustees sit, and if no member of the board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion.

5. Student Trustees and Student Trustee Elects are entitled to attend the Ontario Student Trustee Association Annual General Meeting.

Student Trustees' Responsibilities

1. To promote a voice for all students in the Toronto Catholic District School Board.

2. To inform the student body at large through liaison with and seeking advice from TCDSB Student Councils;

3. Attend public and permitted private session meetings of the Board and its Standing committees;

4. Demonstrate confidentiality and discretion where required and act in accordance with the Board's Policies, By-laws, and Rules-of-Order;

5. Uphold and promote the Board's Mission and Vision in performance of his/her duties;

6. Once sworn in by the Board, the Student Trustees shall be the Co-Chairs of the Catholic Student Leadership Impact Team. The CSLIT will hold at least one meeting per month.

7. The Student Trustees will report regularly to the Board of Trustees and to the CSLIT on their respective activities. At the end of their terms, the Student Trustees will provide a report regarding issues of concern to students.

8. The Student Trustees will participate in Catholic student leadership development activities associated with the fulfillment of the roles and responsibilities of the student trustee including the organization of the "Voices That Challenge" Student Trustee conference.

9. The Student Trustees will hold membership in the English Catholic Board Council of the Ontario Student Trustees' Association.

RETURN COMPLETED APPLICATION AND SUPPORTING DOCUMENTS TO:
Director of Education
80 Sheppard Avenue East
Toronto, Ontario
M2N 6E8
416-229-5353

STUDENT TRUSTEE APPLICATION FORM for students in their 2nd year
(Term of Student Trustee: September 1, 2015 – August 31, 2017)

Name: _____

Address: _____

Phone #: _____ **Grade:** _____

School: _____

PLEASE FEEL FREE TO USE ADDITIONAL PAPER TO COMPLETE YOUR RESPONSE

1. **Please describe any leadership experience you may have both inside and outside of your school community.**

    _____
    _____
    _____

2. **Why are you interested in becoming the Student Trustee for the Toronto Catholic District School Board?**

    _____
    _____
    _____

3. **What are your goals as Student Trustee?**

    _____
    _____
    _____

4. **What does student empowerment mean to you?**

    _____
    _____
    _____

5. **How will you ensure that the students from the Toronto Catholic District School Board are effectively represented?**

    _____
    _____
    _____

6. **Given that we are a Catholic Board, how will your position as Student Trustee be different from the position in the public system?**

_____
_____
_____

7. **How do you see yourself being a responsible and dedicated member of the board, considering the large commitment it will involve, while maintain a high level of academic achievement in your school studies?**

_____

_____

_____

PRINCIPAL'S ENDORSEMENT: _____

Please include 1 letter of reference from a teacher at your school and 1 from an administrator other than this endorsement.

RETURN COMPLETED APPLICATION AND SUPPORTING DOCUMENTS TO:

Director of Education

80 Sheppard Avenue East

Toronto, Ontario

M2N 6E8

416-229-5353

STUDENT TRUSTEE APPLICATION FORM for students in their 3rd year
(Term of Student Trustee: September 1, 2015 – August 31, 2016)

Name: _____

Address: _____

Phone #: _____ **Grade:** _____

School: _____

PLEASE FEEL FREE TO USE ADDITIONAL PAPER TO COMPLETE YOUR RESPONSE

1. **Please describe any leadership experience you may have both inside and outside of your school community.**

_____

_____

_____

2. **Why are you interested in becoming the Student Trustee for the Toronto Catholic District School Board?**

_____

_____

_____

3. **What are your goals as Student Trustee?**

_____

_____

_____

4. **What does student empowerment mean to you?**

_____

_____

_____

5. **How will you ensure that the students from the Toronto Catholic District School Board are effectively represented?**

_____

_____

_____

6. **Given that we are a Catholic Board, how will your position as Student Trustee be different from the position in the public system?**

_____

_____

_____

7. **How do you see yourself being a responsible and dedicated member of the board, considering the large commitment it will involve, while maintain a high level of academic achievement in your school studies?**

_____

_____

_____

PRINCIPAL'S ENDORSEMENT: _____

Please include 1 letter of reference from a teacher at your school and 1 from an administrator other than this endorsement.

ANNUAL REPORT: CONFLICT RESOLUTION DEPARTMENT SERVICES

Remember those earlier days after you had received the light, when you endured in a great conflict full of suffering.
Hebrews 10:32

Created, Draft	First Tabling	Review
April 20, 2015	May 7, 2015	Click here to enter a date.

Isolina Varano, Coordinator- Conflict Resolution
Rory McGuckin, Superintendent- Human Resources and Labour Relations

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

G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

This annual report provides a summary about relevant data, services and strategies utilized by the Conflict Resolution department for the period April 2014 to April 2015.

B. PURPOSE

To provide an overview of the tasks performed by the Conflict Resolution department and present data concerning the differentiated support offered to TCDSB stakeholders for the period of April 16, 2014 to April 16, 2015

C. BACKGROUND

1. An Annual Report is presented to the Board at the Student Achievement and Well-Being, Catholic Education and Human Resources Committee.

2. **October 9, 2014** - Student Achievement and Well-Being, Catholic Education and Human Resources Committee, the Board received the report outlining the services and the policies that guide the Conflict Resolution department's activities. Included in the report was a brochure that was provided to the TCDSB community.

3. **November 24, 2014**-The Conflict Resolution Department launched an educative podcast about H.M. 14- Respectful Workplace-Addressing Harassment and Discrimination in the Workplace policy on the TCDSB portal and website. The goal of this initiative was to raise awareness of the policy and the services provided by the Conflict Resolution Department.

4. Work continues on revising the Board's policy H.M. 14 Harassment and Discrimination in the Workplace, as well as the Operational Procedures known as The Respectful Workplace document.

D. EVIDENCE/RESEARCH/ANALYSIS

The following data about the Conflict Resolution Department activities is offered:
1. The staff are both accredited members of the Alternative Dispute Resolution Institute of Ontario and Canada, with significant numbers of hours in mediation training from both York University and Conrad Grebel University College (Waterloo). One staff member has a Masters of Social Work, and the other member has the HR diploma designation from Ryerson University.

2. The Conflict Resolution Department continues to routinely receive inquiries/consults/referrals from TCDSB staff members, school administrators, management staff, union representatives and parents:

    i.   2013-2014- There were 543 inquiries/consults/referrals made to the Conflict Resolution Department during the April 16, 2013- April 15, 2014 period.

    ii.   2014-2015- There were 850 inquiries/consults/referrals made to the Conflict Resolution Department during the April 16, 2014- April 15, 2015 period.

    iii.   There was a significant increase in inquiries/consults/referrals over the last year. Initial consults can take approximately 30-90 minutes depending on the complexity of the inquiry, often leading to further dialogue and inquiries with multiple stakeholders.

    iv.   The majority of parents who contacted the department had initial questions about conflict that they were experiencing and the processes developed to address any concerns. The majority of parental inquiries/complaints were related to teaching staff and principals, while a small number of parental inquiries/complaints were related to CSAC parent disputes. The majority of contacts were resolved through consultation with a department member.

    v.   Further, the department conducted:

- 5 separate in-services for CSACs about respectful interactions, board policies and the complaint procedure;
- 3 facilitation meetings with parents/teachers who were in conflict, 1 mediation between 2 parents in conflict; and
- 1 investigation into a parental complaint against a school staff member.

    vi.   The following data pertains to user information (stakeholders) comparing 2 years of data:

Services	04/14 – 04/15	04/13 - 04/14	Variance
Inquiries	850	543	307
Facilitations	66	21	45
Mediations	1	1	0
Investigations	7	8	-1
In-services	58	37	21

Stakeholders	04/14 – 04/15	04/13 - 04/14	Variance
Teachers	542	365	177
EAs	109	59	50
Parents	116	33	83
Facilities	85	31	54

3. The Conflict Resolution Department's primary goal for the 2015-2016 school year is to continue to build awareness of the department's services and to build capacity for TCDSB stakeholders to effectively resolve conflict at the local level, thereby reducing the possible negative impact on the school community and its stakeholders. This goal aligns with the TCDSB Multi Year Strategic Plan's goal of strengthening public confidence, inspiring and motivating employees, living our values and ultimately fostering student achievement and well-being.

D. CONCLUDING STATEMENT

This report is for the consideration of the Board.

TCDSB INTERNATIONAL EDUCATION STRATEGY

John 15:12 "This is my commandment, that you love one another as I have loved you…"

Created, Draft	First Tabling	Review
March 2, 2015	March 5, 2015	Click here to enter a date.

Patrick Keyes, Superintendent , Alex Mazzucco, Co-ordinator for International Education, Continuing Education,

INFORMATION REPORT

Vision:
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Mission:
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G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

Angela Gauthier
Director of Education

A.   EXECUTIVE SUMMARY

This report offers information on the development of the International Education Program at TCDSB within the context of the International Education Sector in Canada over the past five years. In August of 2012 the federal government released a report that aims to double the number of international visa students in Canada by 2022.   (Appendix B). Within our own Board we have gone from having 40 international Visa students enrolled five years ago to over 1100   students attending the TCDSB now. Today Toronto Catholic is the third largest destination for K to 12 students in Canada.

B.   PURPOSE

This report has been brought forward to brief the Board on the International Education Program at TCDSB with respect to how this program supports the *Multi-year Strategic Plan*. Principally this includes, '*Living our Catholic Values'* and *'Fostering Student Achievement and Well-being'*.   Within the context of international education whether it is in supporting TCDSB students to experience culture in other countries or welcoming students new to Canada our aim is to live out our Board mission --. '*At Toronto Catholic we transform the world through witness, faith, innovation and action.'*

C.   BACKGROUND

International Education at TCDSB has four areas:

a) TCDSB student study and travel abroad
b) TCDSB staff teaching and professional development abroad.(summer)
c) TCDSB support for   educational institutions including school districts from other countries. (Korea, China, Taiwan)
d) International students on visa studying at TCDSB.

In terms of the growth of our programming we send students abroad to study in over four continents. The countries involved include Italy, Ireland, Kenya, the Philippines, France, Poland, Germany, Grenada, Peru and most recently Iceland.

We also share our expertise internationally in overseas educational jurisdictions with staff working in the summer with teachers from the participating country as well as their students. At the same time, we welcome teaching professionals to observe in our classrooms as well as working with delegations who come to our Board to learn about our programming.

Our most significant area of growth in the past five years has been with students on International Visas who study in our schools. The countries we principally work with are from China, Korea and Taiwan. We also have have students from Brazil, Germany, Columbia, Chile, France, Ukraine and Spain.

TCDSB has had exponential growth moving from approximately 40 fulltime international students in 2010 to 1150 by for February 2015. We are projecting growth to 1300 student for September 2015. As well, there has been expansion of short term international student stays with students from Korea and China arriving for winter camps and summer camps to experience our Catholic schools hospitality, improve their facility in English and enjoy Canada's diverse multiculturalism.

During the last four years our schools have worked to be welcoming and hospitable centres for international students where they are full members in their school. At the same time, centrally staffing infrastructures have been put in place to ensure that from the time a student and their family have signalled an interest in the program to the time the student's pathway is now leading to their post-TCDSB destination they are well provided for. Importantly, this includes ensuring the student has a caring homestay family, there is a social and spiritual support for students in schools, their academic course of study ensures success, and that staff is attuned to the needs of International students and their families. This includes the need for structures that allow for a strong bond of communication between school, custodians, agents, homestay parents, various central staff departments, social agencies. As well, in terms of infrastructure there is a need to provision for the legal and commercial requirements of an international education program so that there is an efficient and effective system in place that allows for an optimized workflow so that students and their delegates requirements are met.

It is worth noting that with the revenues generated through student Visa program this school year we have been able to provision for forty one teaching positions as well as generating approximately 5.5 million in net revenue for TCDSB.

D.   ANALYSIS

1.   Appendix A –Enrolment for International Education Students
2.   Appendix B –Department of Foreign Affairs, Trade and Development analysis of International Education to 2022.
3.   Appendix C –Programming Structure for International Education (Powerpoint)

E.   METRICS AND ACCOUNTABILITY

1.   Staff will continue to monitor the growth of the program to ensure both sustainability and stability.

F.   CONCLUDING STATEMENT

This report is for the consideration of the Board and.

TCDSB International Ed. Program
Student Enrolment: Long-Term & Short-Term
Actual Total Enrolment vs. Projected Total Enrolment

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Actual Total Enrolment	46	135	256	488	807	1150
Projected Total Enrolment	50	100	200	350	425	500

TCDSB International Ed. Program
Student Enrolment: Long-Term & Short-Term
Elementary and Secondary Enrolment

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Elementary Students	16	40	38	57	51	65
Secondary Students	30	95	218	431	756	1085

International Education Program

Appendix A

Enrolment Summary: September 6, 2011 – February 2016

Gross Revenue

Gross Revenue bar chart:
- 2009-10: $543,000.00
- 2010-11: $1,560,000.00
- 2011-12: $3,015,000.00
- 2012-13: $5,770,500.00
- 2013-14: $10,414,500.00
- 2014-15: $15,427,500.00
- 2015-16: $17,452,500.00
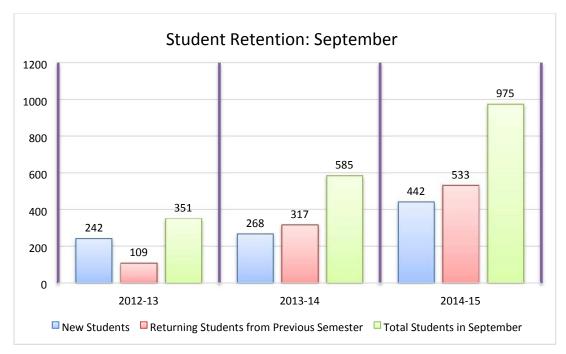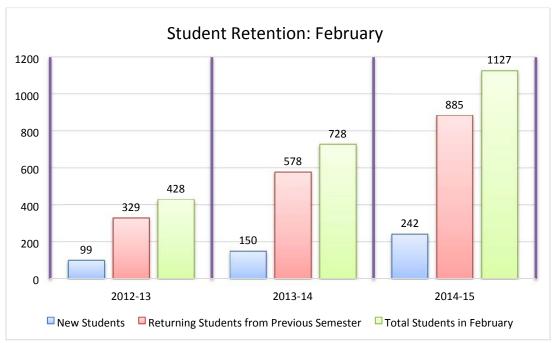
Year	Elementary		Secondary		Gross Revenue
2009-10	$	168,000.00	$	375,000.00	$	543,000.00
2010-11	$	420,000.00	$	1,140,000.00	$	1,560,000.00
2011-12	$	399,000.00	$	2,616,000.00	$	3,015,000.00
2012-13	$	598,500.00	$	5,172,000.00	$	5,770,500.00
2013-14	$	586,500.00	$	9,828,000.00	$	10,414,500.00
2014-15	$	780,000.00	$	14,647,500.00	$	15,427,500.00
2015-16	$	882,382.00	$	16,570,118.00	$	17,452,500.00

