

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

**REGULAR MEETING
Public Session
AGENDA**

DECEMBER 3, 2015

Ann Andrachuk
Trustee Ward 1

Patrizia Bottoni
Trustee Ward 4

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Jo-Ann Davis
Trustee Ward 9

Michael Del Grande
Trustee Ward 7

Allison Gacad
Student Trustee

Angela Kennedy
Trustee Ward 11

Joseph Martino
Trustee Ward 1

Sal Piccininni
Trustee Ward 3

Barbara Poplawski
Trustee Ward 10

Garry Tanuan
Trustee Ward 8

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

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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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, December 3, 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 November 4, 2015 for Public Session	1 - 7
6. Delegations	
6.a Jacob Brożyna, Student Council President from St Michael Choir regarding the lunch period at St. Michael's Choir School	8
6.b Pina Povolo, CSAC Co-Chair of St Michael Choir, regarding the lunch period at St. Michael's Choir School	9
7. Presentations	
8. Committee Member/Trustee Matters (submitted 72 hours notice)	
9. Reports Requiring Action	
9.a French Immersion School Options for the North-West Quadrant	10 - 17

- 10. **Reports/Minutes of Special/Ad Hoc Committees**
- 11. **Reports For Information**
 - 11.a TCDSB Board Learning and Improvement Plan – Annual Report 18 - 23
 - 11.b Education Quality & Accountability Office (EQAO) Assessments of Reading, Writing & Mathematics: primary & Junior Divisions 24 - 37
- 12. **Communications**
- 13. **Inquiries and Miscellaneous**
- 14. **Pending List** 38 - 43
- 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, NOVEMBER 4, 2015

PUBLIC SESSION

PRESENT:

Trustees: A. Kennedy, Chair
G. Tanuan, Vice Chair
A. Andrachuk
N. Crawford
F. D'Amico
M. Del Grande
B. Poplawski – by teleconference
M. Rizzo – by teleconference
A. Gacad, Student Trustee

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

G. Mak, Officer, Corporate Services
M. Rocca, Officer, Executive Office

Apologies were received from Trustees Davis, Bottoni, Piccininni, Martino and Student Trustee Dubrovskaya who were unable to attend the meeting.

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

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

In favour

Opposed

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

The agenda, was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that the Minutes of the Regular Meeting held October 8, 2015 for Public Session be approved.

On the vote being taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

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

- 9a) Administrative Support for Trustees** – received and referred to staff for a report to be presented at the next Student Achievement meeting.

On the vote being taken, as follows:

In favour

Opposed

Trustees Kennedy
Poplawski
Tanuan
Andrachuk
Rizzo
D'Amico

Trustees Crawford
Del Grande

The Motion was declared

CARRIED

Staff were directed to include in the report coming back, to the next meeting an additional option for an on-call support person, with the criteria that the individual have the expertise to go out in the field to support Trustees.

MOVED by Trustee Poplawski, seconded by Trustee Andrachuk, that item 11a) be adopted as follows:

- 11a) Supplemental Conflict Resolution Department Report** – received.

On the vote being taken, as follows:

In favour**Opposed**

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

The Motion was declared

CARRIED

Trustee Rizzo left the meeting.

MOVED by Trustee Del Grande, seconded by Trustee D'Amico, that item 11b) be adopted as follows:

- 11b) Education Quality And Accountability Office (EQAO) Grade 9 Assessment Of Mathematics Results** – received and that staff formulate a target for the applied mathematics score at 80% in our school system by the end of our Trustee term.

On the vote being taken, as follows:

In favour**Opposed**

Trustees Kennedy
 Poplawski
 Tanuan
 Del Grande
 Andrachuk
 Rizzo
 D'Amico

Trustee Crawford

The Motion was declared

CARRIED

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

On the vote being taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

The Chair declared a 10 minute recess.

The meeting continued in PUBLIC SESSION with Trustee Kennedy in the Chair.

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that item 11c) be adopted as follows:

11c) Requests for Religious Accommodations 2015 – received.

On the vote being taken, as follows:

In favour

Opposed

Trustees Crawford
Kennedy
Poplawski
Tanuan
Del Grande
Andrachuk
D'Amico

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded Trustee Del Grande, that the meeting be extended until the agenda is complete.

On the vote being taken, as follows:

In favour

Opposed

Trustees Crawford
Kennedy
Poplawski
Tanuan
Del Grande
Andrachuk
D'Amico

The Motion was declared

CARRIED

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

11d) TCDSB K-12 Professional Development Plan 2015-2016 – received.

On the vote being taken, as follows:

In favour

Opposed

Trustees Crawford
Kennedy
Poplawski
Tanuan

Del Grande
Andrachuk
D'Amico

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Crawford, 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	Jacob Brożyna
Committee	Student Achievement and Well-Being Catholic Education Human Resources
Date of Presentation	12/3/2015
Topic of Presentation	The lunch period at St. Michael's Choir School
Topic or Issue	The change to the length of the lunch period at St. Michael's Choir School
Details	The lunch hour for High School students at St. Michael's Choir School was reduced from 60 minutes to 40 minutes, which poses a great threat to student well-being. The entire St. Michael's Choir school community stands in solidarity that the lunch period should be returned to 60 minutes.
Action Requested	We request that the lunch hour at St. Michael's Choir School return to its original 60 minutes.

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	Yes St Michael Choir President
I am here as a spokesperson for another group or organization	

Submittal Date	11/20/2015
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Delegation No. _____

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

Name	Pina Povolo
Committee	Student Achievement and Well-Being Catholic Education Human Resources
Date of Presentation	12/3/2015
Topic of Presentation	The lunch period at St. Michael's Choir School (High School)
Topic or Issue	To change the length of the lunch period back to the original 60 minutes from the current 40 minutes.
Details	The lunch hour for High School students at St. Michael's Choir School was reduced from 60 minutes to 40 minutes in the fall of 2015. This has a great negative impact on our students for a number of reasons, primarily their well-being.
Action Requested	To reinstate the original 60 minute lunch period.

