

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

**REGULAR MEETING
Public Session
AGENDA**

OCTOBER 8, 2015

Angela Kennedy, Chair
Trustee Ward 11

Garry Tanuan, Vice Chair
Trustee Ward 8

Ann Andrachuk
Trustee Ward 2

Patrizia Bottoni
Trustee Ward 4

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Allison Gacad
Student Trustee

Jo-Ann Davis
Trustee Ward 9

Michael Del Grande
Trustee Ward 7

Joseph Martino
Trustee Ward 1

Sal Piccininni
Trustee Ward 3

Barbara Poplawski
Trustee Ward 10

Maria Rizzo
Trustee Ward 5

Karina Dubrovskaya
Student Trustee



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, CATHOLIC EDUCATION AND HUMAN
RESOURCES COMMITTEE
(APPROVED BY BOARD JUNE 5, 2012)

The Student Achievement and Well-Being, Catholic Education and Human Resources Committee shall have the responsibility for considering matters pertaining to:

Terms of reference:

- (a) The Multi-Year Strategic Plan in relation to Student Achievement and Well-Being, Catholic Education and Human Resources particularly focusing on the goals of the following pillars of the Multi-Year Strategic Plan: Living Our Values, Student Achievement and Well-Being and Inspired and Motivated Employees
- (b) Plans for the improvement of Student Achievement (Board Learning and Improvement Plans, School Learning and Improvement Plans)
- (c) Program alignment with Catholic Graduate Expectations
- (d) Building Catholic School Communities and strong relationships between School, Home and Church
- (e) Building Safe Schools and programs to support positive school climate
- (f) Program alignment with 21st Century learning fluencies as determined by program staff
- (g) Plans for Nurturing Our Catholic Community and the achievement of the aims and objectives of the Board in the area of Catholic Education
- (h) Program Reviews
- (i) Safe Schools Data
- (j) Continuing Education and Adult Education
- (k) Alternative Education
- (l) International Languages Programs
- (m) School Effectiveness Framework and School Reviews
- (n) System review to ascertain alignment with the deployment of Board resources
- (o) Student Achievement data (EQAO, PISA, local assessments)
- (p) Instructional leadership and practices
- (q) Equity and Inclusion Strategies
- (r) Professional Learning practices
- (s) Succession Planning
- (t) Collective Bargaining and Employee Relations
- (u) Advocacy and political action
- (v) Policy development and revision in the areas of responsibility of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee
- (w) Any matter referred to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee by the Board
- (x) Ratification of Principals, Vice-Principals and Supervisory Officers placement and transfers.

OUR MISSION

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OUR VISION

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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, October 8, 2015

7:00 P.M.

	Pages
1. Opening Prayer	
2. Roll Call & Apologies	
3. Approval of the Agenda	
4. Declarations of Interest	
5. Approval & Signing of the Minutes of the Meeting held September 10, 2015 for Public Session	1 - 8
6. Delegations	
6.a Lynn Hiebert, on behalf of PLASP Child Care Services, regarding Before and After School Programs	9
7. Presentations	
7.a By Director Christiano de Florentiis, regarding the Italian Contemporary Film Festival Junior	
7.b By Dan Koenig and Geoff Grant, Superintendents of Education, regarding Health and Physical Education/Fully Alive Resources for Parents and Schools	
8. Committee Member/Trustee Matters (submitted 72 hours notice)	

9. Reports Requiring Action	
9.a Administrative Support for Trustees [See Item 13a)]	10 - 16
9.b Archbishop Romero Catholic Secondary School Name Change	17 - 19
9.c Request for the Creation of an African-Canadian Advisory Council	20 - 23
10. Reports/Minutes of Special/Ad Hoc Committees	
11. Reports For Information	
11.a Update Report on the Pilot Project for Jump Mathematics	24 - 29
11.b CSLIT - Inspiring Active Citizenship in Catholic Education	30 - 36
11.c Education Quality and Accountability Office (EQAO) Ontario Secondary School Literacy Test (OSSLT) Results	37 - 41
11.d Enrolment Report - September 2015	42 - 44
11.e International Languages Programs in TCDSB Elementary Schools	45 - 56
12. Communications	
13. Inquiries and Miscellaneous	
<u>Referred from the September 24, 2015 meeting of Regular Board</u>	
13.a Discussion regarding Inquiry from Trustee Kennedy regarding Constituency Assistants for Trustees [See Item 9a)]	
14. Pending List	57
15. Resolve into FULL BOARD to Rise and Report	

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

HELD THURSDAY, SEPTEMBER 10, 2015

PUBLIC SESSION

PRESENT:

Trustees: A. Kennedy, Chair
G. Tanuan, Vice Chair
A. Andrachuk
N. Crawford
J. Martino
F. D'Amico – by telephone
J.A. Davis
M. Del Grande
M. Rizzo – by teleconference
A. Gacad, Student Trustee
K. Dubrovskaya, Student Trustee

A.Gauthier
G. Poole
A. Sangiorgio
P. Matthews
P. De Cock
R. McGuckin
N. D'Avella
J. Shanahan
C. Fernandes
A. Della Mora
L. DiMarco
G. Grant
D. Koenig
V. Burzotta
K. Malcolm
J. Shain
G. Iuliano Marrello
J. Saraco
D. Yack

J. Yan

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

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

On the vote being take on the agenda, as amended, as follows:

In favour

Opposed

Trustees Andrachuk
Crawford
Kennedy
Davis
Tanuan
Del Grande

Trustee Rizzo

The agenda, as amended, was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Davis, that the Minutes of the Regular Meeting held June 4, 2015 for Public Session be approved.

On the vote being taken, as follows:

In favour

Opposed

Trustees Crawford
Kennedy
Davis
Tanuan
Del Grande
Andrachuk
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Davis, seconded by Trustee Andrachuk that item 12a) be adopted as follows:

12a) Safe Schools Report 2014-2015

1. Continue to diversify and expand Safe Schools professional learning including on-line learning and access to resources through digital media.
2. Continue to focus on Safe Schools metrics that promote safe and accepting practices such as anonymous reporting in schools.
3.
 - a) Disaggregate safe schools metrics to identify student subgroups (e.g. IEP, racialized students, gender, etc.) and data patterns.
 - b) Data patterns will be reviewed and where necessary action plans will be developed.
4. Continue and expand the Safe Schools Student Ambassador Program.
5. All future Safe Schools surveys to include:
 - a) questions which ask students to rank / provide feedback on suggested solutions for areas of concerns.
 - b) a place for students to recommend their own solutions / actions to make their schools great learning environments for all.
 - c) collective input from the Student Trustees (on behalf of CSLIT / e-CSLIT) and the Safe School Teams regarding perceived issues and potential solutions.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Tanuan, to add part 6 that Ward 7 schools be provided with copies of the Safe Schools Report

MOVED in AMENDMENT to the AMENDMENT by Trustee Tanuan, seconded by Trustee Rizzo, to add Wards 5, 6, 8, 9 and 11 and any other Trustee who may request such report.

On the vote being taken, on the Amendment to the Amendment, as follows:

In favour

Opposed

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

The Amendment to the Amendment was declared

CARRIED

On the vote being taken, on the Amendment as follows:

In favour

Opposed

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

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Tanuan, seconded by Trustee Andrachuk, to add part 7 that the Board Safe Schools Report 2014-2015 including any approved revised survey items/questions be brought forward to SEAC for review and advice.

On the vote being taken, on the Amendment as follows:

In favour

Opposed

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

The Amendment was declared

CARRIED

On the vote being taken, on the Motion, as Amended, as follows:

In favour

Opposed

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

The Motion, as Amended, was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Crawford, that item 12b) be adopted as follows:

12b) Community Engagement 2014-2015 Annual Report that the report be received.