Student Retention: September

2012-13	**2013-14**	**2014-15**
New Students: 242	New Students: 268	New Students: 442
Returning Students: 109	Returning Students: 317	Returning Students: 533
Total Students: 351	Total Students: 585	Total Students: 975

■ New Students ■ Returning Students from Previous Semester ■ Total Students in September

Student Retention: February

2012-13	**2013-14**	**2014-15**
New Students: 99	New Students: 150	New Students: 242
Returning Students: 329	Returning Students: 578	Returning Students: 885
Total Students: 428	Total Students: 728	Total Students: 1127

■ New Students ■ Returning Students from Previous Semester ■ Total Students in February

Canadian Foreign Affairs, Trade and International Affair Department

International Education: A Key Driver of Canada's Future Prosperity

Chapter 5: Targets for Success

5.1 International student enrollment

Under our mandate to make recommendations on a strategy that will reinforce Canada as a country of choice to study and conduct world-class research, one of the areas we looked at during our deliberations was international student enrollment. As described previously, the provinces/territories have identified a greater number of international students in Canada as one of the expected outcomes of their international education marketing action plan. Throughout our engagement with the education field, we consistently heard that one of the overarching objectives for the international education strategy should be to position Canada as a leading destination for international students and researchers.
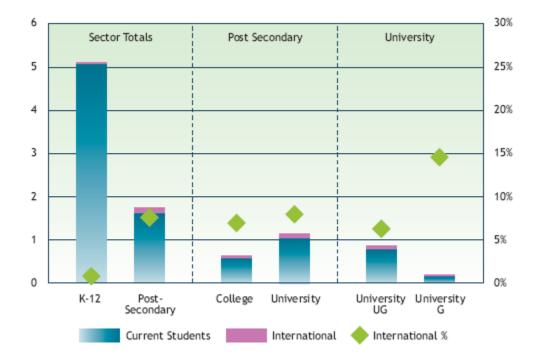
It was often repeated that Canada has the potential to support growing international student enrollment, and that the strategy should have a specific goal or target for this increased recruitment. However, the challenge lies in identifying a target for growth in international enrollment that will allow Canada to seize emerging opportunities while maintaining the quality of our education offering and the integrity of our visa system. We strongly believe that such a target should not aim for growth for the sake of growth, but should instead focus on a sustained, manageable growth that supports Canada's reputation for quality and excellence. thus, most importantly, this target should focus on attracting the highest calibre of international students and researchers to Canada.

In order for us to better understand Canada's potential for future growth, a study was commissioned to assess Canada's capacity to absorb international students. It was critical for us to ensure that efforts to attract greater numbers of international students do not interfere with opportunities for Canadians to pursue a post-secondary education within Canada.

Looking at current enrollment and capacity levels, the study—Canada's Capacity for International Student Enrollment—showed that international students comprise 0.7 percent of total K-12 enrollment and 7.5 percent of post-secondary enrollment across Canada.[66] The capacity study further suggested that Canada's share of international students in post-secondary education is relatively modest compared to competitor countries such as France (12.0 percent), Germany (11.5 percent) and especially Australia (23.2 percent).[67]

Canada has already experienced strong growth rates for international student enrollment over the past several years. Since 2007, the number of international students in Canada has grown by 36 percent to more than 239,000 today. This growth dynamic has accelerated since 2008, with year-over-year growth rates reaching 10.2 percent in 2009 and 11.3 percent in 2010.[68] These rates demonstrate the level of priority of internationalization of Canada's education field. According to the OECD, Canada's market share of international students was at 5.2 percent in 2009. All things being equal, we project that Canada's market share should remain the same, given that the overall market is also expected to roughly double over this time frame.

2009 domestic and international enrollment in Canada (millions)
View alternative text

Source: Illuminate Consulting Group, Canada's Capacity for International Student Enrollment.

Notes: the left axis measures enrollment in millions. The right axis measures the ratio of international to total enrollment as a percentage. Total K-12 data (Statistics Canada) only includes public schools, while international K-12 data (CIC) includes all schools. Data from: Statistics Canada, Statistics Canada's Postsecondary Student Information System (PSIS), and CIC.
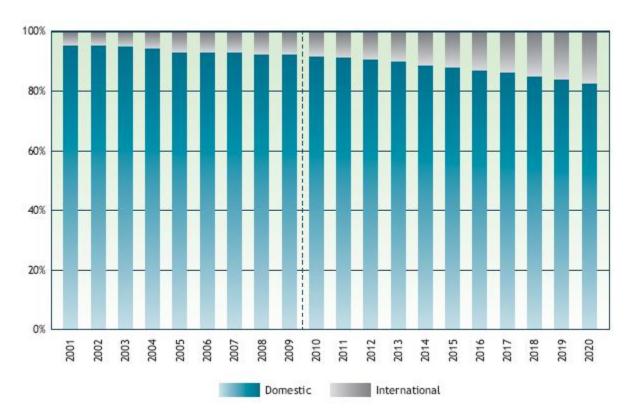
The capacity study projected increases in domestic and international post-secondary enrollment levels in Canada under conditions including a high-growth scenario, wherein international enrollments would grow at a rate of 10.0 percent year over year. The report showed that under this scenario, international students would account for 17.3 percent of total post-secondary enrollment in Canada by 2020.[69]

Overall, the study concluded that Canada currently has no notable capacity issues with respect to enrolling additional international students, and at the national level will not face any capacity issue well into the near future. The study also noted differences in enrollment levels between different provinces/territories and between different education subsectors, suggesting that this allows for sustained growth opportunities in some smaller provinces and at the K-12 level.

In light of these findings and the information we learned from institutions and provinces/territories about their experience of growth in international student enrollments, we sought to identify a target that would allow Canada to be ambitious in its recruitment of international students and researchers while balancing the need to maintain quality and to respect provincial/territorial jurisdiction over education (including seat funding mechanisms and the prerogative to set individual targets or caps for international enrollment).

Domestic and international PSE in Canada high growth scenario
View alternative text

Source: Illuminate Consulting Group, Canada's Capacity for International Student Enrollment.

Notes: PSE = Post-secondary enrollment. The dotted line marks the start of projections. The scenario is based on an international enrollment growth rate of 10.0 percent and a domestic enrollment growth rate of 1.0 percent, which is equal to its average over the last five years.

Data from Statistics Canada's PSIS.

Note: "International students" vs. "Foreign students"

When evaluating capacity for international enrollment, it is necessary to note the important distinction between "international students" and "foreign students". As defined by the OECD in Education at a Glance 2011:

- *Students are classified as "international" if they left their country of origin and moved to another country to study.*

- *New permanent residents are sometimes classified as "foreign students" as they are not citizens of the country in which they are studying (for example, young people from immigrant families).*

Canada's capacity study identifies the combined population of international students and landed immigrant/ permanent resident students (i.e. The "foreign student" population) in Canada as an emerging policy issue, considering the potential for issues affecting this broader group of students including academic preparation, language skills and undifferentiated public perceptions regarding the impact of these students on local communities. The study further adds that these issues are particularly salient in major metropolitan areas with large immigrant populations.

Recommendation 1: Double the number of international students choosing Canada by 2022

Canada's International Education Strategy should seek to double the number of full-time international students, from 239,131 in 2011 to more than 450,000 by 2022. We consider this to be a realistic goal given our assessment of the growth trends in international education, and Canada's ability to sustain quality. Canada's education systems have the capacity to absorb new international students without displacing domestic students.

The way forward: We have calculated that this target can be achieved by increasing international student enrollment at a rate of 7 percent year over year. This is an overarching target that encourages provinces/territories and institutions to assess their individual capacities and pursue the opportunities for growth that they are able to support based on their strengths and priorities. Furthermore, we propose that this objective be applied to international student enrollment across the board, not only at the post-secondary education level. There is potential for K-12 and language schools to grow their international student enrollment and provide a strong foundation for pathways through education in Canada. We firmly believe that our target will allow Canada to enrol international students at a sustainable pace that ensures we continue to attract and accept only the highest quality of applicants from around the world.

We are confident that this target for growth will also enable Canada's visa processing systems to capably address increasing volumes of international applications to Canada, thereby safeguarding the quality of our education offerings and the integrity of our visa processes, and ensuring that we continue to be a leading destination for the world's best and brightest students and researchers.

5.2 International mobility for Canadian students

"In the higher education context, internationalization is understood as the process of integrating an international and intercultural dimension to the teaching/learning, research and service functions of a university."[70]

Internationalization includes several components:

- internationalizing the curriculum (including international views, perspectives or approaches within courses);
- exporting Canadian knowledge services (via partnership agreements, offering joint programs or campuses abroad);
- engaging in international research collaboration;

- recruiting international students to Canadian campuses; and
- encouraging Canadian students to study abroad, carry out an internship abroad or participate in a service learning experience.

Institutions can participate in some or all of these components, depending on their institutional strengths and priorities. Some have a centralized approach or strategy to guide their internationalization efforts while others allow for a bottom-up approach whereby faculty lead the process (or there are a variety of approaches based on the different faculties).[71] The overall goal is to ensure that students have the intercultural and language skills to become leaders in the global knowledge economy—that they become "global citizens".

Throughout our engagement, we found that most Canadian institutions view internationalization as a top priority. Internationalization of Canadian institutions is supported by faculty exchange programs, which enable Canadian faculty and staff to cultivate best practices from international pedagogies, form relationships with foreign institutions (which can lead to academic and research partnerships) and reflect Canada's quality education offering on the global stage. International experiences for Canadian students enable them to learn from diverse perspectives, immerse themselves in different cultural practices, and learn foreign languages required to conduct business globally.

Université Laval: Preparing students for the global market through international exchange

As part of its vision for internationalizing education and acquiring intercultural skills, student mobility is a component of programs at the Université Laval. To this end, the Profil international program allows students to study abroad for one or two terms, and Stage interculturel et international (SII) offers the possibility of interning in an emerging country. Scholarships for study abroad are available to students who meet certain criteria (language skills, credits earned, GPA).

During the 2010–11 academic year, participants in Profil international and SII received more than $2.8 million in scholarships. Benefiting from the university's vast network of international agreements (475 partners in 67 countries), 911 Laval students are having the opportunity to gain international experience in all four corners of the world this year.

Université Laval student Jennifer Hamel in Guatemala. Photo courtesy of the Université Laval.

According to Nicole Lacasse, Vice-Rector, Academic and International Activities: "Our students have to be prepared to evolve in a highly competitive global market. In the global knowledge economy, university graduates should be on the cutting edge of knowledge, but also be capable of working in many languages and in different cultural environments. For the Université Laval, training skilled people today means integrating an international dimension into our programs with possibilities to study or intern.

Canada lags behind competitor countries in international mobility for domestic students. Approximately 3 percent of Canadian university students go abroad as part of study/work programs (compared to 3.5 percent of American students, 5 percent of European students, and 6 percent of Australian students), whereas approximately 1.5 percent of Canadian college students study/work abroad.[x] Study/work abroad programs provide opportunities for Canadian students to experience different cultures and societies and become global citizens—and to serve as ambassadors for education in Canada, thus playing an important role in marketing Canada as an education destination. Canadian students with experience abroad will also be in a better position to contribute to Canada's future international trade efforts and prosperity. Canadian students abroad also act as ambassadors for Canada to the world, sharing Canadian values with their peers, and upon their return, they contribute to the development of a more worldly Canadian society.

It is worth noting here that HRSDC's mandate toward labour market and skills development emphasizes a comprehensive approach beyond recruitment, including service exports, two-way flows of students and international institutional partnerships. This approach included the administration of the International Academic Mobility (IAM) Initiative, which provided funding for student mobility and academic co-operation projects between Canadian post-secondary institutions and institutions in foreign partnering countries. In June 2011, HRSDC announced that as a result of a program review, the IAM initiative will no longer be funded by the Government of Canada after March 31, 2015. There have been no new federal funding allocations for undergraduate students for international mobility since the cancellation of the IAM initiative in June 2011.

Recommendation 2: Introduce an International Mobility Program for Canadian Students to serve 50,000 students per year by 2022

Recommendation 2: Introduce an International Mobility Program for Canadian Students to serve 50,000 students per year by 2022

In order to fully realize the multi-faceted aspirational goals of internationalization, Canada should consider co-funding, with academic institutions and/or provincial/territorial governments, a major student mobility program to create opportunities for 50,000 Canadian students per year to go abroad for study and cultural exchanges, service learning and other experiential learning activities by 2022. It is anticipated that this investment will be matched by institutions and/or provinces/territories and private donors by a 2:1 ratio. This opportunity would be available across the sector (K-12 through post-secondary institutions).

It is essential that institutions also continue to provide opportunities for faculty exchange and research partnerships with foreign institutions.

Further, we acknowledge that Canadian students are powerful ambassadors who can market opportunities to study in Canada to their fellow students abroad.
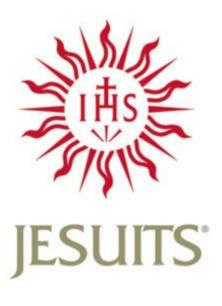
TCDSB International Education

Transforming the world through witness, faith, innovation and **action**

Transforming the world : Listening inwardly, acting outwardly

Part of our Catholic Tradition

- Our Church is a universal Church.

- Our religious congregations founded in one country have spread throughout the world. Each with a mission of transformation.

- Consider the Jesuits, Dominicans, LaSallians, Sister of St Joseph, IVBM, --all are international in nature.

This is the legacy and context in which we develop our International Education Program.

Why International Education?

- It is *one* opportunity to support the Catholic tradition of service.

The Sacred

- It supports our tradition of welcoming and inclusion from a global perspective

- Supports ELL students.

The Secular

- Provides opportunities for our staff and students to develop and foster their global fluencies.