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)	Yes St Michael Choir Co-Chair
I am an official representative of student government	
I am here as a spokesperson for another group or organization	

Submittal Date	11/23/2015
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REPORT TO

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

FRENCH IMMERSION SCHOOL OPTIONS FOR THE NORTH-WEST QUADRANT

*“And they were filled with the Holy Spirit and began speaking in different tongues,
as the spirit enabled them to proclaim.”*
(acts 2:4)

Created, Draft	First Tabling	Review
November 30, 2015	December 3, 2015	Click here to enter a date.
Dan Koenig, Superintendent of Learning, Curriculum & Accountability John Volek, Senior Coordinator, Planning and Accountability Gina Iuliano Marrello, Superintendent of Learning, Area 3		
RECOMMENDATION 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 recommendation for a school location for the French Immersion program in the north-west quadrant part of the city that will accommodate the French Immersion needs of the St. Conrad Community. After reviewing schools based on the French Immersion criteria, St. Robert is being recommended for the introduction of a French Immersion program in the north-west quadrant. Further consultation with school community will need to take place once this location option is approved by board.

B. PURPOSE

This report responds to a motion moved at the Regular Meeting of the Board held on October 22, 2015. The purpose of the report is to recommend a school location for the French Immersion program in the north-west Quadrant of the city that will accommodate the French Immersion needs of the St. Conrad Community.

C. BACKGROUND

1. On June 5, 2012, a report was presented to Board regarding French Immersion programs in TCDSB schools. The report concluded that there was a need to consider an expansion of the program or in some instances, relocation.
2. On November 1, 2012, at the Student Achievement and Well-Being, Catholic Education and Human Resources Committee meeting, an action plan was outlined to help inform the potential expansion of French Immersion programs in the TCDSB, focusing on dual-track French Immersion programs.
3. On December 4, 2012 a report was presented to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee. The report recommended the expansion of FI programming to alleviate crowding in schools with FI programs, and to provide French language programming in parts of the city currently under-represented

4. On December 4, 2012 at the Student Achievement and Well-Being, Catholic Education and Human Resources Committee meeting, trustees requested information regarding the benefits of single-track FI programming models.
5. On February 7, 2013 at the Student Achievement and Well-Being, Catholic Education and Human Resources Committee meeting, trustees requested options for expansion of FI sites that include: an examination of the current location of FI program sites in the TCDSB and TDSB; school sites in Ward 11 and central Toronto; a review of ARC results; the possibility of offering the FI program before considering a school closure; a review of the distribution of the FI sites across the city.
6. On December 3, 2013, at the Student Achievement and Well-Being, Catholic Education and Human Resources Committee meeting, recommendations were made for oversubscribed French Immersion Program schools. Staff was directed to investigate possible solutions for the oversubscribed French Immersion Program at St. Cyril Catholic School.
7. A trustee motion arising out of the Corporate Affairs, Strategic Planning and Property Committee of January 23, 2014 was referred to staff to investigate the feasibility of a French Immersion program at St. Conrad Catholic School.
8. On March 6, 2014, at the Student Achievement and Well-Being Committee Meeting, a five year plan was recommended by staff which listed St. Conrad as a French Immersion site commencing in the 2016-17 school year.
9. On December 2, 2014, at the Student Achievement and Well-Being Committee Meeting, a motion was passed to select St. Conrad as the location for a French Immersion program during the 2016-2017 school year and that students in Junior and Senior Kindergarten in 2015 be included in the French Immersion program.
10. A Consideration of Motion out of the Regular Board meeting on October 22, 2015 rescinded the previous motion of March 6, 2014 regarding the selection of St. Conrad as the site for a French Immersion program. Arising from an amendment to this Motion, staff was directed to research other

options for the French Immersion program in the north-west quadrant of the city that will accommodate the French Immersion needs of the St. Conrad Community.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Currently there are no French Immersion programs in the north-west quadrant of the city. An Extended French Program exists at the following schools in this area: D’Arcy McGee, All Saints, and St. Benedict.
2. There are 7 TDSB Early Immersion programs and 4 Extended French Programs in the north-west quadrant of the city.
3. There continues to be an increasing demand for French Immersion programs across the city, as described in recent news articles.
4. Parents in the St. Conrad community have requested that staff consider an alternate location for a French Immersion program in close proximity to St. Conrad CS.
5. The closest TCDSB French Immersion program resides at St. Cyril (Ward 5). St. Cyril is currently oversubscribed with a utilization rate of 12.9%. There are 189 students living in the north-west quadrant who are registered at St. Cyril, with only 9 of these students living west of highway 400.
6. Schools in the north-west quadrant, near the St. Conrad community were considered based on the French Immersion selection criteria outlined below:

The establishment of a French Immersion program is governed by Toronto Catholic District School Board Policy S.P. 10. In addition, selection criteria (*Appendix B*) are applied when potential French Immersion start-up sites are being considered. These include [but are not limited to] the following considerations:

- Utilization rate: less than 75% (current and projected)
- Capacity: should be around 400-500 for a Dual-track FI program school

- Current school population
- Size of school building and property
- Enrolment to ensure a self-sustaining dual-track program: minimum of 400 students
- Boundary review completed/in progress
- Enrolment and utilization rate of neighbouring English program schools
- Available classrooms: Minimum of 5 classrooms for a fully established FI program (e.g., JK/SK, Gr. 1 / 2; Gr. 3/4; Gr. 5/6; Gr. 7 / 8)
- Parent demand following consultation (e.g., survey results)
- Space for further expansion due to parent demand
- Existing specialized programs
- Existing lease agreements
- Proximity of other TCDSB English program schools
- Proximity to FI and Extended French program schools in other Boards
- Proximity to Secondary school offering a FI program
- Childcare; before and after school program
- Sufficient Board budget funds have been allocated to support the implementation of the FI program.