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Davis, that in the future, the report be restructured in two parts:

- a) Community Engagement to include description levels, purpose and outcome
- b) A listing of Learning opportunities and cultural events

On the vote being taken, on the Amendment as follows:

In favour

Opposed

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

The Amendment was declared

CARRIED

On the vote being taken, on the Motion, as Amended, as follows:

In favour

Opposed

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

The Motion, as Amended, was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that items 12c) and 12d) be deferred to the October, 2015 meeting of Student Achievement:

12c) Report regarding Elementary and Secondary School Enrolment

12d) Report regarding Full Day Kindergarten Enrolment

On the vote being taken, on the Motion, as Amended, as follows:

In favour**Opposed**

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

The Motion, as Amended, was declared

CARRIED

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

CARRIED

SECRETARY

CHAIR



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

PLEASE BE ADVISED THAT ALL STANDING
COMMITTEE MEETINGS ARE BEING
RECORDED

For Board Use
Only

Delegation No. _____

☐ Public Session
☐ Private
Session
☐ Five (5)
Minutes

Name	Lynn Hiebert
Committee	Student Achievement and Well-Being Catholic Education Human Resources
Date of Presentation	10/8/2015
Topic of Presentation	To bring greetings, to speak about before and after school programs in RCDSB schools
Topic or Issue	Before and after school programming
Details	To speak about before and after school programming in TCDSB schools.
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 Advisory Committee (CSAC)	
I am an official representative of student government	
I am here as a spokesperson for another group or organization	Yes PLASP Child Care Services

Submittal Date	10/5/2015
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REPORT TO

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

ADMINISTRATIVE SUPPORT FOR TRUSTEES

"Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. For everyone who asks receives; he who seeks finds; and to him who knocks, the door will be opened."

Matthew 7:7-8

Created, Draft	First Tabling	Review
October 5, 2015	October 8, 2015	Click here to enter a date
P. De Cock, Comptroller of Business Services & Finance P. Matthews, General Legal Counsel		
RECOMMENDATION 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 responds to a request from Board to review and discuss the provision of administrative support services to the Board of Trustees. The provision of such administrative support services is funded by the Board Administrative and Governance Grant, in which there is an amount earmarked for Board Governance.

B. PURPOSE

1. Arising from a Communication from Trustees Angela Kennedy and Gary Tanuan, the Board Action/Direction requested staff for a report to the Student Achievement Committee in order to address the items listed in the communication and also call the Ministry to find out what their position is with respect to support for Trustees.

C. BACKGROUND

1. At the Regular Board meeting held on August 27th, a communication from Trustees Angela Kennedy and Gary Tanuan stated the following:
 - i. Since August 31st 2015 is the end of the Constituency Assistant contracts; and we would like to have continuity of services for our constituents, we would like to address this as soon as possible.
 - ii. We understand that there is \$144,000 in the budget allocated for trustee support; we expect to have a substantive say in the decision around the new model.
 - iii. We believe in a shared model of Constituency Assistant services that provide optimum efficiency and effective use of taxpayer dollars.
 - iv. Therefore, we hope that this letter will serve to initiate a discussion amongst the board of trustees and a decision on a new model for Constituency Assistants.
2. During the Regular Board meeting held on April 23rd 2015, the Board approved changes to TCDSB Policy T.17 (Trustee Services and Expenditures) which included the removal of Regulation G (Appendix A) regarding Trustee Assistants.

3. Included in the Education Act in Section 218.1 part (f), a member of a board shall, entrust the day to day management of the board to its staff through the board's director of education. The provision of administrative support to trustees is thereby entrusted to the Director of Education and the associated cost is funded by the Board Administration and Governance Grant.
4. The Board approved the 2015-16 Budget Estimates during the Student Achievement Committee meeting held on June 4th 2015, in which the following Grant and Expenditure estimates are included:

2015-16 Board Governance Grant and Expenditure Estimates	
Grant Allocations	
Governance & Trustees' Association Fee	284,818
Board Administration Grant (\$856,107 - \$284,818)	571,289
Total Grant Allocation	856,107
Expenditure Estimates	
Honorariums	259,138
Administrative Support	120,000
Other Expenses	267,629
OCSTA Membership Fees	209,340
Total Expenditure Estimates	856,107

As per the 2015-16 Budget Estimates, TCDSB is compliant in the Board Administration & Governance Expenditure Category with a total funding allocation of \$23,953,062 and net expenses of \$20,908,046.

5. The Board of Trustees reviewed several options for administrative support at the March 7, 2012 Board meeting and recommended staff provide information for either the procurement of services of external contractors or the hiring of a part-time Non Union Officer. Either method would have to comply with the Board's procurement policy and/or the Board's internal hiring practices.
6. Resulting from an Action After the March 7, 2012 Board Report regarding Trustee administrative support services, staff was requested to provide further information for a hybrid model that offers trustees either the choice of:

- i. An independent external contractor that would provide exclusive, direct administrative support
 - ii. Administrative support from an internally hired non-union permanent part-time administrative support personnel
7. The provision of external independent contractor services must comply with certain legal requirements which include the following but not limited to:
 - Payment will occur through the Board's accounting services rather than payroll services
 - An employer/employee relationship must not exist between the independent contractor and the corporate board.

A decision to contract out for external independent contractors to provide trustee administrative services eliminates statutory employer obligations such as Canada Pension, Employment Insurance premiums, Employer Health Tax, statutory holiday and vacation pay costs, provided that the individual providing services is at law an independent contractor and not an employee of the Board.

An "Independent Contractor Services Agreement" would need to be completed whereby the external contractor and/or trustee must comply with all necessary Service Canada regulations and Board procurement requirements. The "Independent Contractor Services Agreement" must provide a disclaimer that both the independent contractor and the trustee has no personal relationship or have/had an existing business relationship and are free of conflict in interest and are not existing employees of the Board. The following documents would need to be completed by the trustee and/or independent contractor:

- Contract of Services Agreement
- A Service Provider Criminal Background Check
- Vendor Application
- Monthly Invoice Submission

D. EVIDENCE/RESEARCH/ANALYSIS

The following options are provided for discussion and final choice by the Board of Trustees:

Option 3 (A):

All twelve (12) trustees would choose the option of an external independent contractor at a cost allocation of \$10,000 per trustee not to exceed a total of \$120,000.

Option 3 (B):

Seven (7) trustees would choose the option of an external independent contractor at a cost allocation of \$10,000 per trustee not to exceed a total of \$70,000.

AND

Minimum of five (5) trustees would choose the option of hiring one part-time Non Union Officer at a cost allocation of \$50,000 at approximately 2.5 days per week. Five (5) trustees would be required to choose this option in order to make the hiring of the Non-Union Officer financially viable and sustainable.

Option 3(C):

All twelve (12) trustees would choose the option of hiring one full-time Non-Union Officer at a cost not to exceed a total of \$120,000.

NOTES:

1. The billing rate is recommended at \$20.00 per hour which provides a maximum of 500 billing hours per fiscal year (equivalent to 120 days at 5 hours/day)
2. The chosen option for each trustee will remain in effect at minimum for 12 months, only to be reviewed on an annual basis.

3. The Board's hiring process must be followed for the hiring of a permanent or part-time administrative assistant.

E. STAFF RECOMMENDATION

That the above options in Section D be discussed, considered and trustees select and approve the chosen option.

Policy T.17 (Trustee Services and Expenditures)

Regulation G. Trustee Assistants

1. At the discretion of each elected Trustee, the Board will enter into a service contract with no more than two independent contractors at any given time. Signed copies of the contracts must be received by Human Services for TCDSB prior to commencement of the contract. No portion of the amount allowed for contracted administrative support which is unused may be carried forward to a future term of office.
2. Administratively, the following rules will apply with respect to independent contractors:
 - (a) Each elected trustee is entitled to contract the services of no more than two independent contractors at any given time throughout their term of office as determined by their respective budget availability.
 - (b) As prescribed by Ontario Regulation 521/01, all independent contractors will, as a pre-condition of the Board entering into a service contract, provide the Board with a criminal background check
 - (c) Each elected trustee selecting the services of an independent contractor, and their respective independent contractor, will both forego the services previously provided by the Board's central administrative support staff employed to provide direct support services to trustees
 - (d) An independent contractor retained must provide their own cellular telephone, computer or printer in order that the trustee assistant's status as an independent contractor is not tainted for Income Tax purposes.
 - (e) Individual office space on TCDSB property, including telephone access, will not be provided to an independent contractor.
 - (f) An independent contractor's service contract will terminate not later than the end of the elected Trustee's term of office but may be renewed on an annual basis
 - (g) Independent Contractors must submit a signed and itemized monthly invoice to the Business Services for payment processing.
3. No independent contractor shall perform duties with respect to an election or re-election campaign of the trustee.
4. Contracts for independent contractors and related documents shall be retained by the Human Resource Services department for audit purposes.