- Students and staff form global networks as the learn about *our world first hand*.
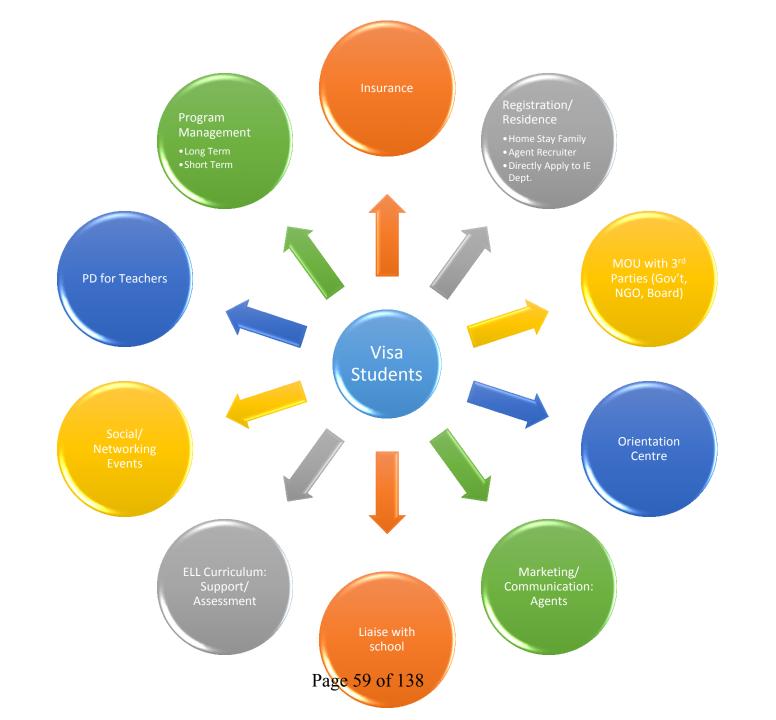
What does transformation look like for Visa Student?
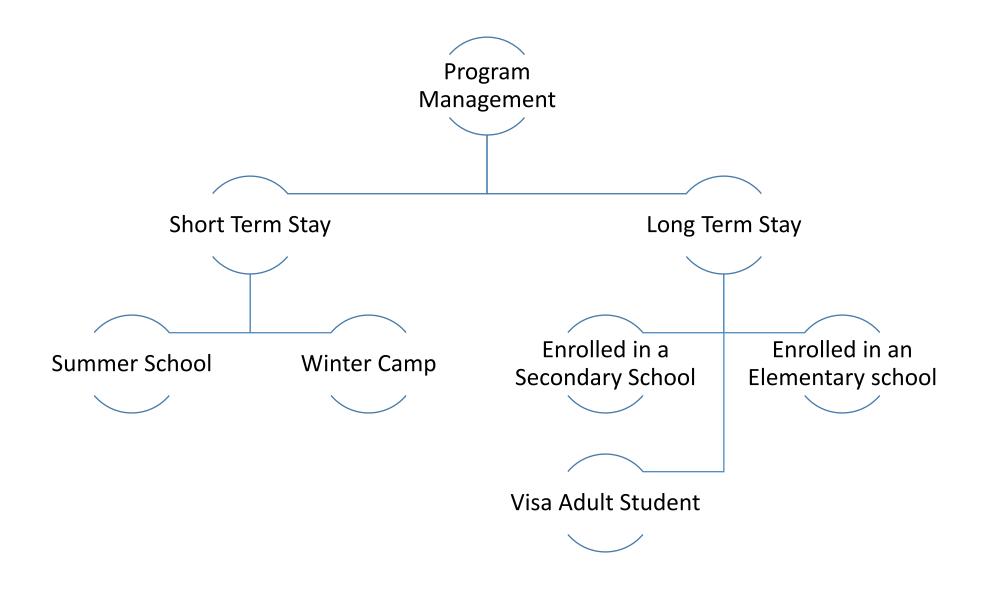
- Pathway not offered in home country (toward university, college, apprenticeship)

- Spiritual opportunity

- Freedom –more choice to see the world differently

From where are students arriving ?

- Korea

- China

- South America

- Europe

- Vietnam

We have 1150 students enrolled in 2014-15.

Italy

Portugal

Kenya (Free the Children)

Philippines

Ireland

India

Poland

Ghana

Overseas Excursions for TCDSB Students

Toronto Catholic District School Board — International Education Program

Visa Students
- Long Term
- Short Term
- Program Management
- Insurance
- Liaise with school
- MOU with 3rd Parties (Gov't, NGO, Board)
- ELL Curriculum: Support/ Assessment
- PD for Teachers
- Marketing/Communications
  - Agents
- Social/ Networking Events
- Registration/ Residence
  - Home Stay Family
  - Directly Apply to IE Dept.
  - Orientation Centre
  - Agent Recruiter

International Experiences
- Partner Agreements
- Residence Project
- Teacher Internship
- Teacher Exchange to South Korea
- Overseas Excursions for TCDSB students
  - Ireland
  - India
  - Italy
  - Kenya
  - Philippines
  - Portugal
  - Poland

challenges

1. Lead time for school to prepare for the arrival of Visa Student – (timetable, social emotional support)

2. Managing School Choice

3. Homestay and Custodial relationships –relationship to school, due diligence

4. Meeting the social-emotional needs of Visa students, understanding culture.

5. Staff learning, Staff Capacity

6. Creating productive overseas relationships with providers, overseas institutions, governments

measures

1. Continued development of procedures for admitting and welcoming Visa students including pre-assessment at Orientation Centre.

2. Improved tracking of homestay and custodians

3. Staffing of IE resource teacher, coordinator

4. New Year/Welcome reception for Visa students in February.

5. Summer Transition Program

6. Professional Learning Sessions for teachers and administrators in February.

7. Visa Focus groups

8. Invitation to Secondary School Principals to form working group

9. Involvement of Community Partners

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

DAILY PHYSICAL ACTIVITY ACTION PLAN IN TCDSB ELEMENTARY SCHOOLS

"The Lord will guide you continually, watering your life when you are dry and keeping you healthy, too. You will be like a well-watered garden like an ever-flowing spring."
Isaiah 58:11

Created, Draft	First Tabling	Review
May 25, 2015	June 4, 2015	Click here to enter a date.

N. Biagini, Program Coordinator Health/Physical/Outdoor/Arts Education
D. Koenig, Superintendent of Education, Curriculum and Accountability

INFORMATION REPORT

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G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

Angela Gauthier
Director of Education

A.   EXECUTIVE SUMMARY

The report Daily Physical Activity (DPA) in our Elementary Schools was received and presented on Thursday, January 15, 2015. This report outlines an action plan to support schools with implementing the Ministry required daily physical activity. The report also includes student feedback on ways to improve DPA delivery in schools.

B.   PURPOSE

1.   The purpose of this report is to present a plan of action that will help staff implement 20 minutes of daily physical education in our elementary schools.

C.   BACKGROUND

1.   Policy Program Memorandum 138 mandated all Ontario School Boards to implement daily physical activity for 20 minutes in all elementary schools. Consequently, school boards must ensure that all elementary students, including students with special needs, have a minimum of twenty minutes of sustained moderate to vigorous physical activity each school day during instructional time. The goal of daily physical activity is to enable all elementary students to improve or maintain their physical fitness and their overall health and wellness, and to enhance their learning opportunities. Daily physical activity may include walking, active games, dance, aquatics, sports, and fitness and recreational activities, where facilities permit. (Appendix A)

D.   EVIDENCE/RESEARCH/ANALYSIS

1. Ministry supports have been provided to elementary schools by the Health/Physical/Outdoor/Arts Department for the implementation of daily physical activity (Appendix B). There are numerous additional files and presentations that have been provided to the schools since the inception of the Ministry PPM 138 in 2005. The curriculum resource documents for all elementary grades include lessons for implementing DPA into the regular classroom. An effective resource being used by schools, On Your Way with DPA, written by TCDSB Health and Physical Education staff has also been provided to each elementary school. In addition to this, all teachers have

access to the DPA curriculum support resources electronically for Kindergarten to Grade 8.

2. The Physical Education department released a survey for a sample of three junior and three intermediate students at the elementary level in order to identify student preferences regarding the implementation of DPA (Appendix C).

E.   ACTION PLAN

1) At the end of May all Supervisory Officers will have presented a Powerpoint presentation to their Principals outlining an implementation plan for Daily Physical Activity in their schools. The plan will also include a variety of scheduling options for the implementation of DPA (Appendix D).

2) In September, Supervisory Officers will meet with their Principals to discuss their school's action plan on how DPA will be implemented in their school.

3) The Supervisory Officer will monitor the implementation of daily physical activity in their schools at intervals established by the Supervisory Officer and the school Principal.

4) Principals will check each teacher's timetable to ensure that DPA is scheduled for all students each day.

5) Principals will communicate information about DPA to their stakeholders at the start of the school year and include information in their school agendas.

6) The Health and Physical Education resource teacher will work with the HPE specialist teacher to share effective strategies to champion DPA in an elementary school.

7) Literacy and numeracy resource staff will provide direction to teachers on ways of effectively integrating DPA with literacy and numeracy instruction during professional development sessions.

8) The partnership development department will continue to focus on school initiatives that support a healthy schools framework. Currently programs such as Reebok – Boks program, Wellbeats, MLSE Partnership, Healthy Kids Community Challenge Grant, etc., are all programs that help support an active and healthy lifestyle for youth.

9) Communications will explore opportunities to highlight and celebrate DPA activities within our elementary schools, as well as develop an online tool hosting DPA best practices for access by principals and teachers.

10) A survey will be sent to elementary schools near the end of the school year for input in regards to the success and challenges associated with the implementation of DPA.

F.   METRICS AND ACCOUNTABILITY

1.   The implementation of DPA at the school level will be monitored by the area Supervisory Officer and the Principal of the school.

2.   Survey results will be analysed by program staff and changes required will be integrated into the action plan.

G.   CONCLUDING STATEMENT
This report is for the consideration of the Board.

Appendix A

Date of Issue: October 6, 2005

Effective: Until revoked or modified

Subject: **DAILY PHYSICAL ACTIVITY IN ELEMENTARY SCHOOLS, GRADES 1 and 8**

Application: Directors of Education
Supervisory Officers and Secretary-Treasurers of School Authorities
Principals of Elementary Schools

Introduction

The Ontario government is committed to supporting a healthy school environment. Physical activity is essential for the proper growth and development of children and youth. Providing elementary students[1] with opportunities to be physically active can have a positive impact on their physical, mental, and social well-being. In particular, physical activity is likely to have an impact on students achievement, readiness to learn, behaviour, and self-esteem. Positive experiences with physical activity at a young age also help lay the foundation for healthy, productive lives.

Physical inactivity has become a serious health and social issue for Canadian children and youth. Research indicates that activity levels for the majority of children and youth are not sufficient for healthy growth and development, and that many young people do not have an opportunity to be physically active every day.[2] In addition, during the past twenty-five years, obesity rates among children have increased substantially, with the result that a large number of children face the risk of developing such serious illnesses as heart disease, type 2 diabetes, hypertension, stroke, and some cancers.[3]

In this context, it should also be noted that Ontario's Chief Medical Officer, Dr. Sheela Basrur, has called on "all levels of government, the health sector, the food industries, workplaces, schools, families and individuals to become part of a comprehensive province-wide effort to change all the factors that contribute to unhealthy weight. We must act now to create communities that promote healthy eating and regular physical activity."[4]

The Requirement

The Ministry of Education supports and promotes the participation of students in daily physical activity. Consequently, school boards[5] must ensure that all elementary students, including students with special needs, have a minimum of twenty minutes of sustained

moderate to vigorous physical activity each school day during instructional time. The goal of daily physical activity is to enable all elementary students to improve or maintain their physical fitness and their overall health and wellness, and to enhance their learning opportunities.

Daily physical activity may include walking, active games, dance, aquatics, sports, and fitness and recreational activities (where facilities permit).

Implementation

Daily physical activity may be incorporated into the instructional day in a variety of ways. For instance, twenty minutes or more of physical activity during a scheduled health and physical education class would meet the daily physical activity requirement. Since physical activity is only one component of a complete health and physical education program, there will be days when a health and physical education class does not include physical activity. On these days and on days when no health and physical education class is scheduled, other opportunities for at least twenty minutes of physical activity during the instructional day will need to be provided. Integrating physical activity into other curriculum areas is one appropriate strategy.

All activities must be adapted, as appropriate, to ensure that students with special needs can participate in them. Such adaptations must be consistent with the accommodations and/or modifications that are typically found in a student's Individual Education Plan.

Since individual classes may be at different stages of implementation, daily physical activity may initially occur in several short sessions (a minimum of ten minutes each) over the course of the school day. Elementary school principals will make their best effort to ensure that students are receiving at least twenty minutes of sustained moderate to vigorous daily physical activity during instructional time as soon as possible, and will meet this objective by the end of the 2005-06 school year.

Safety

Providing physical and social environments that encourage and enable students to engage in safe and enjoyable physical activities will continue to be important. As indicated in *The Ontario Curriculum, Grades 1 & 8: Health and Physical Education, 1998*, procedures must be developed to ensure the highest level of safety, while allowing students to engage in a broad range of activities.

Reporting and Accountability

School boards will monitor the implementation of the policy on daily physical activity to ensure that all elementary students are provided with the opportunity to be active for at least twenty minutes each day during instructional time. School boards and principals should also take appropriate action to ensure that parents are kept informed of their

children's participation in activities.

1. For the purposes of this memorandum only, elementary students refers to students in Grades 1 to 8 in publicly funded schools.
2. *2004 Ontario Chief Medical Officer of Health Report: Healthy Weights, Healthy Lives* (Toronto: Ministry of Health and Long-Term Care, Ontario, 2004), p. 2.
3. *The World Health Report, 2002: Reducing Risks, Promoting Healthy Life* (Geneva, Switzerland: World Health Organization, 2002), p. 61.
4. *2004 Ontario Chief Medical Officer of Health Report*, p. 3.
5. In this document, *school board(s) and board(s)* refer to district school boards and school authorities.

Appendix B : Supports provided to schools

Physical Activity

PPM 138: Daily Physical Activity in Elementary Schools, Grades 1-8 •-
http://www.edu.gov.on.ca/extra/eng/ppm/138.html

DPA in Schools, Grades 1 to 3-http://www.edu.gov.on.ca/eng/teachers/dpa1-3.pdf
DPA in Schools, Grades 4 to 6-http://www.edu.gov.on.ca/eng/teachers/dpa4-6.pdf
DPA in Schools, Grades 7 and 8-http://www.edu.gov.on.ca/eng/teachers/dpa4-6.pdf
DPA in Schools: Guide for School Boards-
http://www.edu.gov.on.ca/eng/teachers/dpa_boards.pdf

DPA in Schools: Guide for School Principals-
http://www.edu.gov.on.ca/eng/teachers/dpa_principals.pdf
E-Learning Module – DPA: Active today. Active for life!-
http://www.eworkshop.on.ca/edu/dpa/intro.cfm

(Reebok BOKS Program)

BOKS is an initiative of the Reebok Canada Fitness Foundation in
partnership with the Public Health Agency of Canada and Canadian Football
League aimed to expand and enhance physical activity in Canadian
elementary schools. Staff working in collaboration with TCDSB Health,
Physical Education and the Arts and Communications Departments reached-
out to 12 TCDSB elementary schools in the high priority neighbourhoods in
the GTA for the first phase of the roll-out. A second wave/roll-out is
planned in February/March 2015.

In 2014-15 the Health and Physical Education Department created and sent
out the Walk This Way program as a means for schools to take 10 minute
walking breaks during the day and incorporated into the regular day. The
Walk This Way program also provided schools with a class set of
pedometers so that schools could chart their students walking distances. The
program comes with sets of distances that can be covered as a class or as a
school.