7. The school that is being recommended in this report for a French Immersion Program is St. Robert for the following reasons:

- St. Robert, a school in the north-west quadrant of the city, is 7.2 km from St. Conrad (7 minute drive)
St. Robert is in close proximity (9.7 km from St. Cyril – 19 Minutes) to St. Cyril, which is currently oversubscribed. An additional French Immersion program in this area could relieve some of the enrolment pressures at St. Cyril.(Appendix A)
- 7.2% of population in this area have knowledge of English and French, which is the highest among schools in the north-west quadrant.
- There are no schools in the north-west quadrant that are below the 75% utilization rate criteria for French Immersion.

- Currently, St. Robert has 585 students registered, representing a utilization rate of 116%. St. Robert does have a downward enrolment trend.
- Past trends indicate that most students registered in French Immersion programs live in areas clustered around the school. A French Immersion program at St. Robert would be able to draw from the incoming FDK students.
- St. Robert has an expansive property which can accommodate additional portables or potentially an addition should the introduction of the program require additional classrooms.

E. VISION

VISION	PRINCIPLES	GOALS
To create equitable learning environments for all students we will be providing equal access to learning and technology and strive to close the opportunity gap so that the most vulnerable students achieve their full potential.	All students in TCDSB schools across the city will have equitable access to all programs.	To introduce a French Immersion Program in the north-west quadrant of the city where none currently exists.

F. METRICS AND ACCOUNTABILITY

1. Consultation with the school community to assess interest in a French Immersion program at St. Robert CS.
2. Staff will bring a report to Board in the spring outlining the results of the consultation with the St. Robert Community and recommend whether to initiate a French Immersion Program. Board to have a final vote based on the consultation findings.

G. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

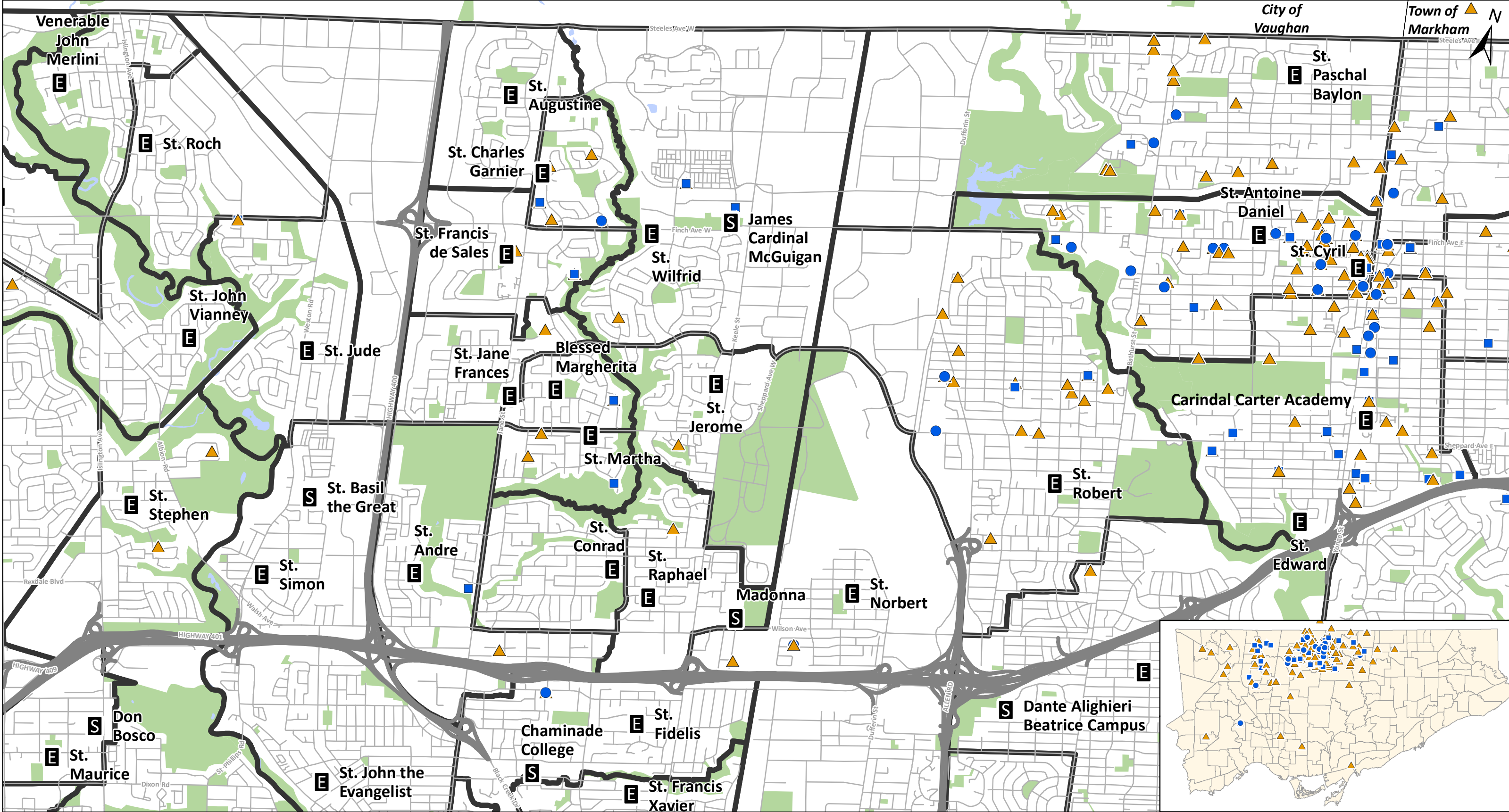
1. Carry out consultation with the St. Robert CS community.