REPORT TO

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

ARCHBISHOP ROMERO CATHOLIC SECONDARY SCHOOL NAME CHANGE

Happy are those who observe justice,
who do righteousness at all times. Psalm 106:3

Created, Draft	First Tabling	Review
September 8, 2015	September 21, 2015	October 8, 2015
Doug Yack, Superintendent of Education, Area 2 Schools		
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

Oscar Romero y Galdamez (August 15, 1917 – March 24, 1980) was a prominent Roman Catholic priest in El Salvador during the 1960s and 1970s becoming Archbishop of San Salvador in 1977. After witnessing numerous violations of human rights, he began to speak out on behalf of the people and the victims of repression. Romero spent the first two and a half decades of his ministerial career as a parish priest and diocesan secretary in San Miguel. In 1970 he became auxiliary bishop of San Salvador and served in that position until 1974 when the Vatican named him to the diocese of Santiago de Maria, a poor rural region which included his boyhood hometown. In 1977 he returned to the capital to succeed San Salvador's aging archbishop. Romero's rise to prominence in the Catholic hierarchy coincided with a period of dramatic change in the Church in Latin America. Romero became an outspoken opponent of injustice and defender of the continent's poor. On March 24, 1980, an assassin fired from the door of the chapel of the Hospital of Divine Providence, where Romero was celebrating mass and shot him dead.

The TCDSB Archbishop Romero Catholic Secondary School will hold a Beatification celebration for their school's namesake during the 2015-16 school year.

B. PURPOSE

1. In 1997, Pope John Paul II bestowed upon Romero the title of Servant of God, and a cause for beatification and canonization was opened for him. He was declared a martyr by Pope Francis on February 3, 2015 paving the way for his beatification which took place on May 23, 2015, thirty-five years after his assassination.
2. This name change is in accordance with Board policy School Names (S.07). Specifically, "where the title of the individual for whom the school has been named is changed by the Catholic Church, the local superintendent shall consult with the school CSAC (CSPC) shall draft a report to the Board recommending renaming the school to incorporate the new title."

C. BACKGROUND

1. The beatification of Archbishop Romero took place on May 23, 2015. It is consistent with Board policy and past practice to rename the school.

D. EVIDENCE/RESEARCH/ANALYSIS

1. In light of the beatification of Archbishop Romero, and in accordance with Board policy, the name of the school should be changed to: **Blessed Archbishop Romero Catholic Secondary School.**
2. School signage and printed material, including school letterheads will need to be updated to reflect the name change.

E. STAFF RECOMMENDATION

That the Board approve the renaming of Archbishop Romero Catholic Secondary School to **Blessed Archbishop Romero Catholic Secondary School.**



REPORT TO

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

REQUEST FOR THE CREATION OF AN AFRICAN-CANADIAN ADVIORY COUNCIL

May God Almighty bless you and make you fruitful and increase your numbers until you become a community of peoples. *Genesis 28:2-4*

Created, Draft	First Tabling	Review
September 30, 2015	October 8, 2015	Click here to enter a date.
John Shain, Superintendent of Education Area 4 and Community Relations		
RECOMMENDATION REPORT		

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Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

This report outlines a brief history of the African-Canadian Coalition of Community Organizations (ACCCO) and their request for the establishment of an African-Canadian Advisory Council. The terms of reference have been included. The report requests approval from the Board of Trustees to begin the selection process, for a maximum of seven community members to join this committee.

B. PURPOSE

1. This report formalizes the request from the African-Canadian Coalition of Communities (ACCCO) to form a Toronto Catholic District School Board African-Canadian Advisory Committee in order to focus on enhanced student achievement and well-being for African-Canadian students.
2. The terms of reference are included for the purpose of the Board to examine them.

C. BACKGROUND

The African-Canadian Coalition of Community Organizations (ACCCO) is comprised of and represents many diverse community groups, agencies and individuals within the province of Ontario. Its mandate is to partner with the TDSB, TCDSB and Ministry of Education to enhance the student achievement and well-being of African-Canadian students.

The TCDSB Community Relations Department has been working with the ACCCO since the spring of 2013 to address the needs of improved parent involvement, relevant programming and student achievement.

In the 2014-2015 academic year, a group of administrators along with community relations officers were assembled to meet with ACCCO representatives to form a professional learning community. This year, we will continue this learning module, but will focus on the implementation of good teaching practices that are measurable, and where the students see themselves reflected in the curriculum. Teachers will receive training in order to establish culturally relevant pedagogy.

The terms of reference are in Appendix A and the Board and ACCCO will meet to finalize the creation of an Advisory Council for African-Canadian students.

D. ACTION PLAN

Included in this report in Appendix A is the recommended “Terms of Reference” for the African-Canadian Advisory Council and the recommended African-Canadian organizations in which to select community members for this committee.

E. METRICS AND ACCOUNTABILITY

- 1) The goal is to increase student achievement and well-being of African-Canadian students. It will be measured by the following standards:
 - EQAO (Grades 3, 6, 9)
 - CAT 4 (grades 2, 5, 7)
 - OSSLT (grade 10)
 - Graduation Rates
 - Report Card Results
 - Parent and Student Survey
- 2) Enhanced parental involvement will also be a standard of measurement. Research has shown that positive parent engagement enhances student achievement. This will be measured through community survey, and the continued growth of ethno-cultural events.

F. STAFF RECOMMENDATION

Staff recommends that the Board approve the attached Terms of Reference (Appendix A) for the establishment of the African-Canadian Advisory Council.

TERMS OF REFERENCE

AFRICAN-CANADIAN COALITION OF COMMUNITY ORGANIZATIONS

The African-Canadian Coalition of Community Organizations (ACCCO) is an umbrella organization representing, and open to, a number of groups within the African-Canadian community. Formed in 2012 to address the disproportionate killings and incarceration of African-Canadian youth, the ACCCO has reached out to School Boards and the Ministry to assist them in dealing with this crisis. The ACCCO is convinced that the success of African-Canadian youth in the school system will have an extremely positive impact on the lives of black youth, and will enhance their ability to become productive citizens contributing to the growth of society.

The African-Canadian Advisory Committee shall have the responsibility for advising the Board of Trustees and Senior Staff of the Toronto Catholic District School Board on matters pertaining to the following:

- a) Advancing best practices to foster equitable education and greater student achievement for students of African-Canadian heritage
- b) To advocate for commitment, resources and support to improve student success in the African-Canadian community
- c) To ask for a critical analysis and evaluation of the effectiveness of initiatives taken to improve the academic success of students of African-Canadian heritage
- d) Provide educational programming and advocacy that positively and proactively links African Canadian families to the education system
- e) To further support and enhance African Canadian heritage culture and arts within the many different ethno-cultural groups represented within TCDSB
- f) To work in partnership with all African-Canadian groups and other ethno-cultural organizations in supporting equity and diversity within Catholic social teachings.



REPORT TO

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

UPDATE REPORT ON THE PILOT PROJECT FOR JUMP MATHEMATICS

I can do everything through Him who gives me strength
Philippians 4:13

Created, Draft	First Tabling	Review
September 28, 2015	October 8, 2015	Click here to enter a date.
Marina Vanayan, Sr. Coordinator, Educational Research Dan Koenig, Superintendent of Learning, Student Achievement and Well-Being		
INFORMATION REPORT		

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A. Sangiorgio

Associate Director of Planning and Facilities

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

In January 2015, the JUMP Mathematics Pilot was initiated in 13 elementary schools. At the end of the school year, teachers were invited to offer feedback regarding their experiences with the program. Given the timing, the response rate was limited and most responses were from 5 of the 13 schools. Overall, the perceptions of those who were able to respond suggests promise with regards to the use of the JUMP Math program. However, it is too early to make a determination regarding the merits of the program in servicing TCDSB elementary students and further tracking is needed. Most teachers who responded offered positive ratings of the Teacher Resources and Student Assessment and Practice books, and most used the Student Assessment and Practice book with students regularly. In 2015-2016, professional development will be revised to address any concerns raised and needs that emerged. Furthermore, input will be gathered from participating schools on an ongoing basis beginning early in the school year and to provide greater opportunities to support implementation and learn about strengths and limitations of JUMP Mathematics.

B. PURPOSE

An annual report on the JUMP Mathematics Pilot initiative made available to schools through the Curriculum and Accountability Department to inform planning within the Toronto Catholic District School Board.