DPA Student Survey Results

Responses were received from 76 elementary schools. The number of respondents per school varied from 1 to 46 students. In total, 475 students responded to the survey.

Grade:	Frequency	Percent
Grade 4	65	13.7%
Grade 5	88	18.5%
Grade 6	125	26.3%
Grade 7	118	24.8%
Grade 8	77	16.2%
No response	2	.4%
Total	475	100.0%

Do you enjoy the DPA program in your school:	Frequency	Percent
Yes	435	91.6%
No	36	7.6%
No response	4	.8
Total	475	100.0%

Why do you like it? (Check off as many boxes as you want.)	Frequency	Percent
It's fun and I get to move around with other students	318	66.9%
I get a good workout	209	44.0%
It gives my thinking a break and lets my body work	236	49.7%
I have learned new activities	155	32.6%
Other reasons…	77	16.2%

Some of the reasons given:
- Less school work/Great break from work
- Its fun to learn
- I like to play sports
- I like the music
- Learn new dance moves

Why would make it better? (Check off as many boxes as you want.)	Frequency	Percent
If we did it every day	158	33.3%
If we did it as a whole school activity	70	14.7%
If we did it at the same time every day	79	16.6%
If we had more variety of activities	213	44.8%
Other ideas…	66	13.9%

Some of the ideas given:
- The music could be better/improved on
- Doing activities at recess
- If it was longer or done more times per week
- More variety of activities

Getting your school ready for Daily Physical Activity

A Plan of Action

PPM 138

- Since individual classes may be at different stages of implementation, daily physical activity may initially occur in several short sessions (a minimum of ten minutes each) over the course of the school day. Elementary school principals will make their best effort to ensure that students are receiving at least twenty minutes of sustained moderate to vigorous daily physical activity during instructional time as soon as possible, and will meet this objective.

How will it be done?

The whole school approach has proven to be the most successful.

1) During the first week of school ask for student volunteers from Grades 5 to 8 to be your DPA Leaders.

2) Ask the HPE specialist or any other school staff to provide training for your DPA leaders. Teach them proper warm up routines, cardio routines and cool down routines. This can be done during the recess period or any other convenient time for the adult trainer.

3) Routines should be 5 minutes of warm-up, 10 minutes of cardio, 5 minutes of cool down activities. If using the 10 minute model go with 2 minutes of warm up, 6 minutes of cardio and 2 minutes of cool down.

How will it be done

4) Assign two students for each class in your school. Use the Grade 8 student DPA leaders for the Grade 7 and 8 classes.

5) Teachers are to use an assessment tool to monitor participation, and movement competency and this tool is to be discussed with the students and then, in collaboration with the HPE specialist, is to be used in the final assessment of that student in the area of Physical Education.

6) Assign the task of using upbeat music to be playing as DPA is being conducted. The music is played over the public address system. Ensure proper vetting of music is done by either principal, delegate or lead teacher. Schools can use different themes in order to determine music, ie, Christmas theme during holiday season, Halloween music during the week prior to Halloween, etc.

How will it be done?

6) Eventually t shirts are a great way to reward the DPA leaders and to formalize their role.

7) Teachers are encouraged to get involved in their classroom DPA

8) Once a week of training has passed assign students to lead the DPA over the PA system.

When can DPA happen?

1) First thing in the morning right after O Canada and the Morning Prayers. Save any announcements for just before the morning recess. Begin Period 1 right after DPA and extend period 4 into the 15 minutes of Period 5 just before the lunch period.

2) Use a Tumbling approach so on week 1 run DPA during Period 1, on week 2 run DPA during week 2 and then after week 8 start over with week 1. This method prevents any one area from constantly being impacted by DPA.

3) A third option is to use the 15 minutes before the lunch hour (Period 5) and 15 minutes after the lunch hour (period 5 extended) to run two 10 minute DPA sessions. Even though the students will be going out and then returning from recess does not guarantee that they have been moving vigorously out in the school yard. A well structured DPA session during this time will ensure that the students are working on appropriate movement competencies.

Resources

- For a complete list of DPA Resources go to the OPHEA website at www.ophea.net

- Once in the site click on H&PE Curriculum Resources

- Click on a grade and that will take you to the Login page. Click on : Login with School Board Subscription

- Scroll down to: Toronto Catholic District School Board

- Add password: hpexn4

- Once you click on a grade on the left click on the Tab: Appendix B Resource- Daily Physical Activity

_____

Schools also received hard copies of our Board resource: On Your Way to DPA

More Resources

- DPA 1-3

- DPA 4-6

- DPA 7-8

- Tumbling Schedule

- Assessment and Evaluation

- Safety

- Teachers needing DPA Facilitators

- Jk to Grade 1 Activities for DPA

- Grade 3 DPA Activities

- Grade 4 DPA Activities

- Grade 5 DPA Activities

- Grade 6 DPA Activities

- Grade 7 and 8 DPA Activities

Contact

- For further assistance with DPA in September contact Nelli Domingues our HPE Resource teacher at :

- nelli.domingues@tcdsb.org

REVIEW OF BOUNDARY EFFECTIVENESS AND IMPACT OF FRENCH IMMERSION AT ST. CONRAD AND ST. RAPHAEL

"So then each of us will give an account of himself to God", Romans 14:12

Created, Draft	First Tabling	Review
May 25, 2015	June 4, 2015	Click here to enter a date.

John Volek, Sr. Coordinator Planning, Accountability and Admissions

INFORMATION REPORT

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G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

Arising from the Board meeting of April 30, 2014, this report provides for the information of the Board, historical data, enrolment statistics and assessment of space for future programming after the first year of implementation of the Board approved fixed attendance boundaries for St. Conrad and St. Raphael. Since implementation of these boundaries, balancing of enrolment between the two schools has begun and is projected to continue.

B. PURPOSE

To provide a summary and assessment of the effectiveness of the fixed attendance boundaries at St. Conrad and St. Raphael after the first year of implementation.

C. BACKGROUND

1. The Board approved the final report concerning the St. Conrad-St. Raphael Boundary review at its meeting of April 30, 2014. All staff recommendations were approved as stated with an additional direction to review the boundary following the first year of implementation;

> *"1.   The fixed attendance boundary for each school, as detailed in Scenario #1 of the initial report (Appendix 'A'- page A-1 of the appendices to the report) be approved and implemented for all new registrations for the 2014-15 school year in accordance with the regulations provided in Admissions and Placement Policy.*
>
> *2.   Students already enrolled in a school are "grandfathered" in their current school regardless of primary residency.*
>
> *3.   Siblings of students already enrolled shall gain admission to the same school as their older sibling regardless of primary residency where space permits.*
>
> *4.   Transportation continues to be provided to "grandfathered" students in accordance with the Transportation Policy.*

> 5.   *That at the end of the first year of implementation the Director of Education in consultation with the community will review the impact of the Boundary."*

D.   EVIDENCE/RESEARCH/ANALYSIS

1.   As of October 31, 2014, the enrolment at St. Conrad and St. Raphael was 483 and 551 students representatively.

2.   A steady increase in enrolment is projected for St. Conrad over the next several years, while enrolment at St Raphael is projected to decline—a planned result after implementation of fixed attendance boundaries. 3-year enrolment projections for the two schools, as approved by Corporate Affairs, Strategic Planning and Property Committee on March 12, 2015 are provided below.

School	Ministry Rated Capacity	Num. of Portables by Year	School Year	Projected Enrolment
St. Conrad	628	0	2015	502
		0	2016	516
		0	2017	534
St. Raphael	395	6	2015	522
		4	2016	516
		4	2017	500

3.   A pupil distribution map for both schools *(refer to Appendix 'A')* demonstrates that although overlap between the schools still exists as a result of historical admissions trends, there has been a migration of students towards St. Conrad after implementation of fixed attendance boundaries. This pattern of enrolment balancing will continue into the future.

4.   At the conclusion of the boundary review process there were 8 portables located on the St. Raphael site. In July of 2014 two portables were removed. An additional two portables are scheduled for removal in the summer of 2015. Four portables will remain on site for the 2015-16 school year. Portable reduction is consistent with the Board's plan to balance enrolment between the two facilities.
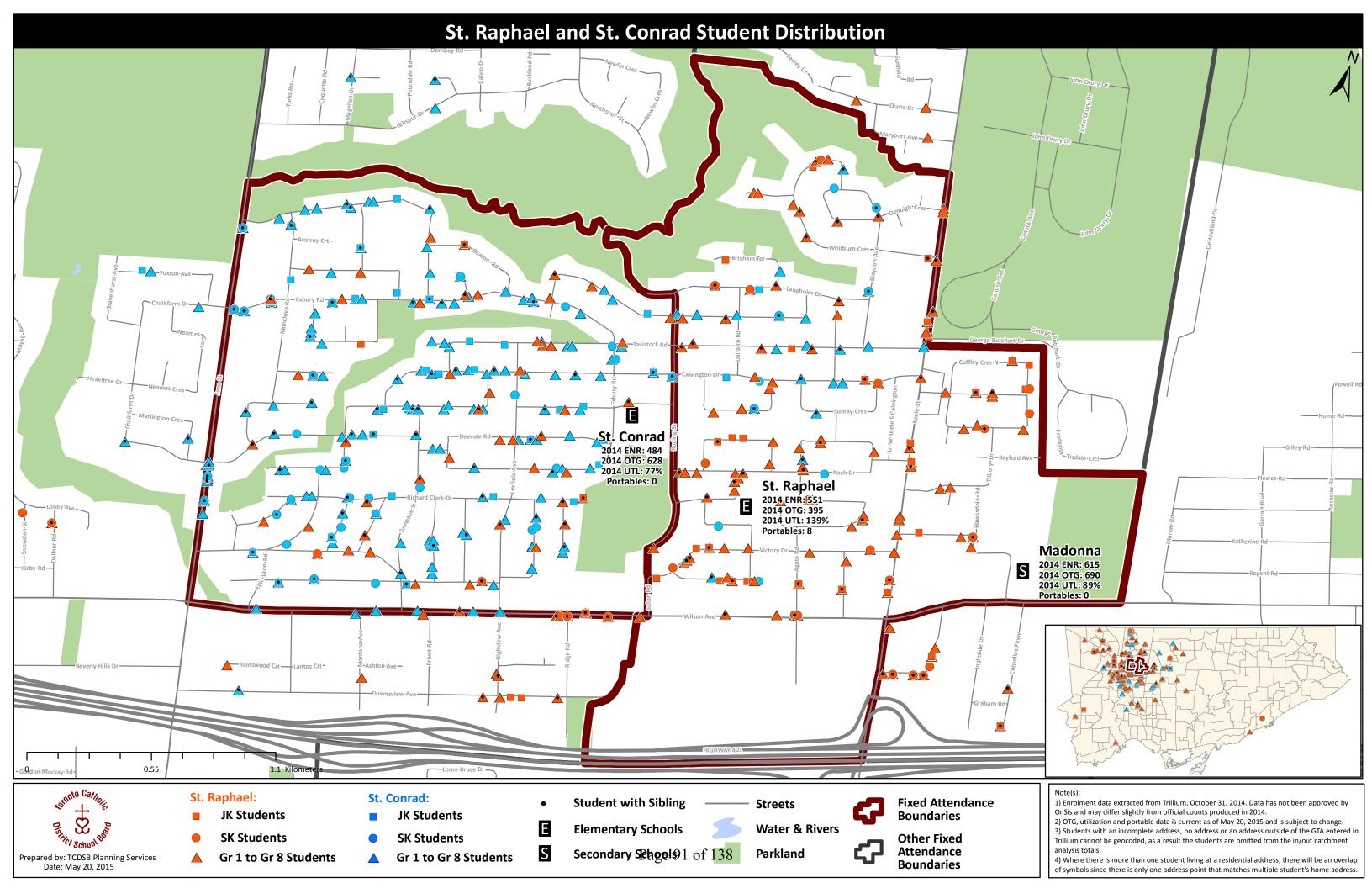
5. The TCDSB approved a motion to initiate a French Immersion (FI) program at St. Conrad beginning in the 2016-17 school year. This program will be implemented beginning in FDK (JK and SK) and Grade 1 with an additional FI grade being added each year until full implementation is achieved. Although this new program will largely draw on the existing enrolment base, each year of implementation may also attract some new students to the school.

6. There are 27 teaching or instructional spaces in the school, 4 of which are purpose-built FDK rooms. The current enrolment of 483 students requires 22 of the 27 rooms for regular program instruction, which includes one music space and one space through which the 1.5 FTE allocation for ESL and Special Needs can be rotated.

7. A potential scenario (*refer to Appendix 'B'*) has been developed with the assumption that in the first year of FI implementation, enrolment of FI is capped at 1 full class per grade, a portion of the SK students will be transitioned from the regular program to the FI program, and that there would also be a need for an SK-1 split class in FI. In 2021, this scenario shows a shortage of 1 classroom space. By 2022, this scenario shows a shortage of 2 classroom spaces. A shortage of no more than 2 classroom spaces is forecasted for the foreseeable future.

8. Requirements for teaching spaces are assessed on an annual basis with input from the Field Superintendent. Any shortage would be addressed by examining the school for potential spaces that can be converted/retrofitted or relocation of a specialty program.

E. METRICS AND ACCOUNTABILITY

1. Enrolment projections are revised and reported on annually to reflect current demographic trends, changes in programming, and impacts of new residential development. This process will address future accommodation requirements at both schools.

2. In addition, the roll-out of the French Immersion program will be monitored for its effectiveness and continued viability in accordance with the *Elementary French Programming Policy (S.P.02)* currently under review.

F.   CONCLUDING STATEMENT

This report is for the consideration of the Board.

St. Raphael and St. Conrad Student Distribution

St. Conrad
2014 ENR: 484
2014 OTG: 628
2014 UTL: 77%
Portables: 0

St. Raphael
2014 ENR: 551
2014 OTG: 395
2014 UTL: 139%
Portables: 8

Madonna
2014 ENR: 615
2014 OTG: 690
2014 UTL: 89%
Portables: 0

St. Raphael:
- ■ JK Students
- ● SK Students
- ▲ Gr 1 to Gr 8 Students

St. Conrad:
- ■ JK Students
- ● SK Students
- ▲ Gr 1 to Gr 8 Students

- • Student with Sibling
- Ⓔ Elementary Schools
- Ⓢ Secondary Schools
- — Streets
- Water & Rivers
- Parkland
- Fixed Attendance Boundaries
- Other Fixed Attendance Boundaries

Toronto Catholic District School Board

Prepared by: TCDSB Planning Services
Date: May 20, 2015

Note(s):
1) Enrolment data extracted from Trillium, October 31, 2014. Data has not been approved by OnSis and may differ slightly from official counts produced in 2014.
2) OTG, utilization and portable data is current as of May 20, 2015 and is subject to change.
3) Students with an incomplete address, no address or an address outside of the GTA entered in Trillium cannot be geocoded, as a result the students are omitted from the in/out catchment analysis totals.
4) Where there is more than one student living at a residential address, there will be an overlap of symbols since there is only one address point that matches multiple student's home address.