2. Bring final recommendation, with analysis, back to board for consideration and a final vote.

H. STAFF RECOMMENDATION

1. That the Board approve the preliminary identification of St. Robert CS as the location for the French Immersion program.
2. That staff begin the consultation process with the St. Robert CS Community and return with a report to Board in the spring, outlining the findings of the consultation. Board will then have a final vote on whether to move forward with the introduction of a French Immersion Program at St. Robert.

APPENDIX A - St. Cyril Student Distribution



Note(s):

1) Enrolment data extracted from Trillium, May 14, 2015. Data has not been approved by OnSis and may differ slightly from official counts produced in 2015.

2) OTG, utilization and portable data is current as of November 27, 2015 and is subject to change.

3) 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.



REPORT TO

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

TCDSB BOARD LEARNING AND IMPROVEMENT PLAN – ANNUAL REPORT

*"Let the wise hear and increase in learning, and the one who understands obtain guidance."
Proverbs 1:5*

Created, Draft	First Tabling	Review
November 6, 2015	December 3, 2015	Click here to enter a date.
Marina Vanayan, Senior Coordinator, Educational Research Nick D'Avella, Superintendent of Learning, Student Achievement and Well Being Dan Koenig, 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

The Toronto Catholic District School Board Learning and Improvement Plan K-12 is a commitment to improve success for each student in our care. This annual report on the Board Learning and Improvement Plan reports on our progress to date and highlights plans for improvement for 2015-2016.

B. PURPOSE

Annual report on the Board Learning and Improvement Plan.

C. BACKGROUND

1. The Toronto Catholic District School Board's Mission is to educate "students to grow in grace and knowledge and to lead lives of faith, hope and charity." Our mission is grounded in Catholic Social teaching and works in partnership with the Provincial goals:
 - Achieving Excellence
 - Ensuring Equity
 - Promoting Well-Being
 - Enhancing Public Confidence
2. At the Toronto Catholic District School Board, *fostering student achievement and well-being* is one of six strategic directions that define our Multi-Year Strategic Plan. As stated in our plan, it is our priority to *support our students in meeting the Ontario Catholic School Graduate Expectations, to support our students ability to apply critical and innovative thinking in all subjects, to create equitable learning environments* and to achieve the following goals:
 - Students will exceed the provincial average in literacy and numeracy as measured in Education Quality and Accountability Office (EQAO) assessments.
 - Students will exceed the provincial average in credit accumulation and graduation rate.
 - Students, staff and parents will share a common understanding of the learning goals and related success criteria.
3. The Toronto Catholic District School Board Learning and Improvement Plan K-12 spans the 4 years, 2014-2018. It is a commitment to improve the success of each student entrusted to our care. The plan has 8 areas of focus,

two are foundational to our Catholic school communities: *Nurturing Our Catholic Community* and *Staff Engagement*, and the remaining six are derived from the Ministry of Education's School Effectiveness Framework.

- *Assessment for, as and of Learning*
- *School and Classroom Leadership*
- *Student Engagement*
- *Curriculum, Teaching and Learning*
- *Pathways, Planning and Programming*
- *Home, School and Community Partnerships*

Together, when put into action, effective strategies in these 8 areas can serve to create optimal learning conditions for all our students to experience success.

4. There are a number of foundational documents that have informed our Board Learning Improvement Plan K-12.

- Catholic Social Teachings
- The Ontario Catholic School Graduate Expectations
- TCDSB Documents:
 - Multi-Year Strategic Plan
 - Annual Report of the Director of Education
 - Three Year Pastoral Plan
- The Catholic Leadership Framework
- Ontario Ministry of Education Documents:
 - School Effectiveness Framework
 - Achieving Excellence: A Renewed Vision for Education in Ontario
 - Growing Success: Assessment, Evaluation and Reporting in Ontario Schools
 - Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12
 - Open Minds, Healthy Minds

The Board Learning Improvement Plan K-12 details targeted evidence-based strategies, professional learning opportunities and resources, indicators of success (measures), aligned to inform our goals and the achievement of excellence. The complete Board Learning Improvement Plan may be accessed on the TCDSB website. (<https://www.tcdsb.org/Board/BoardLearningImprovementPlan/Pages/default.aspx>)

D. EVIDENCE/RESEARCH/ANALYSIS

Graduation rate, credit accumulation and literacy scores indicate much growth and success; mathematics scores remain an area of need, particularly in Grade 6 and Grade 9 Applied.

Graduation Rate:

The Province published graduation rates for each Board for the first time, in the spring of 2015. The 5-year graduation rate for TCDSB is 86%. The graduation rate for Ontario is 84%.

Credit Accumulation:

The TCDSB focus on improving student achievement is evident in consistent growth over the last 5 years in Grade 9 and Grade 10 Credit Accumulation.

Grade 9 (8 or more credits) – in the last five years, the percentage of students completing 8 or more credits by the end of Grade 9 increased from 79% to 85%.

Grade 10 (16 or more credits) – in the last five years, the percentage of students completing 16 or more credits by the end of Grade 10 increased from 69% to 78%.

EQAO:

Grade 3 and Grade 6

All literacy scores exceed or approach the provincial goal of 75%.

Scores in mathematics remain low at 64% for Grade 3 and 52% for Grade 6. Mathematics will continue to be a focus for all professional learning and school improvement initiatives.

OSSLT and Grade 9

Scores in literacy and Grade 9 Academic mathematics remain consistently high (83% and 82% respectively).

Scores in Grade 9 Applied mathematics remain low at 44%. Mathematics will continue to be a focus for all professional learning and school improvement initiatives.