C. BACKGROUND

- The Toronto Catholic District School Board initiated a pilot of JUMP Mathematics in 13 elementary schools in January 2015. Teachers from these schools were introduced to the JUMP Mathematics program in six separate sessions. Sessions were offered between January and February 2015 and organized by grades taught. Teachers attended one of the six sessions based on the grade which they taught.
- The content of the sessions included an account of the rationale, philosophy and approach in JUMP Math; an overview of the teaching and student resources; and implementation strategies for a soft launch of JUMP Mathematics.

D. EVIDENCE/RESEARCH/ANALYSIS

Sources of evidence for this report include (i) feedback gathered by the TCDSB Research Department and (ii) anecdotal observations from the JUMP Mathematics Team.

The patterns that emerge from both these sources of evidence must be interpreted with caution. They are preliminary and serve to promote dialogue and inform further planning and implementation.

(i) TCDSB Research Department

At the end of May 2015, teachers from all 13 elementary schools that participated in the JUMP Pilot were invited to complete a JUMP Pilot Feedback Form.

a) Respondents

- A total of 66 teachers completed the feedback form (10 of the possible 13 schools that participated in the JUMP Pilot); most responses were from staff in 5 schools. This limited response rate requires that the trends reported here are interpreted with caution and considered preliminary.
- Just over half of the respondents who completed a form teach a straight grade class, while the rest teach a combined grade.
- 44% of the respondents reported that 3 to 6 students in each of their classrooms were *likely in need of intervention*; 40% of the respondents reported that there are 1 to 2 ELL students in their class.

b) JUMP Math Program

When did you start using JUMP?

- 44% of the respondents began the JUMP program during the pilot phase, with a start time ranging from January 2015 to June 2015 and had limited experience with JUMP. A few teachers began earlier.

Do you use JUMP with all/some/no students?

- Almost all of the respondents reported using JUMP with all of their students.

c) Resources and Materials

How helpful were the teacher resources, professional development, and Student Assessment and Practice book?

- Most respondents reported that the teacher resources and Student Assessment and Practice book are “very helpful” or “helpful” (i.e., 71% and 83%, respectively).
- About half of the respondents reported that the professional development (55%) was “very helpful” or “helpful”, and the rest reported that the professional development was “somewhat helpful” or “not helpful.”

How often did you use the following materials?

- The Student Assessment and Practice books were most frequently used. 79% of the respondents reported using the books “very often” or “often.”
- Just over half of the respondents reported using the lessons plans and teacher resources “very often” or “often,” while almost 46% of the respondents reported using the JUMP Math SMART board lessons “rarely.”
- 50% of the respondents reported using a math program/material other than JUMP. Most frequently, respondents reported using the Nelson program.

How would you rate the lesson plans from the Teacher Resources on the following elements?

- Most respondents (i.e., 72% to 84%) rated the content, clarity, organization and flow of ideas, of the lesson plans as “very good” or “good.”
- 65% of the respondents rated the ease of use of the lesson plans as “very good” or “good.”

How would you rate the Student Assessment and Practice books?

- Most respondents (i.e., 84% to 94%) rated the content, clarity, organization, flow of ideas and scaffolding of the Student Assessment and Practice books as “very good” or “good.”
- Most often, respondents reported using these books as a means to offer students opportunities to practice their math, finding the books simple and student-friendly, and thus enabling them to work independently.
- A few minor suggestions were offered with regards to changing the books that included increasing the font size, and allowing for more space for students to respond.

Additional questions were asked of respondents that pertained to the SMARTboard lessons, implementation of JUMP, the fit of JUMP with Ministry of Education objectives, and suitability with specific groups of students however, due to the low response rates nearing the completion of the feedback form, these data are not reliable and thus, not reported.

(ii) JUMP Mathematics Team: Anecdotal Report

In April 2015, each of the principals from the pilot schools were contacted by email to arrange a teacher/school spring check-in. Follow-up visits by the JUMP Mathematics Team were arranged at four schools. Below is a summary of their anecdotal report documenting perceptions and observations noted in four pilot schools.

Perceived challenges:

- Difficulty in transitioning to JUMP Math in February and concern regarding alignment with Nelson.
- Concern about the large number of lessons, getting to the next unit, appropriate pace.
- Many teachers did not download and use SMART Lessons.
- Teachers are not sure how to provide enrichment for Level 4 students.
- Clearer communication is needed to schools regarding duration of the pilot, flexibility of use (as core or supplemental resource).

Perceived affirmations:

- Teachers that are using the lesson plans are seeing an increase in student engagement, confidence and understanding of math.
- Students enjoy JUMP Math, there was positive feedback from parents.
- Teachers and students like the detailed lessons, student books and opportunity for practice.
- Quizzes help for review purposes and assessment.
- Teachers and principals request more professional development.

General observations offered by the JUMP Mathematics Team:

- Few teachers were using the teacher resources, including the lesson plans, curriculum guides, quizzes and unit tests.
- Grouping the teachers in professional development across divisions may not have been optimal for their learning.
- In each of the four schools there was a clear division between those who really liked using JUMP Math and those who wanted to stay with the current program.
- Those using the teaching resources identified the benefits of the program on student performance.
- There needs to be greater clarity about the pilot – how JUMP Math is to be used with respect to Nelson. Some teachers believe Nelson is the

curriculum, so they frame their instructional approach and skill delivery in terms of Nelson.

- Only two principals clearly messaged that the Curriculum is a Ministry document and that JUMP Math is fully aligned to the Ontario Curriculum.
- Once teachers feel secure in their use of JUMP Math, they are more inclined to use it with fidelity.
- Teachers who are willing and keen to try something new, have more success with JUMP.
- Strong principal support/leadership in the pilot leads to increased success.

E. METRICS AND ACCOUNTABILITY

- Gather input from teachers on an ongoing basis during professional learning sessions to help deepen implementation and provide timely feedback to inform planning.
- Monitor and track the achievement and attitudes of students in the JUMP program (focussing on Grade 3 and Grade 6).
- Monitor teacher attitudes and perceptions through the implementation of an annual survey.
- Ensure that schools participating in the program are committed and willing and clarify expectations around the use of JUMP for purposes of the pilot.
- Restructure the format and content to address the needs that emerged (e.g., organization of resources, lesson planning that aligns to the Ontario Curriculum Expectations, differentiating for students, combined grade teaching, ways to supplement JUMP with additional support documents).

F. CONCLUDING STATEMENT

The pilot schools have made a commitment to use JUMP math as their primary numeracy program to meet the curriculum expectations. Further data, over time, will be collected by the research department to determine the effectiveness of the JUMP math program in these pilot schools. Teacher surveys, analysis of EQAO data and classroom assessments will be included within the research to be analysed and will be shared through the annual report to Board.



REPORT TO

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

CSLIT: Inspiring Active Citizenship In Catholic Education

The Ontario Catholic Graduate is called to be a Responsible Citizen and “to promote equality, democracy, solidarity, for a just, peaceful and compassionate society”.

Created, Draft	First Tabling	Review	Approval	Implementation
September 28, 2015	October 8, 2015			

Lead Authors:

D. Koenig, Superintendent of Student Achievement, Learning and Well Being

G. Rogers, Teacher on Special Assignment, Student Leadership, CSLIT (Catholic Student Leadership Impact Team).

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

G. Poole

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

A. Gauthier

Director of Education



A. Executive Summary

On March 10, 2015 Student Trustees Hannah McGroarty and Christopher MacDonald held the annual TCDSB Student Leadership Conference “Voices That Challenge”. The CSLIT (2014-2015) under the direction of Student Trustees Hannah MacGroarty and Christopher MacDonald reviewed those recommendations. These recommendations were presented to the then in-coming student Trustees, Allison Gacad and Karina Dubrovskaya. After consultation with the CSLIT Executive (which were appointed in June 2015) and the CSLIT General Assembly at a meeting at Olympia Sports Camp September 6, 2015, students are prioritizing recommendations and developing a plan of action for 2015-2016. CSLIT wishes to further explore and address these recommendations in order to better serve the students of the TCDSB.

B. Purpose

The report includes practical activities that schools perform to support social justice initiatives in our schools and address the recommendations made by outgoing student trustees Hannah McGroarty and Christopher MacDonald. The report also includes valuable student input pertaining to the implementation of social justice initiatives and the development of a justice-oriented attitude in schools.

The current Student Trustees, Allison Gacad and Karina Dubrovskaya decided to seek out further clarification of the recommendations and engaged the entire CSLIT committee in order to prioritize and clarify specific recommendations that they felt were most important to address during their term as student trustees. The issues raised represent the voice of the students and presenting them at Board allows for direct involvement in issues that impact the students of the TCDSB.