	Grades					Teaching Space Required				Total Teaching space required	Teaching space surplus(+)/ deficient(-)
Year	JK	SK	Grades 1 to 3	Grades 4 to 8	TOTAL	FDK classes (30)	Gr. 1-3 classes (20)	Gr. 4-8 classes (29)	Music Sped ESL		

St. Conrad - Space Req'd based on 3 FDK Regular and 1 FDK French Immersion space and CBA Class Caps

Year	JK	SK	Grades 1 to 3	Grades 4 to 8	TOTAL	FDK classes (30)	Gr. 1-3 classes (20)	Gr. 4-8 classes (29)	Music Sped ESL	Total Teaching space required	Teaching space surplus(+)/ deficient(-)
2015 RG	71	50	171	235	526	4	9	9	2	24	
2015 FI					0	0	0	0		0	3
2016 RG	49	56	166	239	510	4	9	9	2	24	
2016 FI	15	22	0	0	37	2	0	0		2	1
2017 RG	41	49	175	240	505	3	9	9	2	23	
2017 FI	15	15	22	0	52	1	2	0		3	1
2018 RG	49	41	155	261	507	3	8	10	2	23	
2018 FI	15	15	42	0	72	1	3	0		4	0
2019 RG	41	49	146	265	501	3	8	10	2	23	
2019 FI	15	15	62	0	92	1	4	0		5	-1
2020 RG	49	41	139	277	506	3	7	10	2	22	
2020 FI	15	15	60	22	112	1	3	1		5	0
2021 RG	41	49	131	271	492	3	7	10	2	22	
2021 FI	15	15	60	42	132	1	3	2		6	-1
2022 RG	49	41	139	265	494	3	7	10	2	22	
2022 FI	15	15	60	64	154	1	3	3		7	-2
2023 RG	41	49	131	245	466	3	7	9	2	21	
2023 FI	15	15	60	89	179	1	3	4		8	-2
2024 RG	49	41	139	236	465	3	7	9	2	21	
2024 FI	15	15	60	113	203	1	3	4		8	-2

ASSUMPTIONS

*Yr 2016 Assumes partial SK transition to FI and SK-1 split as transitional measure   APPENDIX 'B'

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

21ST CENTURY LEARNING ANNUAL UPDATE

"It is not enough to be passersby on the digital highways, simply "connected"; connections need to grow into true encounters. We cannot live apart, closed in on ourselves. We need to love and to be loved."
Pope Francis

Created, Draft	First Tabling	Review
May 26, 2015	June 4, 2015	Click here to enter a date.

L. DiMarco – Superintendent of 21st Century Learning
P. Aguiar – Program Coordinator for 21st Century Learning
J. Russo – eLearning Coordinator

INFORMATION REPORT

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G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

1. At the Board meeting of May 30, 2013, the following motion was approved:

   That the Board approve the TCDSB five-year Plan for 21st century learning in Appendix A.

B. PURPOSE

1. The 21st Century Learning Five-Year plan (May 2013) requires that an annual progress report be provided for trustees at the Student Achievement and Well-Being, Catholic Education and Human Resources Committee

2. This report reviews the progress that has been made in our five-year plan, and the success to which it is being implemented.

C. BACKGROUND

1. Over the past few years there has been an abundance of academic focus on the skills and competencies that will be required of today's students as they move into the world of work and how to address their learning needs for our 21st century world.

2. The 21st Century Learning skills and competencies that students need are common throughout the curriculum.

3. The TCDSB 21st Century Learning 5 Year Plan was approved in May 2013.

4. Project NeXt and the NeXt lesson are the framework for 21st Century Learning in the TCDSB and form the basis for our 21st Century Learning Five-Year Plan.

5. The Ontario Catholic School Graduate Expectations and the Growing Success Learning Skills are an integral part of the NeXt Lesson.

6. The NeXt Student is at the core of the 21st Century Learning Five-Year Plan.

7. The plan is divided into three phases. The first phase is the NeXt Administer, the second phase is the NeXt Teacher and the third phase is the NeXt Parent. **(See Appendix B)**

8. During the NeXt Administrator Phase all Superintendents, Principals and Vice Principals were inserviced on the NeXt Lesson. This phase is ongoing as the NeXt Lesson is referenced in all of the Professional Development work and consultation with the TCDSB21C Department continues with our Principals and Vice Principals.

9. The NeXt Teacher phase is ongoing. The TCDB21C Department continues to incorporate the NeXt Lesson into all the PD it delivers. The TCDB21C Department has also worked with all other TCDSB curricular departments to infuse the competencies of the NeXt Lesson in the professional development they deliver.

10. There has been a strong focus this year on implementing tools to facilitate and promote student and teacher collaboration.

11. This year, the TCDSB21C Department emphasized the following: i) the competency of Real World Problem Solving and Innovation, ii) STEAM Education (Science, Technology, Engineering, Arts and Mathematics) and iii) Entrepreneurship.

12. Presentations at CSAC/CSPC, OAPCE and CPIC meetings have been made to help Parents better understand 21st Century Learning and support their child's learning. These presentations have kicked off the NeXt Parent phase of the 21st Century Learning 5 year plan, and will help inform planning for parent workshops next year.

D. EVIDENCE/RESEARCH/ANALYSIS

Legend

5 Year Plan Phase - The NeXt:
S = Student T = Teacher P = Parent   A = Administrator

NeXt Lesson Competency (C):

1 = Collaboration	2 = Knowledge Construction
3 = Real World Problem Solving and Innovation	4 = Skilled Communication
5 = Self-Regulation	6 = Use of ICT for Learning

Project Name	Phase				C
	S	T	P	A	

Project Name	Phase				C
	S	T	P	A	
Regular Workshops (1318 Teachers) • Bring Your Own Device - personal devices in the classroom using the NeXt Lesson (10 sessions x 22 =220 people)		✔			**6**
• iPad - using the iPad in the classroom using the NeXt Lesson competency: the Use of ICT for Learning (10 sessions x 22=220 people)		✔			**6**
• NeXt Lesson - Self-Reflection Tool for Teachers to incorporate the 6 competencies into learning activities. (5 sessions x 22 = 110 people)		✔			**All**
• Growing Success Elementary Report for Elementary Teachers (1 Principal and 1 teacher rep per school = 336 people)		✔		✔	**6**
• New Teacher Induction Program: Web Marks (2 sessions x 22 =44 people)		✔			**6**
• New Teacher Induction Program: Growing Success Elementary Report (2 sessions x 22=44 people)		✔			**6**
• New Teacher Induction Program : NeXt Lesson: Use of ICT for Learning (2 session x 22=44 people)		✔			**All**
• Mobile Device Management: for Principals and volunteer teachers to facilitate the purchase and deployment of apps on the iPads (Principals and an optional volunteer teacher per school = 300 participants		✔		✔	**6**

Project Name	Phase				C
	S	T	P	A	
The Use of Assistive Technology: (Support for All Schools as Needed, Approximately 250 Teachers Supported) Support was offered as needed to teachers in the use of assistive technology with students with special needs Assistive technology is any item, piece of equipment, software or product system that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities. Assistive technology includes products and services to help people who have difficulty speaking, typing, writing, remembering, pointing, seeing, hearing, learning, etc. This support will be expanded as we adopt Google Apps for Education. • Approximately 40 school visits to assist teachers with regular use of Assistive Technology; • Regular phone and email support to all schools • An Assistive Technology workshop was offered as part of the New Teacher Induction Program (2 x 22 = 44 people) • Intensive Support for Students with very high needs at 3 schools • Support schools with EQAO prep and software support for the administration, to students with special needs, of the Gr 3 and 6 Reading, Writing & Mathematics Assessments; Gr 9 Mathematics Assessment and the Gr 10 Ontario Secondary School Literacy Test • Workshops for Section 23 Teachers, Special Education Department Heads and Assessment & Programming Teachers (70 people)	✓	✓			6

Project Name	Phase				C
	S	T	P	A	
21C Innovators (Approximately 250 Teachers x 3 full days = 750 Teacher PD Sessions) 2014-2015 Focus: Real World Problem Solving and Innovation 21c Innovators is organized by a steering committee which is comprised of VPs from each of the 8 area superintendencies. 21C Innovators is designed to build capacity in the system for 21C Learning as outlined in the NeXt Lesson. The steering committee comes together to discuss and explore ideas for professional development for teachers. Each set of local area VPs, supported by a TCDSB21C team member, develops and then offers professional development to 1-2 teachers from each of the schools in their area (about 25-50 teachers per area). Each group of teachers participates in 3 days of professional development. They work with their area colleagues to explore the competencies of the Next Lesson, and how to integrate these competencies into their lesson planning. The expectation is that the teachers who participate will share their learning with colleagues at their own school.	✓	✓		✓	All Focus On 3

Project Name	Phase				C
	S	T	P	A	
The Third Teacher - Changing the Learning Environment (support as requested from schools and presentations/ discussions as part of the 21C Innovators) The department continues to work with schools and teachers who wish to change their learning environment. We have responded to requests from schools and teachers that wish to convert their classrooms and/or libraries into 21st Century collaborative learning spaces that reflect the principles of Third Teacher theory. (http://thethirdteacherplus.com/) In addition the TCDSB21C department has worked with teachers, administrators and the Purchasing Department to develop a 21st Century Learning purchasing catalogue which includes various items that can be purchased to support the above goal.	✓	✓		✓	All
Project PITCH This TCDSB21C initiative encourages students to participate in competitions that promote 21st century skills through the arts and digital media. Our first event in 2014 was a music video competition open to all TCDSB secondary schools where students had to create a video to go with the song "Real World Problem Solving" This year TCDSB21C worked with the TCDSB Mental Health Department. This year's Project Pitch encouraged students to submit a video proposal to the TCDSB Mental Health department, who commissioned three public service announcement videos for their "Stepping Into Wellness" mental health awareness campaign. To learn more please visit the following website: http://tcdsbprojectpitch.org/	✓				3 6

Project Name	Phase				C
	S	T	P	A	
i³: Investigate! Invent! innovate!: The Learning Partnership (Approximately 30 Teachers were inserviced, and 16 schools participated) The I^3 program is an integrated math, science and technology program for Grades 7 and 8 students. The goal of I^3 is to instil a passion for math, science and technology, to foster innovative thinking and to make learning science fun. Students identify a problem or opportunity in their daily lives and then invent a product or service to solve the problem based on concepts they learn in class. Their 'invention' and process is showcased at school and citywide Invention Conventions. I3 is delivered in classrooms and fully aligns with the Provincial Science & Technology and Language Curriculum. Students foster innovative thinking through learning applied science, math and technology in a way that is creative, hands-on and relevant in their lives. The Learning Partnership sponsors this program and provides professional development for all teachers involved. We promoted this program to all of our elementary schools. The following schools participated in I3 this year: Blessed Pier Giorgio Frassati, Holy Name, Precious Blood, St. Agnes, St. Aidan. St. Bruno, St. Cecilia, St. Denis, St. Francis Xavier, St. Jane Frances, St. Leo, St. Malachy, St. Maria Goretti, St. Michael's Choir, St. Robert, St Isaac Jogues In addition 10 other schools also participated in the Professional Development Inservice for this Program For more information visit: http://www.thelearningpartnership.ca/what-we-do/student-programs/investigate-invent-innovate	✔	✔			All Focus on 3

Project Name	Phase				C
	S	T	P	A	
EAP - Entrepreneurial Adventure Program: The Learning Partnership (Approximately 26 Teachers were inserviced, and 13 schools participated) The Entrepreneurial Adventure Program is a hands-on entrepreneurial journey for students in Grades K-12. It is designed to develop students' enterprising spirit, financial literacy, innovative thinking and social responsibility. To date, these student business ventures have raised $2.6 million for charities! Entrepreneurial Adventure helps develop Canada's next generation of entrepreneurs by teaching essential 21st century skills, such as marketing, business planning, team building and the importance of social responsibility. Together with teachers and volunteer business mentors, students from kindergarten to Grade 12 develop innovative business ventures that raise money for local, national and international charities. EAP is sponsored by The Learning Partnerships and in partnership with them we are promoting the program to all of our schools. **School that participated:** Elementary Schools: Holy Rosary, Our Lady of Fatima, Our Lady of Lourdes, Our Lady of Wisdom, Precious Blood, St Cecilia, St Isaac Jogues, St Richard, St Thomas Aquinas, St. Mark, St. Monica. In addition 5 other elementary schools received the Professional Development inservice for this program. Secondary Schools: Jean Vanier and Loretto Abbey. In addition 8 other secondary schools received the Professional Development inservice for this program. For more information visit: http://www.thelearningpartnership.ca/what-we-do/student-programs/entrepreneurial-adventure	✓	✓			All Focus on 3

Project Name	Phase				C
	S	T	P	A	
Hour of Code: (2500 Student & 80 Teacher/Admin. Participants) The Hour of Code is global program run by Code.org, a nonprofit dedicated to expanding participation in computer science by making it available in more schools, and increasing participation by women and underrepresented students of color. The Hour of Code challenges students to take part in a one-hour introduction to computer science, designed to demystify code and show that anybody can learn the basics. Over 100 million youth from throughout the world participated in Hour of Code during Computer Science Education Week from Dec. 8–14, 2014. By participating in a number of online tutorials, students discovered the fun of coding and, more importantly, how it can be a catalyst to create and achieve great things. The Hour of Code provided opportunities for everyone to get involved as a teacher, mentor or participant.. One-hour tutorials were made available in over 30 languages. No coding experience was needed to take part. For more information visit: https://hourofcode.com/ca	✔	✔		✔	3 5 6

Project Name	Phase				C
	S	T	P	A	
Global Ideas Institute: The Learning Partnership and Munk School of Global Affairs (12 Participants) The Global Ideas Institute Program is run by the Learning Partnership in partnership with the prestigious Munk School of Global Affairs and the Global Ideas Institute Program. The program recognizes that in this global economy, it is becoming increasingly important for students to learn about the world and to think in a global context. It provides students with the tools, knowledge, and guidance to work through a challenging global issue. Participating high school student teams, of 4-6 students, tackled a global challenge, a real-world problem without a current solution. U of T experts presented monthly lectures that provided context to the issue. Each student team also had U of T student mentors to guide them and help them to develop innovative ideas to address the problem. Mentoring was provided in-person or online, and lectures were made available via video. Each lecture was supplemented with a package of articles, current research, and additional videos to provide students with context and knowledge. All of this prepared high students for a day-long symposium and poster exhibition to present their ideas at the Munk School of Global Affairs on April 8, 2015. The TCDSB21C department promoted the program and this year Madonna and St Michael Choir School participated To Learn more about this program please visit: http://www.thelearningpartnership.ca/news/tlp-partners-with-munk-school-of-global-affairs	✔	✔			1 2 3 4 5