E. METRICS AND ACCOUNTABILITY

The TCDSB has a solid foundation from which to reflect on the past year and upon which to build for the next cycle of our Board Learning Improvement Plan and refine it on an annual basis.

For the 2015-2016 school year, the following actions are planned in support of continued improvement:

- a) During the fall of 2015, staff brought three reports to the Board's Student Achievement and Well Being Committee, each focused on the newly released EQAO results and each highlighting actions to address the achievement of excellence for all our students. Additionally, in November 2015, *The TCDSB K-12 Professional Development Plan* was presented. The Board Learning Improvement Plan will be updated to reflect the actions and strategies included in all of these reports.
- b) The Director and Academic Senior Team prepare and present monitoring reports to the Student Achievement Division Ministry team in the fall and spring. The fall Ministry visit takes place on November 25, 2015. The Ministry team has highlighted many positive aspects of our plan and identified areas that require further refinement. The feedback from the Ministry will be incorporated in the next version of our Board Learning Improvement Plan. For example, further refinement is needed in addressing requirements that flow from *Ontario's Comprehensive Mental Health and Addictions Strategy (Open Minds, Healthy Minds)*.
- c) Refinements to the Board Learning Improvement Plan in the areas of targeted evidence-based strategies, professional learning opportunities, resources and indicators of success (measures) will be communicated by Superintendents to each School Improvement Team to inform school visits which take place twice per year and to support their ongoing work. The updated Board Learning Improvement Plan will be posted on the TCDSB website in the spring of 2016.
- d) In the spring of 2016, there will be refinement of our School Learning Improvement Plans to support alignment with changes in our Board Learning Improvement Plan and Multi Year Strategic Plan.

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

EDUCATION QUALITY & ACCOUNTABILITY OFFICE (EQAO) ASSESSMENTS OF READING, WRITING & MATHEMATICS: PRIMARY & JUNIOR DIVISIONS

“An intelligent Heart Acquires knowledge, and the ear of the wise seek knowledge.” Proverbs 18-15

Created, Draft	First Tabling	Review
November 3, 2015	December 3, 2015	Click here to enter a date.
M. Vanayan, Senior Coordinator, Educational Research Dan Koenig, Superintendent of Learning, Student Achievement and Well-Being		
INFORMATION REPORT		

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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 2014-2015 Assessments of Reading, Writing and Mathematics: Primary and Junior Divisions. Since not all schools in Ontario participated in the 2015 assessment, provincial-level results were not published by EQAO this year. All literacy results show substantial improvement over the last five years in primary and junior reading and writing – approaching or exceeding the provincial goal of 75%. Primary and junior math results remains an area for growth and focus.

B. PURPOSE

This report presents TCDSB results of the Education Quality and Accountability Office (EQAO) Assessments of Reading, Writing and Mathematics: Primary and Junior Divisions. These results will be publicly released on November 18, 2015.

C. BACKGROUND

1. The Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6) are administered to all Ontario students at the end of the primary division (Grade 3) and at the end of the junior division (Grade 6).
2. *“The Ministry of Education is committed to reaching its goal of 75% of all students achieving Level 3 or higher on provincial Education Quality and Accountability Office (EQAO) assessments in reading, writing, and mathematics by the age of 12 or Grade 6.”* Memorandum to Directors of Education from Deputy Ministry, George Zegarac, January 21, 2015.
3. All assessments assess cumulative knowledge and skills and are based on the Ontario Curriculum. Achievement is reported according to the province’s four achievement levels. The provincial standard is Level 3, which corresponds to a 70 to 79 per cent.
4. Due to exceptional circumstances (EC) not all schools in Ontario participated in the 2015 assessment, provincial-level results were not published by EQAO this year.