C. BACKGROUND

This report complies with the requirement of an annual report to the Board of Trustees based on the CSLIT conference “Voices that Challenge”.

The 2015-2016 CSLIT decided that the group would like to explore, clarify, specify and prioritize all of the recommendations from the Voices That Challenge Conference, March 10, 2015 before having staff take action in response to the recommendations. Some of the original issues raised in the 2015 conference and subsequent CSLIT meetings are no longer issues of priority for this year’s CSLIT. Relevant issues for the 2015-2016 CSLIT have been assigned to the appropriate Executive Members and subcommittees. The practice of recommending initiatives from the Voices That Challenge Conference by the outgoing student trustee and CSLIT executive to the

incoming CSLIT executive but having the incoming CSLIT select and prioritize from these recommended initiatives has become the adopted procedure. This procedure allows for the current student trustees and CSLIT to adopt and work on the priorities they feel are most relevant.

The subsequent recommendations put forth by the current CSLIT can be dealt with administratively with the support of the appropriate program departments.

D. EVIDENCE/RESEARCH

Students should be stimulated to effect positive change in our world around injustices.

Students feel a calling to live out their faith, involvement in social justice actions allow them to make their faith visible. The current Student Trustees will testify that they support a more in-depth analysis of the relevant issues and wish to engage the CSLIT standing committees so that they can work with staff to address their specific recommendations.

Students feel that at the board level policies must be in keeping with current global social justice issues.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND COMMUNITY ENGAGEMENT PLAN

The following is an action plan regarding the Report to Board - “CSLIT: Inspiring Active Citizenship in Catholic Education”. The Student Leadership Department and student leaders attending the CSLIT meeting Monday, September 6, 2015 agreed to develop specific action plans related to the recommendations. The CSLIT wants to emphasize that while these issues represent the students’ priority issues they are not necessarily in order of priority. CSLIT recognized that different issues listed below become a priority at different points in the school year to allow for a monthly focus.

CSLIT 2015-2016 Recommended Actions

1. First Nations

CSLIT would like to enter into greater dialogue with theologians, government representatives and teachers on issues that they feel are relevant and challenging to them as Catholic students about the issues impacting Canada's First Nation People. In particular but not limited to, students are very concerned about social justice issues related to education, the agreements in treaties being broken, environmental issues, suicides and deaths of First Nation people.

Students could begin these challenging conversations by continuing to invite speakers and government representatives to the CSLIT Executive and General Assembly meetings. A number of TCDSB secondary schools invited bishops from Missions Canada to speak to their students on September 21st and 22nd, 2015.

The possibility of an outreach program to the Superior North Catholic School Board in collaboration with some of the Dioceses of the Bishops of Missions Canada is also being explored. A 21st century learning and leadership program in partnership with TCDSB student leadership already exists with this board.

A meeting was held with the Director of Superior North Catholic School Board about the possibility of an outreach program to the Catholic schools near Thunder Bay. This program is in the planning stages for May 2016.

2. Mental Wellness

According to the students, one of the most common mental health issues they are facing is stress, particularly due to academic demands at semester's end.

CSLIT hopes to plan a week of relaxing activities and education on how to cope with stress prior to final examinations in high schools.

Time management skills are needed and the students are seeking these skills to be taught as part of the curriculum for all students.

CSLIT is looking to support and partner on the great work that is being done in this area by our board through the Mental Health Lead.

CSLIT recommends TCDSB places guidelines in regards to the timing of assigning Independent Study Units and tests. Many students spoke of having large projects, major tests, and ISUs due too close to the date of final examinations, leaving relatively little time to prepare for them.

3. L'Arche

L'Arche has been a major partner with CSLIT ever since World Youth Day 2002, when CSLIT and student leadership hosted 10,000 pilgrims at The Ricoh Coliseum with Jean Vanier as leader of one of the catechistical sessions. CSLIT would like to be intentional about highlighting its partnership with L'Arche and celebrating this milestone including:

Dance In The Shadow—a curriculum for secondary students about former TCDSB student Rebecca Beanni.

A CSLIT retreat to L'Arche currently planned for November 3rd.

A CSLIT-led month of awareness, through the use of social media platforms, will take place throughout October 2015 including interviews with L'Arche employees and messages from Jean Vanier.

Student leadership formation through continuing to expand opportunities to promote student leadership with students of differing abilities through programs such as the **PAST leadership training** at Camp Olympia (October 14, 15 and 16).

4. Inclusion and Belonging for All Students

Last year a retreat was held for TCDSB students who participate in clubs that promote equity and respect for all students. The speakers and discussions were excellent, aligned with Catholic values and the Catholic Graduate expectations, particularly to be a **Caring Family Member**. The students left the retreat with a much stronger feeling of inclusion, belonging, safety and support. In the OCSTA document "Respecting Differences" it states that "the entire aim of a Catholic School is to create a loving and positive learning environment consistent with Catholic teaching."

In this spirit, **CSLIT would like to continue its support** for individuals who are dealing with sensitive and complex issues so that all are to be treated with sensitivity, respect and compassion. CSLIT will investigate ways to share best practices to enhance the inclusion of all students.

5. Support For TCDSB's International Students and Refugees

As the number of international students in TCDSB has increased so has the need to support these students. In alignment with the Catholic Graduate Expectation ***to be a Collaborative Contributor*** CSLIT requests that TCDSB is even more intentional about creating a warm, welcoming and nurturing home environment that allows for international students and refugees to grow and get involved with school and community life while still retaining their unique cultural identities.

Many international students face challenges while coping with their new life in Toronto and CSLIT is concerned that many need help and support.

CSLIT is suggesting some programs or initiatives that might make the transition easier for international students as well as support Development and Peace in addressing the refugee crisis.

6. Environmental Issues

It is expected of TCDSB students that they achieve all of the Catholic Graduate Expectations and CSLIT would like to highlight the following expectation for this year: ***to graduate as responsible citizens*** who take care of our environment. Pope Francis's recent Encyclical letter *Laudato Si* (Praise be to You) centers around the concept of integral ecology to describe the relationships of each of us: with God, with one's self, with other human beings, with creation. He calls each of us to broaden our examination of conscience, to reflect seriously on how we are living in communion, not only with God, others, and ourselves, but also with all creatures and with nature as a whole.

Tackling issues such as global warming and the repercussions of climate change will intentionally be woven into the CSLIT and ECSLIT conferences and other student leadership opportunities. A major focus for student leadership for this year would be Earth Day (April 22 2016). CSLIT is looking to partner with a number of organizations during this month.

Students are looking to plan and initiate conferences with support from CSLIT, such as Robert Adragna of Bishop Allen. Robert is in the process of planning a conference specific to the polar regions of our world, entitled "Our Poles, Our Planet".

CSLIT recommends the TCDSB continue to encourage Eco-clubs throughout

schools, as well as promote the use of composting as a means of waste management.

F. CONCLUDING STATEMENT

This report is provided for the consideration of the Board.



REPORT TO

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

EDUCATION QUALITY AND ACCOUNTABILITY OFFICE (EQAO) ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT) RESULTS

"AN INTELLIGENT HEART ACQUIRES KNOWLEDGE, AND THE EAR OF THE WISE SEEKS KNOWLEDGE."

PROVERBS 18-15

Created, Draft	First Tabling	Review
September 2, 2015	October 8, 2015	Click here to enter a date.
M. Vanayan, Senior Coordinator, Educational Research N. D'Avella, Superintendent of Learning, Student Achievement and Well Being		
INFORMATION REPORT		

Vision:

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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 summarizes the results of the Toronto Catholic District School Board (TCDSB) student achievement on the March 2015 EQAO Ontario Secondary School Literacy Test (OSSLT). 83% of TCDSB students taking the test for the first time were successful; the result for the province is 82%. The overall success rate on the OSSLT has remained relatively high and stable for many years in both the board and province.

B. PURPOSE

This report presents Provincial and TCDSB results of the Education Quality and Accountability Office (EQAO) OSSLT. Schools and boards released publicly the results of the March 2015 OSSLT on September 23, 2015.