Project Name	Phase				C
	S	T	P	A	
Arduino - TCDSB with MakerKids (50 Participants) Arduino is a simple computer board that allows students to connect and control variety of external sensors and accessories through the writing of Code. This highly affordable hardware is easy to learn and it teaches students important logic and coding skills. On April 15 TCDSB21C organized an Arduino event. The day was devoted to innovative work, play and learning where select grade 5 students and their teachers from 15 of our schools were given an introduction to Arduino. The day, characterized by high student engagement, was a great success and many of the teachers plan on continuing the lessons learned back in their classroom. Our Arduino day was a result of a partnership with Maker Kids. Maker Kids is an organization that allows students to build their ideas with real tools and materials; their goal is to inspire and empower students to think, design, experiment and create. We are continuing our partnership with Maker Kids by investigating additional introductory sessions for teachers on 3D-printing, robotics and the maker movement into the classroom. For more information visit the following: http://www.makerkids.com/	✓	✓			1 2 3 5 6

Project Name	Phase				C
	S	T	P	A	
L4T - Laptops for Teachers: (295 Teachers x 1 after school session x 4 online modules x 1 full day of PD) Laptops for Teachers (L4T) is a professional development program developed and run by TCDSB21C. This year 295 teachers took part. Teachers completed a 2.5 hour after school orientation session, four 2-hour online modules and a full day workshop. The professional development focused on the NeXt Lesson competencies, in particular the Use of ICT for Learning. Upon completion of the program teachers were given a laptop for their own dedicated professional use in the classroom. The teachers who participated were chosen via a system-side lottery designed to ensure that every school with at least 1 applicant was represented. Funding for the program came from the Ministry of Education and the Council of Directors of Education (C.O.D.E).		✔			All Focus on 6
I - Lite (Intermediate Leaders in Training Event): (12 workshops x 20 Students) I-Lite is a leadership conference for grade 7 & 8 leaders to train, motivate and empower youth. It included motivational speakers, inspiring workshops and networking opportunities. The conference was held on multiple days and in multiple schools throughout the system. Hundreds of students participated. The entire TCDSB21C team worked with Student Leadership to offer sessions at the iLite Student Leadership Conferences for Elementary Students related to 21st Century Learning.	✔				1 4 6

Project Name	Phase				C
	S	T	P	A	
TCDSB 21Camp: (160 Teachers/Admin) On Saturday, May 02 the TCDS21C Department held its second annual 21Camp. Over 150 teachers attended. The event was an opportunity for teachers to meet with other teachers from across our system to discuss and share classroom practice. This day provided participants with an opportunity to build their personal and professional Learning Networks. The event represents a culmination of our 21C Innovators program and many of the discussions centered on ways to integrate 21st Century Learning Competencies into the classroom.		✔		✔	All
21C Student Voice Symposium: (142 Students from 19 Schools and 25 Teachers Participated) On Wednesday, May 20th the TCDSB21C Department held a 21C Student Voice Symposium at Seneca College. The purpose of this Symposium was to gather student voice on the topic of 21st Century Learning. What is it that students feel they need in the classroom? Given their reality, what is and isn't working well? What are the gaps and what do they feel they need to be successful in our increasingly changing world? Over 135 grade 9 and 10 students and their teacher supervisors participated in a day that saw the morning focus on the NeXt Lesson competencies through a number of interactive and fun activities. The afternoon was devoted to student discussion and school-team planning	✔	✔			All

Project Name	Phase				C
	S	T	P	A	
Mini Special Olympics: (Approximately 800 Student Participants) TCDSB21C supported the TCDSB 17th annual Special Needs Mini Olympics. As part of an Arts Station, members of the TCDSB21C provided iPads and worked with the students to explore apps that allowed them interact with technology while creating art.	✔				6
Google Apps for Education (GAFE): (1 Elementary School and 1 Secondary School in 2014-2015, In preparation for a Board Wide Rollout in 2015-2016) The TCDSB21C Department has spent two years exploring and testing collaborative online productivity suites that can be used by teachers and students in and beyond the classroom. After a thorough review of these products the recommendation was to implement GAFE in all of our schools. In GAFE Google offers educational institutions a free hosted solution for Email (students only), calendar, word processing, spreadsheets, presentations, live video chat and the distribution and collection of assignments. TCDSB21C has worked closely with computer services to test GAFE and to plan the rollout to all of our schools. The department is also working with staff at Marshall McLuhan and Holy Spirit. Both of these schools were chosen to run a GAFE pilot to ensure that everything works properly before a graduated rollout begins in September 2015. The plan is to provide GAFE to all Secondary Schools and to interested Elementary Schools in the fall of 2015. Once the implementation for these schools if fully in place, GAFE will be rolled out to the remainder of the schools throughout the school year.	✔	✔		✔	All

Project Name	Phase				C
	S	T	P	A	
Blogging in the Classroom and The Flipped Classroom through a Literacy Lens: (25 Teachers x 3 Days = 75 Teachers PD Sessions) TCDSB21C worked with Literacy Dept on literacy hub inquiries across the board. The inquiry focused on how the effective use of student blogging in the classroom could help students develop critical thinking skills. The two departments also planned and delivered a 3 day learning series on the Flipped Classroom through a Literacy lens. The purpose of the series was to help teachers understand the how, why, what and when of the flipped classroom and how it could be used to promote student literacy.	✓	✓			4 6

Project Name	Phase				C
	S	T	P	A	
Flipped Classroom for Mathematics Inquiry (12 teachers X 5 days each = 60 Teacher PD Sessions) The TCDSB21C and Math Department lead a working group of gr. 7-10 teachers on the use of a Flipped Classroom for the teaching of Mathematics The group developed mathematics resources for other educators in TCDSB. The goals of this working group were: • to identify and describe different structures for flipped classroom environment in mathematics • to describe characteristics of an effective flipped classroom learning environment and mathematics lesson design(s) • to investigate the value of flipped classroom lesson design for student learning of mathematics • to investigate where learning through problem solving and students' co-construction of mathematics success criteria and descriptive feedback are located within a flipped classroom lesson to develop samples of grades 7, 8, 9 and 10 flipped classroom lesson and learning environment details	✓	✓			All Focus on 6

Project Name	Phase				C
	S	T	P	A	
Microsoft 21C Learning Design Global Project: (3 Teachers, 1 Class of Gr 12 Students) **Only Canadian Participants • TCDSB21C members worked with staff at Loretto Abbey and Microsoft Partners in Learning to design, teach, and document a 21st Century Learning Design Unit to be published in a Massive Open Online Course (MOOC). The TCDSB is the only Canadian participant in this global project designed to collect exemplary examples of 21C Learning Design lessons. The research used as a guideline for this project is the same research upon which the NeXt Lesson is based.	✓	✓			All
Gr 6 Math iPad: (250 Teachers x 2 days = 500 Teacher PD Sessions) The TCDSB21C and Math Departments worked jointly to develop 2 full days of professional development for grade 6 teachers on the use of the iPad in the Mathematics classrooms. All Grade 6 teachers were invited to attend. The goals of these sessions were to: • study concepts of geometric transformations, fractions and probability as per the grade 6 mathematics curriculum using iPad apps • develop strategies for using iPad apps, in terms of math content, math communication, and/or monitoring/recording details of student mathematics learning and achievement • design a grade 6 fractions and probability, three-part problem solving lesson that incorporates Nelson Mathematics, EQAO assessment task, and iPad apps Funding for this professional development came from the Ministry of Education and The Council of Ontario Directors of Education.		✓			All Focus on 6

Project Name	Phase				C
	S	T	P	A	
TCDSB21C working with York University Faculty of Education: (120 Future Teachers) Members of TCDSB21C presented to students at York University's Faculty of Education. Workshop were provided on the Next Lesson, Web 2.0 Tools and Assistive Technology. Approximately 120 pre-service teachers were involved.		✓			All
Parental Involvement: Ontario Association of Parents in Catholic Association (OAPCE) / Catholic Parent Involvement Committee (CPIC) / Catholic School Advisory/Parent Council (CSAC/CSPC): (210 Parents) TCDSB worked with OAPCE, CPIC and various CSACs / CSPCs to educate parents on 21st Century Learning, the appropriate use of technology in the classroom and ways in which parents could support their children in these areas. Through interactive discussions, feedback was gathered on the 21st Century Learning needs of parents. This feedback will help the dept. develop parental workshops for the 2015-2016 year. These workshops will be part of the NeXt Parent phase of the TCDSB's 5 year plan for 21st Century learning.			✓		All

Project Name	Phase				C
	S	T	P	A	
Digital Values Course for Grade 7 Students: (Available to All Gr 7 Classes) The TCDSB21C Team worked with Everfi and the Toronto Maple Leafs, through the NHL Goals Initiative, to provide lessons on Digital Citizenship and the Appropriate Use of technology to all our grade 7 students. This online curriculum could be accessed from any computer or tablet and was divided into two parts: • The first part supported teachers and students in the development of Catholic digital citizenship. The 21st Century Learning Department, in cooperation with the Religious Education Department, developed My Digital Values – a digital module aligned with the Grade 7 Fully Alive curriculum. The second part, called Ignition, was delivered through a rich online graphic environment that used games and simulations to address: Computers 101, Wireless Communication, The Viral World, Research in a Digital Age, Creating Multimedia Products, Digital Relationships and Respect and Intro to STEM Careers. For more information visit: http://www.everfi.com/ignition	✔	✔			All
Regular Updates and Professional Learning Sessions for The NeXt Administrator Principal Meetings - 200 x 2 K-12 meetings 21C Related Updates for Principals Vice Principals - 40 x 4 Secondary VP Meetings + 40 x 4 Elementary VP Meetings. Regular presentations on 21C tools that VPs can utilize and model in their roles Education Council - 20 x 7 EC meetings • Regular presentations on 21C tools that Superintendents can model in their roles				✔	All Focus on 6

Project Name	Phase				C
	S	T	P	A	
Collaboration with TCDSB Technical Services Department **Elementary Device Refresh** TCDSB21C supported the rollout of 4000 iPads and 4000 laptops into our elementary schools and 1350 iPads into our secondary schools. **Image Testing: Regular and Ongoing Support** TCDSB21C works closely with the Technical Services Department to help determine the configuration of iPads, Laptops and Desktops to be used by students and/or teachers. The department provides educational direction on what apps/software should be included in the various images and is integral to the testing process that ensures everything works properly. **Weekly Consultations** TCDSB21C meets weekly with Technical Services staff to provide an educator/student perspective on the implementation and use of educational technology in our schools.	✓	✓		✓	6

E.   METRICS AND ACCOUNTABILITY

1. Over the past year, the TCDSB has been invited to contribute at a national and global level in the following:

    a. C21 Canada, a national not for profit organization that advocates for 21st Century models of learning in education. The Director of Education was invited to sit on C21 Canada's CEO Academy along with 20 other educational leaders from throughout Canada.

    b. The Learning Partnership is a national charitable organization dedicated to building stakeholder partnerships to support, promote and advance publicly funded education in Canada. This year the Director of

Education, became a member of Learning Partnership's Board of Directors.

c. Microsoft Canada invited TCDSB to be the only Canadian participants in a Global Mobile Open Online Course (MOOC). Two members of the TCDSB21C Team and a teacher from Loretto Abbey worked on the 21C Learning Design project to create exemplars of learning activities that model the six 21C Competencies. The learning activity features a Media Unit in Gr 12 Writers Craft English course. This MOOC used the Innovative Teaching and Learning Research 21CLD Competencies on which TCDSB21C based the NeXt Lesson.

2. The TCDSB21C Department (and formerly the Academic Information and Communications Technology Department) continues to represent the TCDSB in the following organizations:

a. **Catholic Curriculum Corporation (CCC):** a consortium of seventeen Catholic school boards across central and western Ontario. CCC recognizes that Catholic education exists to provide a holistic formation of people as living witnesses of faith. The Corporation helps to develop curriculum and curriculum documents to support Catholic Schools. Members of the TCDSB21C team are members of the CCC Information Communication Technology Committee. This year TCDSB21C provided a full day workshop on Bring Your Own Device to members of this committee, which included members of 8 Catholic Ontario School Boards.

b. **Central Ontario Computer Association (COCA):** The goal of COCA is to discuss and share best practices on the use and implementation of computer technology in the classroom. Association members come from both Public and Catholic school Boards

3. Feedback from the TCDSB21C Innovators Program:
32% of the participants responded to the survey.

The following questions used a rating scale of 1 to 5, with 5 being the highest rating; average responses are shown:

a. How important is PD to you? **Average response 4.6 / 5 = 92%**

b. As a result of being involved in 21C Innovators, how would you now rate your comfort level in applying the NeXt Lesson framework to your lesson planning? **Average response 4.0 / 5 = 80%**

c. Taking into consideration other formats of PD in which you have been involved, how would you rate 21C Innovators as a structure for professional learning. **Average response 4.3 / 5 = 86%**

d. How important is it to you that PD be similar to the 21C innovators continue? **Average response 4.6 / 5 = 92%**

4. Feedback from TCDSB 21Camp:
   20% of participants answered the survey

   The following questions used a rating scale of 1 to 5, with 5 being the highest rating; average responses are shown:

   a. How important is PD to you? **Average response 4.7 / 5 = 94%**

   b. Taking into consideration other formats of PD in which you have been involved, how would you rate TCDSB 21Camp as a structure for professional learning. **Average response 4.5 / 5 = 90%**

   c. How important is it to you that PD be similar to the TCDSB 21Camp format? **Average response 4.7 / 5 = 94%**

5. Sample Twitter Feedback from TCDSB 21Camp

   a. Thx to all the organizers of #TCDSB21C EdCamp today! Gr8 experience w/ all the ideas and strategies shared by the awesome staff of @tcdsb (@R_Wakim)

   b. Thx again @AddesaAT and ALL! Can't wait 2 implement TheThirdTeacher, PuppetPals, Greenscreen and more… w/students #tcdsb21c (@MsBandelj)

   c. What an incredible day of collaboration with #TCDSB21C crew! I hope to participate next year! (@CAN_J_mor)
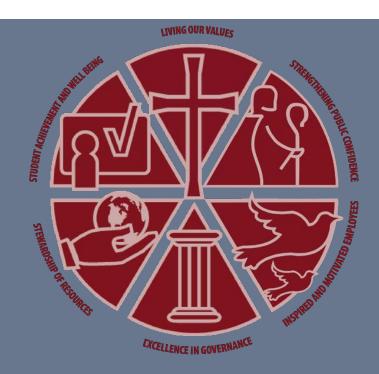
d. @tcdsb21c @TCDSB @TCDSB21Csup I'm having such a great day at the #tcdsb21c Ed Camp! Can't believe I missed the first one. #neveragain (@MissFDAmico)

6. Sample Teacher and Student Feedback from Hour of Code

   a. "It was awesome! My students really enjoyed learning it, and sharing that knowledge with their Grade 2 reading buddies. They now "code" on their free time at home or at school!"

   b. "Great success! The students loved it. We actually did a few hours of coding and might revisit in the new year. Would be interested in looking at integrating computer science lessons."

   c. "Great application of critical thinking and collaboration activity in a wider scope. Great way to promote Computer Science and STEM related programs. We promoted it via Twitter and nice to school many schools around the world supporting. Wish our board took more leadership role in highlighting the event better to promote the wonderful participation and success stories of many schools who took part throughout the week."

   d. "Coding hour was an extremely educational and fun experience! I learned the basics of Java Script coding on a tutorial by Code Academy and it was a challenging yet enlightening experience. This tutorial enabled my partner and I to learn the actual language of code instead of dragging and dropping commands. I think this was beneficial in learning the basics of coding. This experience has also given me a great interest in coding and I would love to continue and end up making my own program! Overall, coding hour was such an amazing program to take part in and I can't wait to learn more about code as soon as I can!" Student Feedback

F.   CONCLUDING STATEMENT

This report is for the consideration of the Board.