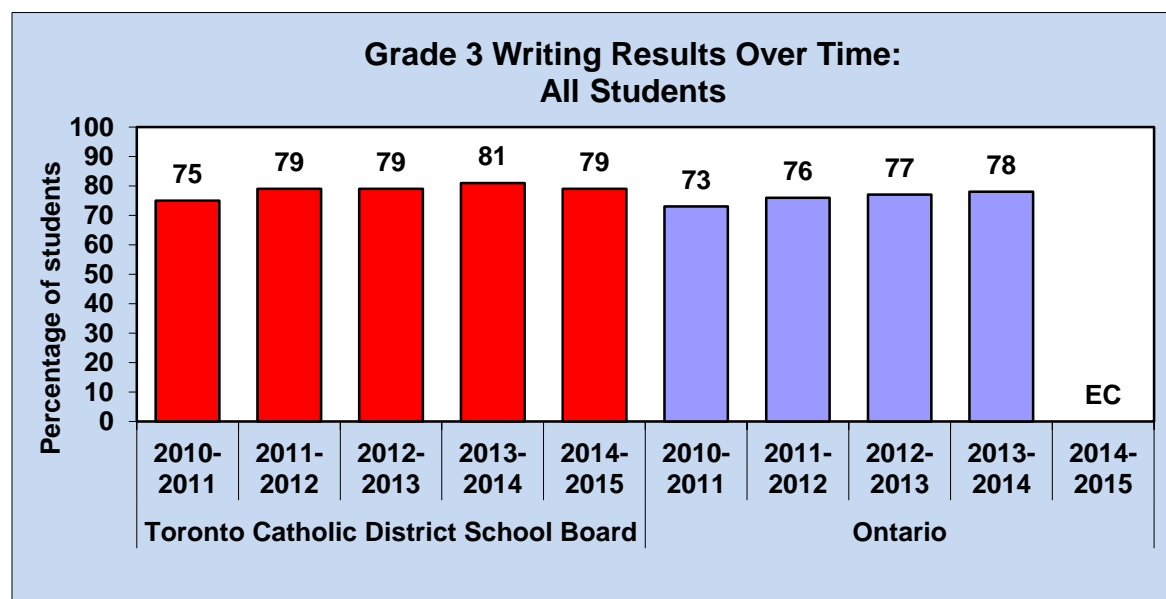
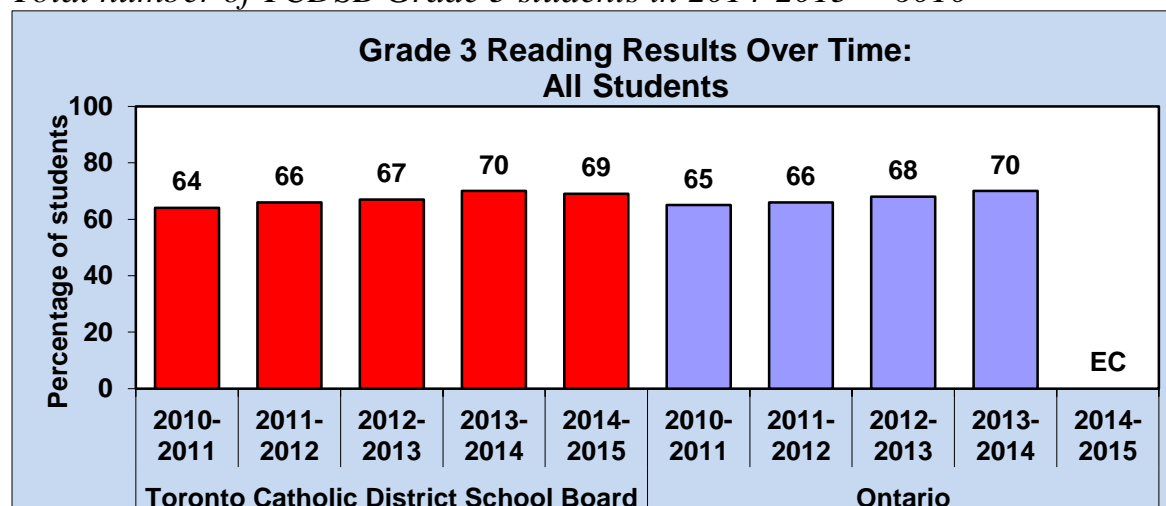
D. EVIDENCE/RESEARCH/ANALYSIS

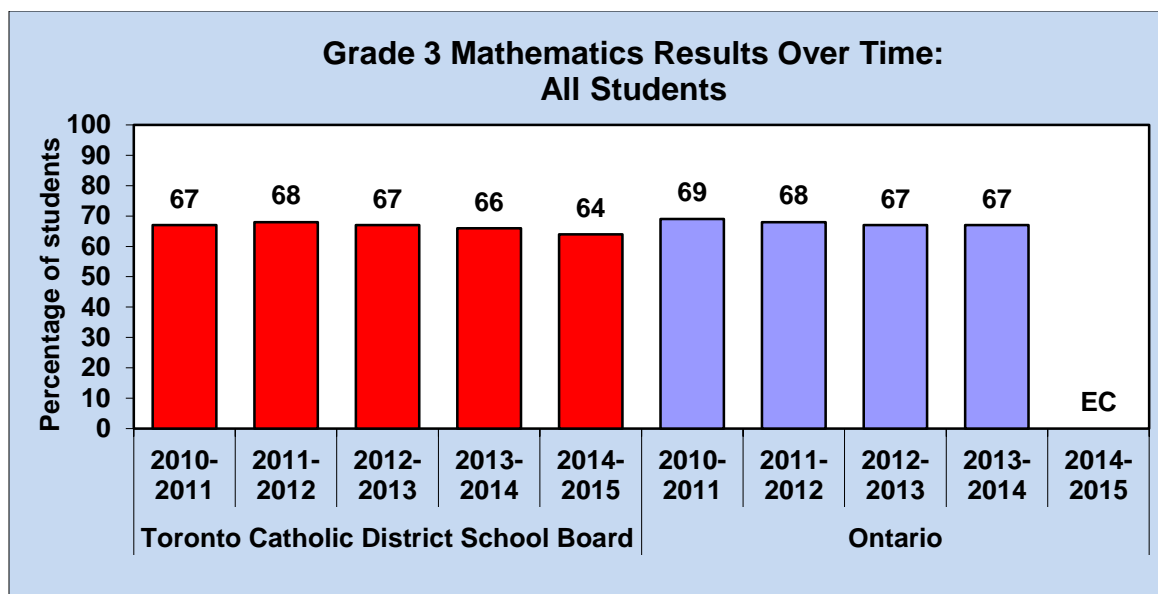
1. PRIMARY DIVISION STUDENT RESULTS OVER TIME FOR TCDSB AND ONTARIO

The following graphs display the percentage of students in the primary and junior divisions at or above the provincial standard (levels 3 and 4) over the past 5 years for both the TCDSB and Ontario.