C. BACKGROUND

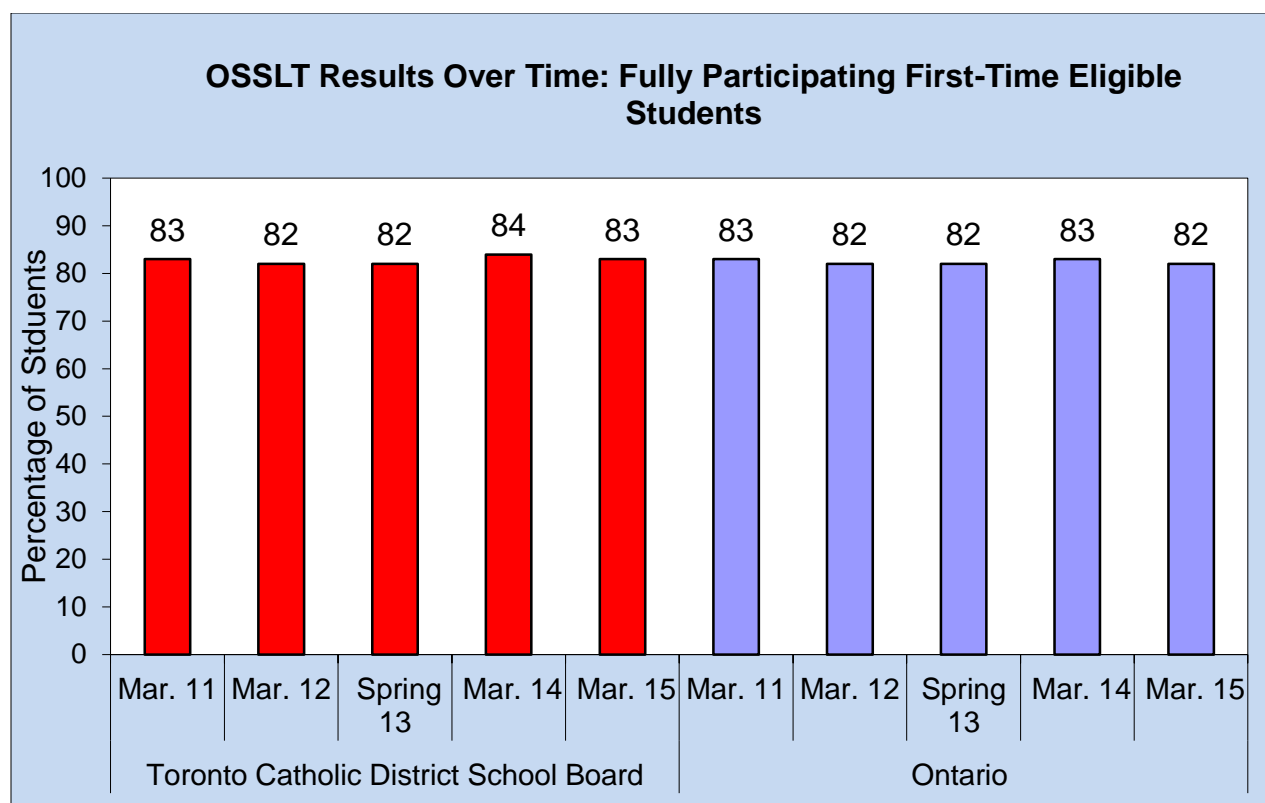
1. The OSSLT is administered to all Grade 10 Ontario students working towards an Ontario Secondary School Diploma (OSSD) at the end of March or early April. Successful completion of the OSSLT is a requirement for the OSSD.
2. The literacy test assesses cumulative knowledge and skills and is based on the Ontario Curriculum. Achievement is reported as “successful” or “unsuccessful”.

D. EVIDENCE/RESEARCH/ANALYSIS

1. THE ONTARIO SECONDARY SCHOOL LITERACY TEST RESULTS OVER TIME FOR TCDSB AND ONTARIO

6324 TCDSB First-time Eligible students fully participated in the OSSLT in March 2015.

The following graph displays the percentage of first-time eligible students successful over the past 5 years for both the TCDSB and Ontario.



83% of TCDSB students were successful on the March 2015 OSSLT. For the past two years, TCDSB results are 1% above the provincial results. The overall success rate on the OSSLT has remained relatively high and stable for many years in both the board and province.

E. METRICS AND ACCOUNTABILITY

1. The EQAO assessments help to identify trends in student learning at the school, board and provincial levels, inform improvement planning, and strengthen accountability. Deeper analysis of the results at both the system and school levels are underway and will be used in conjunction with other school-based information to direct individual School Learning Plans and the Board Learning Improvement Plan. In EQAO’s August 26, 2015 News Release, the Chair of EQAO’s Board of Directors notes the importance of reviewing EQAO results: “A school system that’s serious about continuous improvement must have system-wide evidence of student achievement that’s both objective and reliable.”
2. Our 2015-2016 plan for addressing the literacy needs of students will include the following:

- September / Fall Literacy Leads Team Meeting:
 - Literacy Lead teams from each secondary school (4 staff per school) meet with Literacy Resource teachers, the Student Success/Differentiated Instruction Resource teacher, and Research Department staff.
 - Full day in-depth analysis of school results takes place using the Data Integration Platform (DIP) and the EQAO reporting tool (e.g., Item Information Reports which informs the identification of student learning needs).
 - There is emphasis on Evidence Based Instructional Strategies and development/refinement of School Literacy Plans using strategies to support all students' learning needs, including *Unsuccessful* and *Deferred* students (Previously Eligible students).
 - The goal of this day is overall school improvement, connecting literacy plans with the School Learning Improvement Plan/Board Learning Improvement Plan.
- Ongoing throughout the year – Code 83 Release Days:
 - Code 83 days will be provided throughout the year, to support local planning, data analysis, teacher collaboration, teacher moderation, and collaborative inquiry.
 - All schools use Code 83 days to develop, revisit, and revise School Literacy Plans on an ongoing basis.
 - Central staff will be available to support ongoing professional learning based on learning plans submitted in late September.
- Ongoing School Literacy Leads Meetings:
 - Literacy Leads meetings are scheduled throughout the year.
 - Meetings focus on skill development, introduction of new support documents/materials and sharing “promising/exemplary practices”.
 - School Literacy Plans will be reviewed and shared among schools – Literacy Leads will share and receive feedback from peers.
 - Literacy Leads will be encouraged to use the course offering ELS 20 (Literacy Skills: Reading and Writing, Grade 10) to support the literacy needs of potentially struggling students.
 - Literacy Leads will counsel students to enrol in the OSSLC as appropriate.
- After-School Literacy Program:
 - Secondary schools may offer the “After School Literacy program” (funded by the Continuing Education Department).

- This program was developed to address the skills necessary for success on the OSSLT and was written and revised by central staff and teachers in the field.
- Student Success Regional Professional Learning Sessions:
 - Literacy Leads will have the opportunity to share their learning at Student Success Regional Sessions with Student Success teams.
 - Continued focus will be placed on addressing with precision the needs of students in risk.
- Literacy Collaborative Inquiry
 - Secondary schools may engage in a cross-curricular collaborative inquiry facilitated by the Central Literacy and Research teams.
 - This collaborative inquiry supports the engagement and literacy needs of students in Applied and College courses.
 - A focus will be on literacy skills in Mathematics, Canadian and World Studies, Science, Social Studies, English, and Religion.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

ENROLMENT REPORT – SEPTEMBER 2015

*'But seek ye first the kingdom of God, and His righteousness; and all these things shall be added unto you.' –
Matthew 6:33*

Created, Draft	First Tabling	Review
September 30, 2015	Click here to Enter Date First appearance at Standing Committee or Board	Click here to enter a date.

John Volek, Sr. Coordinator, Planning Services

INFORMATION REPORT

Vision:

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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 provides a side-by-side comparison of the preliminary enrolment figures for September 24, 2015 with the Board approved projected enrolment for October 31, 2015.

B. PURPOSE

The purpose of this report is to provide the Board of Trustees with preliminary enrolment figures for the elementary and secondary panels based on actual Trillium data. Refer to enrolment tables below.