The 4Cs of 21st Century Learning

Instruct the wise and they will be wiser still;
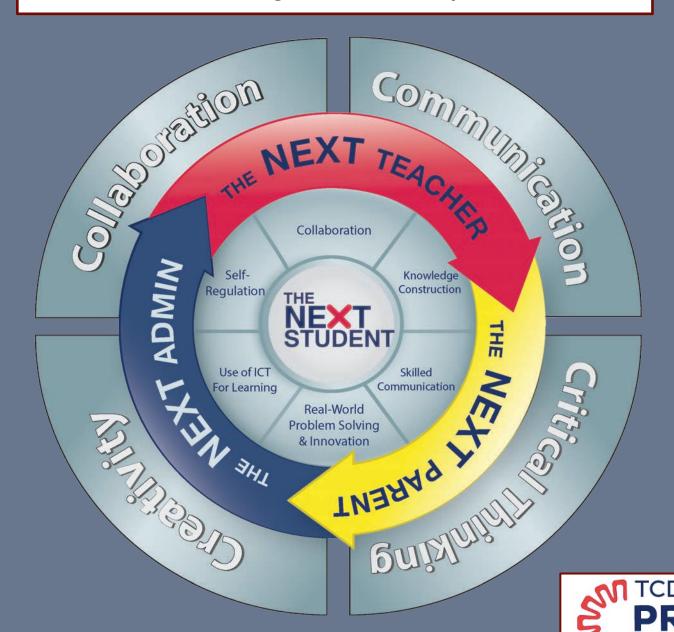*teach the righteous and they will add to their learning.*

Proverbs 9:9

In the spirit of 'transforming the world through witness, faith, innovation and action', the TCDSB seeks to inform and transform learning, discerning, teaching, and leading through the development of four key 21st Century Skills:

Collaboration	**Communication**
Critical Thinking	**Creativity**

The Six Competencies of the neXt Lesson

Collaboration
Students work together, sharing responsibility, making substantive decisions, interdependently.

Knowledge Construction
Students create or adapt and evaluate prior knowledge, influencing change in a new context, across multiple disciplines.

Real-World Problem Solving & Innovation
Students problem solve, reaching beyond their immediate world, finding innovative solutions, consulting with experts in the wider community.

Skilled Communication
Students use various forms of communication, providing supporting evidence, communicating with clarity, honesty and sensitivity, reaching out to the greater community to enhance the quality of life.

Self-Regulation
Students work on long-term activities, knowing learning goals and success criteria in advance, with opportunities for self-direction, revising their work based on feedback.

Use of ICT for Learning
Students have the opportunity to use Information and Communication Technology for knowledge construction, creating ICT artifacts for others to use.

Collaboration
Communication
Critical Thinking
Creativity

THE NEXT TEACHER
THE NEXT ADMIN
THE NEXT PARENT

Collaboration
Self-Regulation
Knowledge Construction
Use of ICT For Learning
Skilled Communication
Real-World Problem Solving & Innovation

THE NEXT STUDENT

TCDSB21C
PROJECT NEXT

TCDSB21C PROJECT NEXT

Phase Two – The NeXt Teacher
(2013-2016)

Provide teachers with relevant Professional Development on the NeXt Lesson - a tool designed to help them embed 21st Century Fluencies in their classrooms:

- Explore opportunities for job-embedded professional development that deepen the understanding of staff working in collaboration as co-leaders and co-learners.
- Work through existing Student Success Learning Networks (SSLN) to augment local learning initiatives with professional development on *21st Century Learning Fluencies* and the use of relevant technologies.
- Redesign current model of professional development delivery, including *Growing Success*, to reflect 21st Century Learning Competencies.
- Continue to enrich 21st Century Learning and Academic AICT portal page with resources designed to support educators.
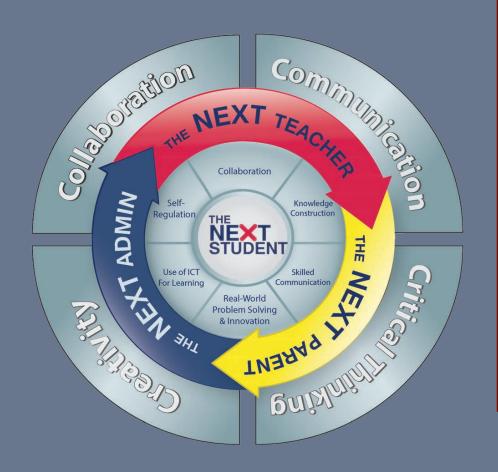
Phase One – The NeXt Administrator
(2012-2016)

Provide curriculum leaders and learners with the knowledge and tools needed to effect change in 21st Century Learning Communities:

- Inservice school administrators on online collaborative tools.
- Provide support material to facilitate professional dialogue with local school staffs leading to board-wide PD Day on 21st Century Learning.
- Create online professional development communities to foster collaborative inquiry and support collaborative educational change.
- Provide professional development on the NeXt Lesson and The Third Teacher theory (learning space design.
- Provide advice and direction on the purchase of academic technology.
- Provide opportunities to dialogue on 21st Century Learning with other educational leaders throughout the province.
- Collaborate with other TCDSB Departments to streamline the process of purchasing and implementing technology in the classroom.

Phase Three – The NeXt Parent
(2014-2016)

Survey Parent Community on familiarity with 21st Century Learning and how we can support them as their child's primary educator:

- Create online resources that can be used by parents to assist their children become better 21st Century learners and good digital citizens.
- Provide CSACs with relevant and timely information regarding 21st Century Learning so as to inform decisions on how to best support their local school.
- Create awareness concerning the relationship between 21C and Ontario Catholic School Graduate Expectations.

Collaboration

Collaborative Contributor

Entry   Students are NOT required to work together in pairs or groups.

Adoption   Students DO work together,
                   BUT they DO NOT have shared responsibility.

Adaptation   Students DO have shared responsibility,
                   BUT they ARE NOT required to make substantive decisions together
                      requiring them to think critically about the meaning and
                      purpose of work.

Infusion   Students DO have shared responsibility,
                   AND they DO think critically about the meaning and purpose of
                      work,
                   BUT their work is not interdependent.
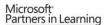
Transformation Students DO have shared responsibility.
                   AND they DO think critically about the meaning and purpose of
                      work,
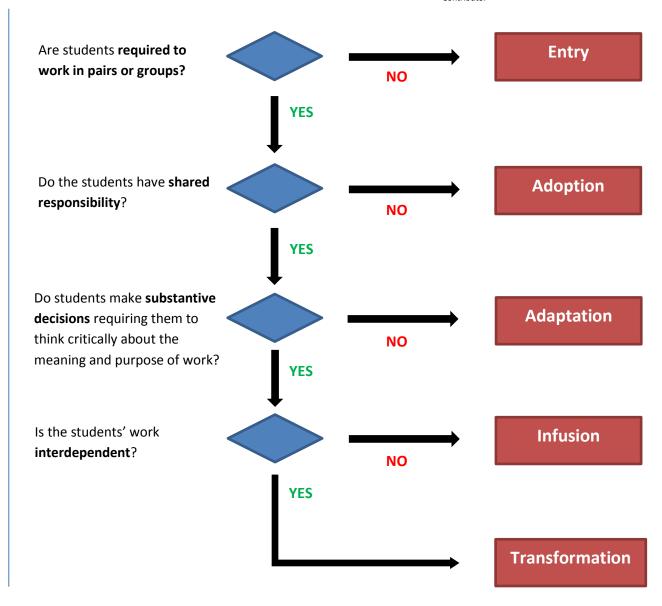   AND they truly work together as interdependent team members.

Collaboration

Collaborative
Contributor

Are students **required to work in pairs or groups?** → NO → **Entry**

YES ↓

Do the students have **shared responsibility**? → NO → **Adoption**

YES ↓

Do students make **substantive decisions** requiring them to think critically about the meaning and purpose of work? → NO → **Adaptation**

YES ↓

Is the students' work **interdependent**? → NO → **Infusion**

YES ↓

Transformation

Knowledge Construction

Discerning Believer

Creative Thinker

Entry

In light of the common good the learning activity does NOT require the student to create knowledge or adapt and evaluate prior knowledge.

Students can complete the activity by reproducing information or by using familiar procedures.

Adoption

In light of the common good the learning activity does require the student to create knowledge or adapt and evaluate prior knowledge,

BUT this is not the <u>main</u> requirement of the assignment.

Adaptation

In light of the common good the learning activity does require the student to create knowledge or adapt and evaluate prior knowledge,

BUT the learning activity does not require students to use that knowledge to constructively influence change in a new context.

Infusion

In light of the common good the learning activity does require the student to create knowledge or adapt and evaluate prior knowledge,

AND the learning activity does require students to use that knowledge to constructively influence change in a new context,

BUT the learning activity does not have interdisciplinary learning goals.

Transformation

In light of the common good the learning activity does require the student to create knowledge or adapt and evaluate prior knowledge,

AND the learning activity does require students to use that knowledge to constructively influence change in a new context,

AND the knowledge building is interdisciplinary.
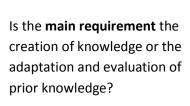
TCDSB21C Learning Design
The ne**X**t lesson

Knowledge Construction

Discerning
Believer

Creative
Thinker
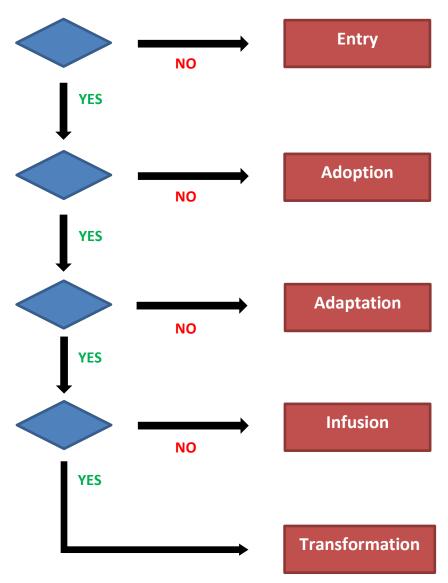
Does the activity **require** the student to create knowledge or adapt and evaluate prior knowledge? → **NO** → **Entry**

YES ↓

Is the **main requirement** the creation of knowledge or the adaptation and evaluation of prior knowledge? → **NO** → **Adoption**

YES ↓

Are students required to Use that knowledge to influence change in a new context? → **NO** → **Adaptation**

YES ↓

Is the learning activity Interdisciplinary? → **NO** → **Infusion**

YES ↓

Transformation

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Real-World Problem-Solving & Innovation

Caring Family Member

Entry

The Learning Activity's main requirement is NOT problem solving.
Students use a previously learned answer or procedure for most work.

Adoption

The Learning Activity's main requirement is problem solving,
BUT the problem is NOT a concern outside the students' immediate world.

Adaptation

The Learning Activity's main requirement is problem solving,
AND the problem is a concern outside the students' immediate world,
BUT they are NOT required to minister to their school or class community through innovation.

Infusion

The Learning Activity's main requirement is problem solving,
AND the problem is a concern outside the students' immediate world,
AND they are required to minister to their school or class community through innovation,
BUT they are NOT required to consult with experts in the wider community with the intention to share their solutions.

Transformation

The Learning Activity's main requirement is problem solving,
AND the problem is a concern outside the students' immediate world,
AND they are required to minister to their school or class community through innovation,
AND they are required to consult with experts in the wider community with intention to share their solutions.
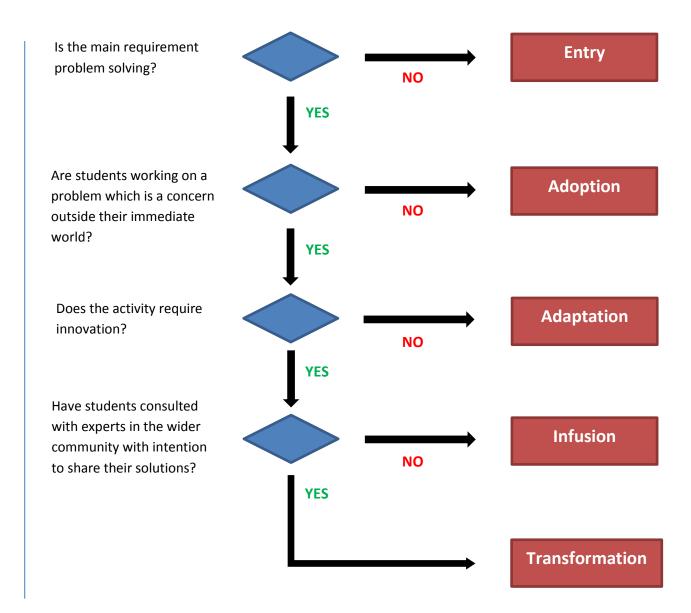
Real-World Problem Solving & Innovation

Caring Family Member

Is the main requirement problem solving?

NO → **Entry**

YES ↓

Are students working on a problem which is a concern outside their immediate world?

NO → **Adoption**

YES ↓

Does the activity require innovation?

NO → **Adaptation**

YES ↓

Have students consulted with experts in the wider community with intention to share their solutions?

NO → **Infusion**

YES ↓

Transformation

Effective Communicator

Skilled Communication

Entry

The students are NOT required to produce extended or multi-modal communication.

Adoption

The students are required to produce extended or multi-modal communication,
BUT they are NOT required to provide supporting evidence.