C. EVIDENCE/RESEARCH/ANALYSIS

1. Elementary Panel Enrolment

	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Total	% Diff.
Total Actual	5,515	5,808	6,038	6,044	6,159	6,079	6,120	6,085	6,302	6,173	60,323	0.5%
Total Projected	5,529	5,819	6,066	6,040	6,158	6,062	6,003	6,019	6,269	6,054	60,018	
Total Difference (Actual - Projected)	-14	-11	-28	4	1	17	117	66	33	119	305	

2. Total FDK Enrolment

	Total	% Diff.
Total Actual FDK (JK & SK)	11,323	-0.2%
Total Projected FDK (JK & SK)	11,348	
Total Difference (Actual - Projected)	-25	

3. Secondary Panel Enrolment

	Gr 9	Gr 10	Gr 11	Gr 12	Total	% Diff.
Total Actual	6,854	6,912	7,361	9,012	30,139	0.6%
Total Projected	6,728	6,839	7,341	9,047	29,955	
Total Difference (Actual - Projected)	126	73	20	-35	184	

4. Total Enrolment

	Total	% Diff.
Total Actual	90,462	0.5%
Total Projected	89,973	
Total Difference (Actual - Projected)	489	

D. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

INTERNATIONAL LANGUAGE PROGRAMS IN TCDSB ELEMENTARY SCHOOLS

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

Created, Draft	First Tabling	Review
September 27, 2015	October 8, 2015	Click here to enter a date.
C. Marchetti, Sr. Coord. International Languages, Parent/Community Engagement P. De Cock, Comptroller for Business Services & FinanceD. Koenig, Superintendent of Learning, Student Achievement and Well Being		
INFORMATION REPORT		

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Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and
Facilities

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

The Toronto Catholic District School Board offers International Languages instruction in both an Extended Day and After Hours model. The International languages program enriches a child's education through International Language instruction, cultural awareness and a celebration of traditions. It provides an overview of the International languages current models including a statistical and financial overview.

B. PURPOSE

This report complies with the Action After request made on October 3, 2013 that an Annual Information Report on the International Languages Program be added to the rolling calendar.

Staff was to report on the general statistics on enrolment and cost considerations.

C. BACKGROUND

The TCDSB has been offering the Extended Day and After Hours International Languages Program since 1977. It responds to the unique needs of students in Toronto who speak or wish to learn languages other than English or French. The International languages program enriches a child's education through International Language instruction, cultural awareness and a celebration of traditions.

The Extended Day and After Hours Program is governed by the International Language Program (Elementary) S.P.05 policy (Appendix A).

The International Languages Extended Day program is an integrated model whereby students receive instruction during the regular school day. This program extends the day by 30 minutes and the languages offered are Italian, Portuguese, Spanish, Ukrainian, Pilipino and Mandarin. Students from JK to Grade 8 received 30 minutes of instruction per day.

Statistical Information 2014/2015:

Language	Number of Schools	Total Number of Students
Italian	22	9,399
Portuguese	8	2,118
Spanish	1	391
Ukrainian	3	1,005
Italian/Spanish	6	3,729
Italian/Portuguese	3	1,373
Pilipino/Mandarin	1	166
	44	18,181

There are a total of 44 schools with an enrolment of approximately 18,181 students. The number of schools decreased by one due to the amalgamation of St. Philip Neri and St. Gerard Majella as St. Andre. In the Extended Day Program there were 88.2 full time equivalent (FTE) instructors.

After Hours Program

The International Languages After Hours Program is offered outside of the regular school day with the majority of classes offered on Saturdays in either the morning or afternoon. Classes are also offered on Sundays and at one site on Tuesday evenings. Classes are 2 ½ hours in length and commence the third week-end in September and finish the second week-end in June.

In 2014/2015 there was a total of 33 programs with 27 offered at school sites and 6 at parishes with an approximate total enrolment of 5,592. Instruction was offered in 21 languages provided by 252 instructors.

The highest enrolment languages were Chinese/Mandarin (1,113), Polish (584), Vietnamese (579), and Chinese/Cantonese (524).

D. EVIDENCE/RESEARCH/ANALYSIS

PROGRAM RESOURCES

Instructors were provided with various opportunities for professional development delivered by the International Language Resource Instructor and the Literacy Resource Teachers. The goal is to align International Language instruction strategies with the literacy strategies used in the literacy and French language program and, most recently with the Common European Framework. Instructors are provided with a variety of resource

materials such as language workbooks/textbooks, dual language books, lesson templates and a share point site where best practices are posted. Resource material and supports are received through community partnerships such as Centro Scuola, Instituto Camoes and Chinese Culture and Education Society of Canada. Centro Scuola is the only partnership that provides a direct financial contribution to the International Languages program and the amount fluctuates from year to year.

PROGRAM PROMOTION

The International Languages program is promoted by:

- a) Extended Day Schools provide information on their school portal site.
- b) Extended Day and After Hours School locations, program descriptions, and registration information is posted on the International Languages portal site.
- c) International Languages After Hours locations and registration information pamphlets are provided for all Welcome to Kindergarten resource bags.
- d) On-line registration located on the International Languages website.
- e) With the assistance of the Communications Department posters and After Hours registration information is promoted through TCDSB news release, E News, Tweets and on the website.
- f) After Hours posters and information/registration pamphlets are sent to all elementary schools, parishes and community partnership sites in May and September.
- g) On request the Coordinator of International Languages provides presentations at CSAC, trustee and other community meetings.
- h) After Hours instructors are linked to their communities and avail themselves of promoting the program through community radio programs and newspapers.
- i) Board International Languages representation took place at community events linked to the International Languages program held during the Black History and Heritage Month celebrations, European Language Day, school concerts, parish anniversaries, and Grade 8 graduation.
- j) International Languages students in the Extended Day program participated in the day school curriculum activities, choirs and school concerts. All After Hours school sites hosted a Christmas and Spring or Year-end Recital.

- k) TCDSB hosted parent conferences at the After Hours International Languages school sites and there was International Languages representation at awards ceremonies where students are provided with the opportunity to showcase their language proficiency and cultural awareness through activities such as spelling contests, public speaking, essay writing, dance, poetry recital, and national/international competitions.

E. METRICS AND ACCOUNTABILITY

There are many documented benefits to learning a third language. The International Languages program reflects the diversity of the TCDSB community and it has always had strong support from these multi-cultural communities. Instruction ties in directly with Board initiatives on Comprehensive Literacy and each language has produced a variety of learning resources.

There is a high level of parent engagement, especially in the After Hours program. Due to the common heritage of children in these programs there is often a strong tie to both the parish and to the cultural social group.

Appendix B shows a detailed budget analysis of the Revenues and Expenditures in delivering the International Languages program in the Extended Day and After Hours delivery models. The budget analysis contained within Appendix B illustrates clearly the Extended Day Program delivery model operates consistently at a material loss. Consequently, this creates an ongoing cost pressure for TCDSB of approximately \$758,000 in 2015-16 whereas the After Hours Program operates at a significantly smaller loss of \$197,000.

At the Special Meeting held on March 27, 2015 Trustees passed the following motion:

#13 International Languages – Savings of \$1,600,000

“MOVED in AMENDMENT Tanuan, that the International Languages Program be reduced by \$700,000 for a total savings of \$900,000.”

The following cost saving measures will be taken in the 2015/2016 school:

1. CUPE 3155 was proactive in helping to identify cost saving measures to meet the board budget reduction for the International Languages (Elementary) Program. For the 2015/2016 school year the following was negotiated with CUPE 3155:
 - a) International Languages Instructors will be paid a pro-rated salary based on the number of classes taught per day. In order to maintain permanent employment at 100% an instructor must teach 10 classes per day.
 - b) Itinerant International languages instructors will not receive payment for the 30 minute allotted travel time between schools.
 - c) International Languages Instructors will have the following PD days as non-attendance and non-paid days:
September 3, 2015; January 22, 2016; June 10, 2016 and June 30, 2016.
 - d) Adhering to the CUPE 3155 Collective Agreement, International Languages classes will be consolidated in order to achieve a board wide class average of 23 to eliminate the Ministry of Education clawback.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

TCDSB Policy Register

International Languages Program (Elementary) S.P.05

Date Approved:

November 13, 2003 – Board Meeting

Dates of Amendment:

July 9, 2001 – Board Meeting; Nov. 1996;
Jan 1995; Oct. 1986; May 1978; Sept. 1977.

Cross Reference:

Policy

The TCDSB shall establish International Languages Programs where warranted:

1. On an extended school day basis; OR
2. On an after school and/or weekend basis;

subject to the following regulations:

Regulations:

1. Classes may be established upon the written request of a Catholic School Advisory Council, or the local school community, or upon the recommendation of the principal to the area superintendent of education.
2. An after school hours and/or weekend International Languages class may be established where there are a minimum of 25 pre-registered students from any division in a given language.
3. Types of Classes:
 - (a) International Languages classes shall be offered outside of the regular school hours of instruction.
 - (b) Notwithstanding a) above, classes shall be offered on an extended day basis where the parents of 67% of the students attending the school request the classes on an extended school day basis.