Adaptation

The students are required to produce extended or multi-modal communication,
AND they are required to provide supporting evidence,
BUT they are NOT required to communicate information and ideas clearly and honestly, with sensitivity to others.

Infusion

The students are required to produce extended or multi-modal communication,
AND they are required to provide supporting evidence,
AND they are required to communicate information and ideas clearly and honestly, with sensitivity to others,
BUT they are NOT required to communicate ideas so as to enhance the quality of life.

Transformation

The students are required to produce extended or multi-modal communication,
AND they are required to provide supporting evidence,
AND they are required to communicate information and ideas clearly and honestly, with sensitivity to others,
AND they are required to communicate ideas so as to enhance the quality of life.

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TCDSB21C Learning Design
The neXt lesson

Skilled Communication

Effective Communicator

Does this activity require extended or multi-modal communication?

NO → **Entry**

YES ↓

Are students required to provide supporting evidence?

NO → **Adoption**

YES ↓

Are students required to communicate information and ideas clearly and honestly, with sensitivity to others?

NO → **Adaptation**

YES ↓

Are students required to communicate their ideas to enhance the quality of life?

NO → **Infusion**

YES ↓

→ **Transformation**

30

Responsible Citizen

Self-Directed Learner

Self Regulation

Entry The Learning Activity is not long-term.

Adoption The Learning Activity is long term,
BUT students DO NOT have learning goals and associated success criteria in advance of completing work.

Adaptation The Learning Activity is long-term,
AND the students DO have the learning goals and associated success criteria in advance of completing work,
BUT they DO NOT have the opportunity to be self-directed responsible, life long learners.

Infusion The Learning Activity is long-term,
AND the students DO have the learning goals and associated success criteria in advance of completing work,
AND they DO have the opportunity to be self-directed, responsible, life-long learners,
BUT they DO not have the ability to revise their work based on feedback.

Transformation The Learning Activity is long-term,
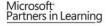AND the students DO have the learning goals and associated success criteria in advance of completing work,
AND they DO have the opportunity to be self-directed, responsible, life-long learners,
AND they DO have the ability to revise their work based on feedback.

The neXt lesson

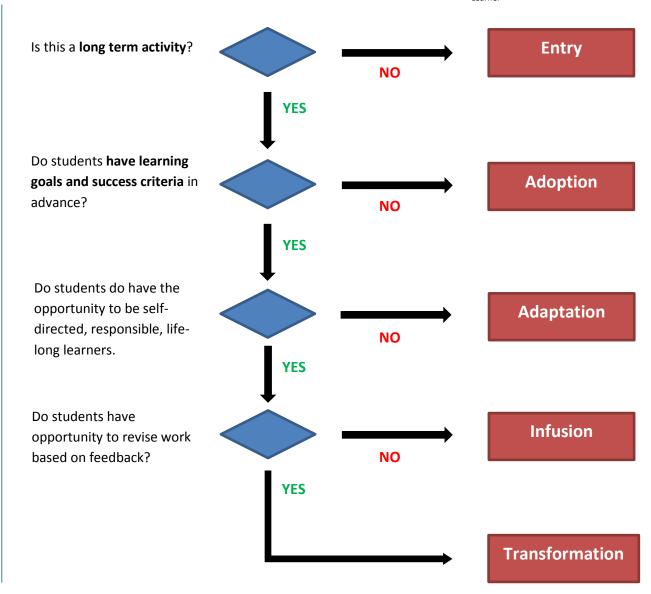# Self-Regulation

Is this a **long term activity**?

NO → Entry

YES ↓

Do students **have learning goals and success criteria** in advance?

NO → Adoption

YES ↓

Do students do have the opportunity to be self-directed, responsible, life-long learners.

NO → Adaptation

YES ↓

Do students have opportunity to revise work based on feedback?

NO → Infusion

YES ↓

Transformation

Use of ICT for Learning

Effective Communicator

Entry   Students DO NOT have the opportunity to use ICT for this learning activity.

Adoption   Students use ICT to learn or practice basic skills or reproduce Information,
BUT they DO NOT use ICT to construct knowledge.

Adaptation   Students use ICT to learn or practice basic skills or reproduce Information,
AND they use ICT to support knowledge construction.
BUT they could construct the same knowledge without using ICT.

Infusion   Students use ICT to learn or practice basic skills or reproduce Information,
AND they use ICT to support knowledge construction.
AND they could not construct the same knowledge without using ICT,
BUT they do not create an ICT artefact that others can use.

Transformation Students use ICT to learn or practice basic skills or reproduce Information,
AND they use ICT to support knowledge construction.
AND they could not construct the same knowledge without using ICT,
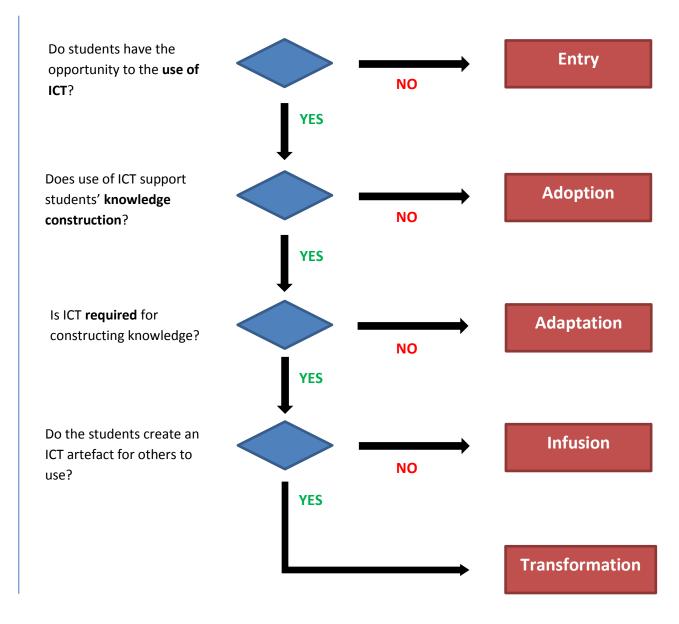AND they create an ICT artefact that others can use.

Use of ICT for Learning

Effective
Communicator

Do students have the
opportunity to the **use of
ICT**?

NO → Entry

YES

Does use of ICT support
students' **knowledge
construction**?

NO → Adoption

YES

Is ICT **required** for
constructing knowledge?

NO → Adaptation

YES

Do the students create an
ICT artefact for others to
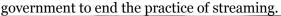use?

NO → Infusion

YES → Transformation

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Toronto Star

Advocacy group calls for end to 'streaming' in Ontario high schools

Students who take applied courses are more likely to come from low-income homes and are less likely to graduate, says a new report from People for Education, which is calling on the provincial government to end the practice of streaming.

Bernard Weil / Toronto Star File Photo

Annie Kidder, executive director of advocacy group People for Education, says it's time to bite the bullet and get rid of streaming in Grade 9.

By: Kristin Rushowy Education Reporter, Published on Mon Apr 13 2015

Students who take even a few applied courses are much less likely to graduate from high school than those in academic ones — and enrolling in applied math in Grade 9 means there's almost no chance a teen will go to university, says a startling new report from an education advocacy group.

People for Education is demanding the Ontario government merge the two types of classes for at least the freshman year.

The group says the system, intended to put an end to "streaming" high school students when it was implemented in 1999, has instead perpetuated all of its problems — and again put low-income students at a disadvantage given they are more likely to be in the more practical, hands-on applied classes.

"The government has tinkered around with applied for years, and fixed bits of it," said executive director Annie Kidder. "It's time to bite the bullet and get rid of it in Grade 9."

The OECD, an international organization representing developed nations, has also repeatedly warned that offering applied-like courses leads to lower achievement, lower expectations of the

students by teachers and, at times, a "low quality learning experience," usually for students from less affluent homes.

Even the head of Ontario's own standardized testing body, Bruce Rodrigues — a former director of Toronto's Catholic school board — said "it's worth reviewing the intent of these courses and how they might better support student achievement."

The applied and academic courses replaced the old workforce, college and university streams, and applied in particular was to "offer programming for students with different strengths, interests, needs and learning styles," he also said in the report, to be released Monday. "Student achievement in these courses continues to lag."

In Toronto, teens who were enrolled in applied classes in Grade 9 "were much less likely to have graduated in five years (40 per cent) than those in academic courses were (86 per cent)," says research conducted by the public board.

"Previous studies have also noted only 21 per cent of students taking applied math in Grade 9 went on to college, only 3 per cent went on to university."

Applied courses are often promoted as easier, though they were intended to cover the same material, just in a different way.

Kidder says Grade 8 students receive little direction on their high school course choices — very few elementary schools have a full-time guidance counsellor — and they aren't aware of the ramifications of taking applied courses.

"Grade 8 is a critical year for Ontario's students," notes the report. "It is not only a pivotal point in a young person's emotional, social and physical development, but also a time when students much choose between taking applied and academic courses in high school.

"These course selections largely determine students' educational pathways throughout high school and have the potential to influence their post-secondary options and career opportunities."

Principals will say that Grade 9, and even Grade 10, are "tenuous years," Kidder added. "They are struggling with so many things, it's important to keep them there. Grade 8, 9 and 10 are when we 'lose' kids. And one of the ways to lose them is by streaming them."

Ending streaming has proved successful for Granite Ridge school near Kingston, which merged applied and academic math and provided extra help for students who had trouble keeping up. It has since seen a jump in provincial standardized test scores.

"Even though the school told students they could transfer to the applied math program mid-year if they found the academic program too challenging, they all chose to remain in academic math," says the report. "Notably, teachers reported improved student behaviour and time on task in the Grade 9 academic math class."

The government's plan for the current system was to keep options open for students, "but once they are in that applied stream, they are just as likely to take all courses in applied," said Kidder. "And it's very hard to get out."

In a statement to the Star, Education Minister Liz Sandals said there has been "steady progress" in student achievement in applied courses.

"The gap in pass rates between applied and academic courses has narrowed over the last five years," she said.

"Supporting the success of our students is a top priority for our government, and we will continue to develop further supports for our students, including those studying in applied courses," Sandals added.

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Report Finds "Don't Snitch" Culture in Toronto School District

A Safe Schools Inquiry Report gave the Toronto Catholic School District 33 recommendations for improving school security.

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By CS Staff · May 27, 2015

The Toronto Catholic School District commissioned a report on school safety that found a student culture against reporting safety concerns.

The Safe Schools Inquiry Panel Report made 33 recommendations to the school board, which ordered the report after two students, Zaid Athir Youssef and Michael Menjivar, were shot to death near a secondary school in October, according to globalnews.ca (http://globalnews.ca/news/2013015 /dont-snitch-culture-highlighted-in-toronto-school- safety-report/).

One of the biggest recommendations the school safety report made was to encourage students to report incidents to adults. The report found that students don't trust the anonymous tip line currently established at the school and suggested finding other ways students can make reports.

The report also urged the school board to spend more money to fix or update existing security cameras.

Several students at Don Bosco Catholic Secondary School said they already feel safe at school.

Tags: School Safety
(http://www.campussafetymagazine.com/topic
/category/safety) · News
(http://www.campussafetymagazine.com/topic

Despite the large number of school safety report recommendations, some students at Don Bosco Catholic Secondary School said they feel safe at school.

Student Safety in the News

Major Iowa Universities to Consider Campus Safety Subcommittee (/article /major_iowa_universities_to_consider_campus_safety_subcommittee)

Georgia Schools Dealing with Proliferation of Fight Videos (/article /georgia_schools_dealing_with_proliferation_of_fight_videos)

Report Finds "Don't Snitch" Culture in Toronto School District (/article /report_finds_dont_snitch_culture_in_toronto_school_district)

Nevada's Latest Campus Concealed Carry Bill Dies (/article /nevadas_latest_campus_concealed_carry_bill_dies)

PENDING LIST AND ROLLING CALENDAR AS OF JUNE 4, 2015

#	Date Requested	Due Date	Committee/Board	Subject	Delegated To
1	Oct-14	Oct-15	Student Achievement	Update Report on the Pilot Project for Jump Math	Associate Director Academic Affairs
2	Dec-14	Mar-15	Student Achievement	Further Report as to the merits of the proposal as expressed by the previous Trustee's motion regarding Mary Ward Admission and Programming Options	Associate Director Academic Affairs
3	Feb-15		Student Achievement	Staff investigate the chaplaincy model at the elementary panel within the existing allocation given the financial realities.	Associate Director, Academic Affairs
4	Mar-15	Deferred to come back at a later date to be determined by the Director	Student Achievement	Piping In Classical Music To Washrooms & Parking Lots To Address Safe School Concerns	Associate Director, Academic Affairs

ANNUAL REPORTS DUE TO BOARD AND COMMITTEES AS OF JUNE 4, 2015

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Affairs
2	February (A)	Student Achievement	External Research Report	Associate Director Academic Affairs
3	February (A)	Student Achievement	Accountability Framework for Special Education	Associate Director Academic Affairs
4	March (A)	Student Achievement	Staffing Status Report for Next School Year	Associate Director Academic Affairs
5	April (A)	Student Achievement	Conflict Resolution Department Report	Associate Director Academic Affairs
6	May (A)	Student Achievement	Report regarding Updates on items referred to in Ministry of Education Operational Review	Associate Director Academic Affairs
7	May (A)	Student Achievement	Staffing Status Report for Next School Year	Associate Director Business Services
8	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Affairs
9	June (A)	Student Achievement	21st Century Learning Update	Associate Director Business Services
10	October (A)	Student Achievement	Student Trustees: Voices that Challenge	Associate Director Academic Affairs
11	September (A)	Student Achievement	Secondary School Enrolment Update	Associate Director Business Services
12	September (A)	Student Achievement	Secondary School Enrolment Report	Associate Director Academic Affairs
13	September (A)	Student Achievement	Portuguese Speaking	Associate Director Academic Affairs
14	September (A)	Student Achievement	Full Day Kindergarten Enrolment Report	Associate Director Academic Affairs
15	September (A)	Student Achievement	Community Engagement	Director of Education
16	September (A)	Student Achievement	Portuguese Speaking	Associate Director Academic Affairs
17	October (A)	Student Achievement	Annual Safe Schools Report	Associate Director Academic Affairs
18	October (A)	Student Achievement	Information Report on the International Languages Program to include dates, statistical trends, surveys, results of previous assessments in changing demographics (city-wide population and home language dynamics) and immigration patterns in all wards.	Associate Director Academic Affairs

19	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO) · Grade 9 Assessment of Mathematics (second semester and full-year students) and OSSLT Assessment (EQAO)	Associate Director Academic Affairs
20	November (A)	Student Achievement	Board Learning Improvement Plan (BLIP)	Associate Director Academic Affairs
21	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Affairs
22	November (A)	Student Achievement	Religious Accommodation Report	Associate Director Academic Affairs
23	November (A)	Student Achievement	Board Learning Improvement Plan	Associate Director Academic Affairs