4. Viability of Existing Programs:

(a) Schools which currently offer the Extended Day Program may request through their CSAC that the Board consider conducting a survey of that local school community to determine the feasibility of their International Language Program. If as a result of the needs assessment, certain International Languages Programs or the International Language Program in the school is recommended to be reduced, a report will be submitted to Board on the impact the reduction would have on the jobs of the International Languages Instructors.

(b) Prior to surveying the local school community to determine parent support for an International Languages Program, the matter shall be fully discussed with the Catholic School Advisory Council. At such meeting the implications (pro and con) for the students in implementing an extended day or outside of school hours program are to be reviewed.

(c) Where the extended day program is considered viable for the following year, the International Languages Program may continue.

(d) Where the extended day program is not viable for the following school year, the area superintendent of education and principal shall inform the local school community at a meeting, and an effort will be made to continue classes in an after school hours/weekend program.

5. New Programs:

(a) School communities will also be surveyed, upon request of their Catholic School Advisory Committees to determine if a new Extended Day Program will be provided.

(b) All requests shall be forwarded through the principal and the area superintendent of education and processed through the Special Services Division.

6. (a) In every school where an International Languages Program is to be offered on an extended day basis, the principal and the area superintendent of education will ensure that there will be a minimum of five hours instruction in addition to the International Languages Program.

(b) Provision will be made for the learning activities for those exempted.

7. The participation of a student in an International Languages Program will be mandatory, (Students with an IEP or English As A Second Language students may be exempted upon parental request). Parents must complete and sign the Initial Student Registration form.
8. A fee of \$15.00 per year per student enrolled in the Extended Day program will be included in the budget of the program.
9. Transportation to and from International Languages Programs is a parental responsibility.
10. Regular full time classroom teachers may not be employed to teach an International Languages Program except after 6 p.m. on a school day and on days when the school is not in session.
11. International languages instructors shall be hired according to the requirements for employment of the instructional staff of TCDSB.

Protocol / Procedures for Policy

A: Existing Programs

1. The approved preliminary protocol being used is as follows:

It is understood that a request for a survey shall be for extenuating circumstances only.

Requests for a survey will come to the Director of Education from the school's Catholic School Advisory Council (CSAC) through a letter to the local Superintendent of Education. The Superintendent of Education, Special Services and the Superintendent of Education for the school will prepare a report for the Board.

Minutes of the CSAC meeting where the request was discussed, including the motion for a survey, which was moved and seconded, will be attached to the letter of request.

The school community will be made aware that they can make a delegation before the Board of Trustees with respect to this request outlining the rationale for the request.

The local trustee will be informed by the CSAC of the intent of the community to request a survey.

While the CSAC may initiate the process at any time, the report to the Trustees will be submitted annually, no later than March of any given year.

The Board of Trustees will determine if there is a sufficient need to grant the request and approve accordingly.

A needs assessment committee representing parents on both sides of the issue (maximum of four) and school principal will oversee the distribution of the surveys and the tallying of the results. The tallying of results will be scrutinized by the local school superintendent where required.

The needs assessment is to be sent to parents of students in grades JK - 7 in the school community and a response of at least 90% of the parents is required.

2. The results of the survey will be compiled and any changes to the languages offered or continued viability of the program would take effect in the subsequent September of that year.

B: New Programs

1. New programs will be governed by the new policy S.P. 05 – 5(a), (b).

(a) School communities will also be surveyed, upon request of their Catholic School Advisory Councils to determine if a new Extended Day Program will be provided.

(b) All requests shall be forwarded through the principal and the area Superintendent of Education and processed through the Special Services Department.

For any information regarding this protocol or the policy, please contact the Coordinator Community Relations, 416-222-8282, ext. 2591.

**International Languages
2015-16 Budget**

International Languages Program				2015-2016 Budget		
				2014-2015 Budget		
Description	2014/15 Budget	Extended Day	After Hours (Week-ends)	2015/16 Budget	Extended Day	After Hours (Week-ends)
GRANT & OTHER REVENUES						
Enrolment (Pupil Count over 2 Semesters)	24,459	18,985	5,474	23,776	18,525	5,251
Avg. Class Size	22.40	22.40	22.40	23.60	23.60	23.60
# of Classes (over 2 Semesters)	1,091.0	847	244	1,007.0	785	222
Projected Hours of Instruction	97,185.0	75,435	21,750	89,880.0	70,030	19,850
Grant per Pupil	54	54	54	54	54	54
Total Calculated Grant	5,285,892	4,102,910	1,182,983	4,888,573	3,808,932	1,079,642
Small Class Size Clawback	(58,311)	(45,261)	(13,050)	-	-	-
Revenue from Centro Scuola	-	-	-	-	-	-
Subtotal - Grant & Other Revenues	5,227,581	4,057,649	1,169,933	4,888,573	3,808,932	1,079,642
EXPENDITURES						
Caretaking Salary - Weekends	200,000		200,000	200,000		200,000
Secretaries & Tech Salary	50,000	38,810	11,190	50,000	39,424	10,576
Principals Salary	40,000	31,048	8,952	40,000	31,540	8,460
International Lang- Extended Day Instructors	4,100,000	4,100,000	-	3,200,000	3,200,000	-
International Lang- After Hours Instructors	850,000	-	850,000	850,000	-	850,000
International Lang - Supply Instructors	175,000	135,835	39,165	175,000	137,985	37,015
Subtotal - Salaries	5,415,000	4,305,693	1,109,307	4,515,000	3,408,949	1,106,051

**International Languages
2015-16 Budget**

APPENDIX B

International Languages Program				2015-2016 Budget		
				2014-2015 Budget		
Description	2014/15 Budget	Extended Day	After Hours (Week- ends)	2015/16 Budget	Extended Day	After Hours (Week- ends)
Benefits - Caretaking - Weekends	60,000		60,000	60,000		60,000
Benefits - Secretaries & Tech	11,000	8,538	2,462	11,000	8,673	2,327
Principals Benefit	2,000	1,552	448	2,000	1,577	423
Benefits - Int'l Lang. - Extended Day Instructors	1,200,000	1,200,000	-	1,100,000	1,100,000	-
Benefits - Int'l Lang. - After Hours Instructors	70,000	-	70,000	100,000	-	100,000
Subtotal - Benefits	1,343,000	1,210,091	132,909	1,273,000	1,110,250	162,750
Subtotal - Salaries & Benefits	6,758,000	5,515,784	1,242,216	5,788,000	4,519,200	1,268,800
Prof Dev-Non Teaching	-	-	-	-	-	-
Text Books-Intern. Languages	-	-	-	-	-	-
Stationary & Supplies	25,000	19,405	5,595	15,000	11,687	3,313
Printing & Photocopying - Instructional	15,000	11,643	3,357	10,000	7,791	2,209
Car Expenses - Mileage	10,000	7,762	2,238	10,000	7,791	2,209
Other Travel Expense - Taxi	20,000	20,000		20,000	20,000	-
Repl - Furn.& Equipment-Comp.	-			-		
Other Contractual Services	-	-	-	-	-	-
Subtotal - Other Expenses	70,000	58,810	11,190	55,000	47,270	7,730
Total Expenditures	6,828,000	5,574,594	1,253,406	5,843,000	4,566,470	1,276,530
Surplus/(Deficit)	(1,600,419)	(1,516,945)	(83,474)	(954,427)	(757,538)	(196,889)

PENDING LIST AND ROLLING CALENDAR AS OF OCTOBER 8, 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
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
5	Jun-15	Nov-15	Student Achievement	Revised Annual Report Conflict Resolution Department 2015 – that the Conflict Resolution department provide a report by November, 2015, which: <ul style="list-style-type: none"> - summarizes the types of complaints / inquiries received for the past year. - identifies any patterns which indicate either systemic issues for the Director to action or policy issues which the Board should review - provides a summary of direct feedback via surveys completed by individuals who have contacted the department regarding the effectiveness, fairness and privacy of the conflict resolution department. - That the above be provided as part of the annual report presented by the Conflict Resolution Department to Student Achievement going forward. 	
7	Sep-15		Student Achievement	Staff to develop programming for roll-out to both elementary and secondary students for a study of, and reflection on, Pope Francis's Encyclical letter Laudato Si on the "Care for our Common Home" which responds to both needs	