PRIMARY DIVISION

Total number of TCDSB Grade 3 students in 2014-2015 = 6010



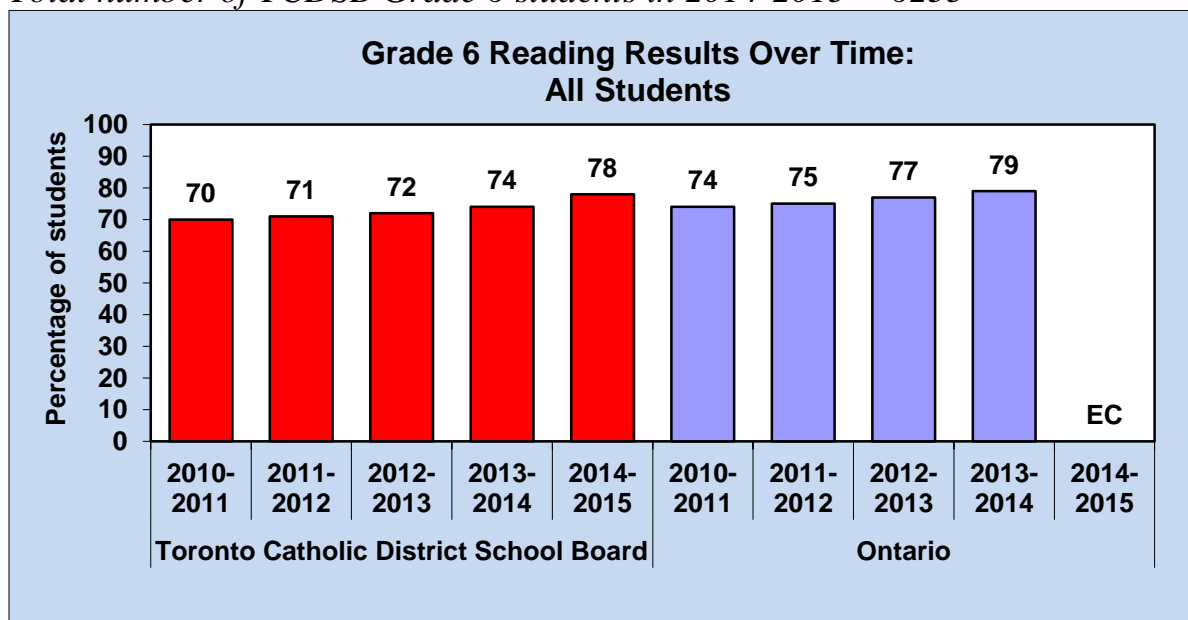


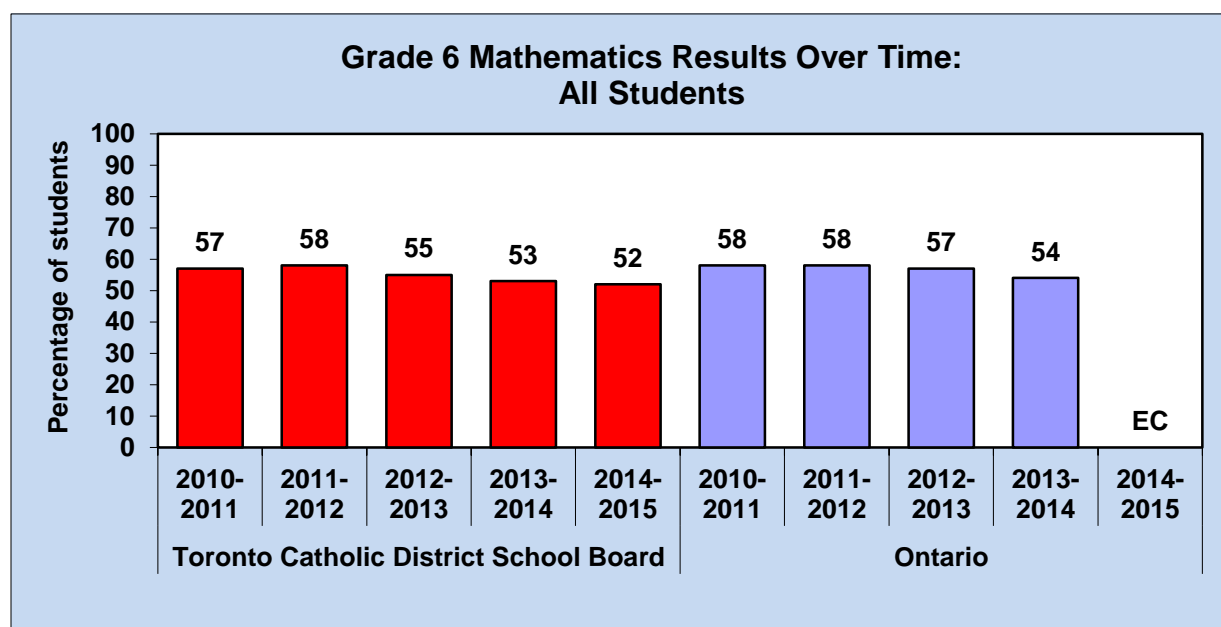
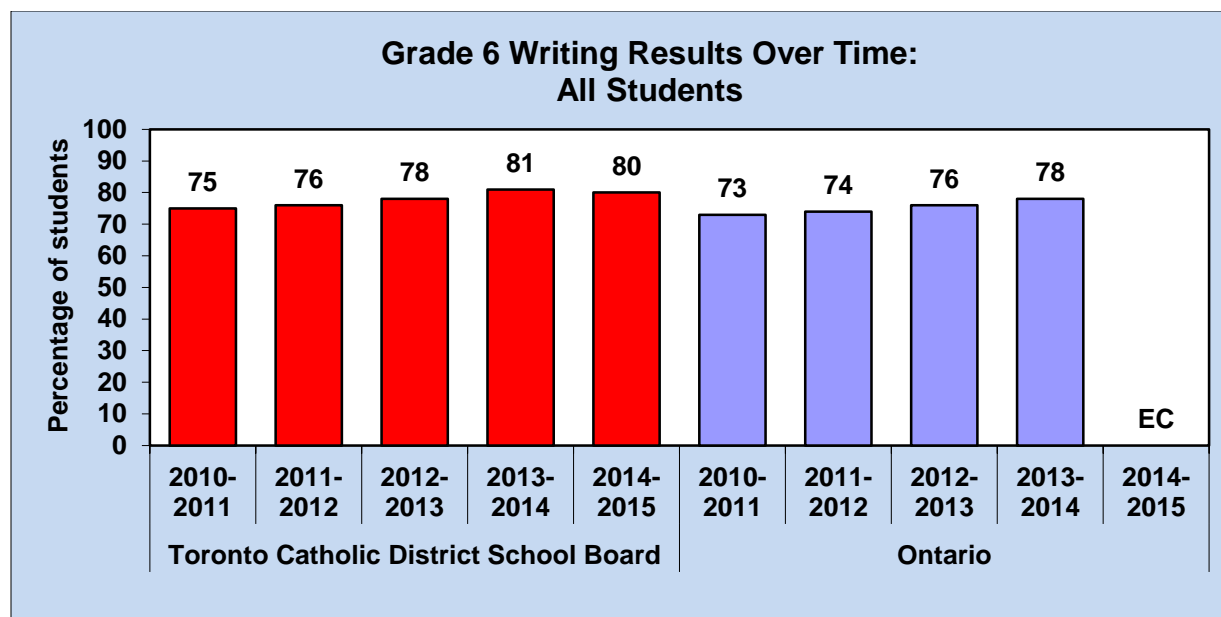
Over the past five years, the percentage of Grade 3 TCDSB students who performed at or above the provincial standard:

- increased from 64% to 69% in reading
- increased from 75% to 79% in writing, and,
- decreased from 67% to 64% in math.

JUNIOR DIVISION

Total number of TCDSB Grade 6 students in 2014-2015 = 6235





Over the past five years, the percentage of Grade 6 TCDSB students who performed at or above the provincial standard:

- increased from 70% to 78% in reading
- increased from 75% to 80% in writing, and,
- decreased from 57% to 52% in math.

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.
2. *“The Ministry of Education is committed to reaching its goal of 75% of all students achieving Level 3 or higher on provincial Education Quality and Accountability Office (EQAO) assessments in reading, writing, and mathematics by the age of 12 or Grade 6.”*
 - TCDSB students have consistently met the provincial goal in Grade 3 Writing and Grade 6 Reading and Writing. Students in Grade 3 Reading are approaching this goal. Mathematics remains an area of concern.
3. The TCDSB plan to address the literacy and numeracy needs of students in 2015-2016 is included in this report (Appendix A). Additional professional learning opportunities within early years, literacy and numeracy were presented to the Student Achievement Committee at the November 4th, 2015 meeting.
4. Results indicate a significant concern in regards to student achievement in the area of mathematics. The action plan below outlines immediate steps that will be taken during the 2015-2016 school year to address these concerns:

A) Mathematics Action Plan

- 1) **A sharing of our new TCDSB mathematics strategic plan that highlights a “Balanced Mathematics Instruction K-8”** (Appendix B). A balanced mathematics program includes the following:
 - a) Basic facts and operational skills
 - b) Purposeful practice
 - c) Teaching through problem solving
 - d) Variety of instructional practices to meet the needs of students
 - e) Intentional use of manipulatives, technology and other appropriate resources

- 2) **Decentralized approach for the delivery of professional learning related to the school's urgent *student learning need*.** Principals as instructional leaders will lead the professional learning sessions related to improvement in the area of student need. Code days will be differentiated based on need and the Area Superintendent visits will focus on the Professional Learning Plan and the evidence of success related to their stated goals. Superintendents will look for evidence of movement amongst marker students and the impact of instructional strategies used to support this movement. The sharing of the strategies and the approaches will be highlighted during Area Principal meetings.
- 3) **Professional learning for Principals in the area of mathematics.** Our resource staff will coordinate professional learning sessions for Principals specifically outlining what Principal instructional leaders will need to know in order to address the learning needs of their students.
- 4) **JUMP Math Pilot Program.** 13 elementary schools will continue to receive resources and professional learning sessions as they implement the JUMP Math program into all grade 1-8 classrooms. Research will be involved providing teacher surveys along with the analysis of data to determine the success of the program in these schools.
- 5) **EQAO Professional Learning Sessions.** EQAO sessions specifically for Principals will be offered with a focus on primary and junior mathematics. The session will involve intensive data analysis based on the EQAO results and targeted resources to address specific strands that need to be addressed.
- 6) **Additional Qualifications Courses.** Continue to support financially the completion of Additional Qualifications for teachers in the area of mathematics.
- 7) **Tutors in the Classroom.** A Ministry funded Tutors in the Classroom will be assigned to schools as an additional classroom support to address the challenges students are experiencing in the area of numeracy.
- 8) **Numeracy and Literacy Coaches.** The use of numeracy and literacy coaches for grades 6, 7 & 8 specifically placed by area Superintendents to support schools with an urgent student learning need in numeracy and literacy.

- 9) **After School Numeracy Program.** Schools that are struggling in the area of primary and junior math will be encouraged to implement the After School Numeracy Program at their school. With 60 programs available the hope is that the majority of these after school programs will be devoted to primary and junior mathematics.
- 10) **Home School Connection.** Parents play an important role in the academic success of their child. Mathematics resource staff will suggest to schools appropriate parent resources in mathematics and also provide electronic mathematic resources that support a home-school connection. These parent math resources (i.e. Math GAINS, Homework Help, EQAO sample questions, Doing Mathematics with Your Child K-6, Prodigy, etc.) will be housed on the board departmental mathematics web page.
- 11) **Additional professional learning opportunities** as highlighted within the Professional Development Plan report K-12. This report was submitted to the Student Achievement Committee at the November 4th, 2015 meeting.

B) Mathematics Action Plan: Accountability

- 1) Analysis of the EQAO results at both the system and school levels will continue with other school-based information to direct planning and support accountability.
- 2) Staff are moving towards a decentralized model of professional learning, with resource support provided on a differentiated basis to schools based on student need and the Board has begun to move toward a balanced mathematics approach. Feedback will be gathered at critical points to learn about the implementation of the Mathematics Action Plan across our Board and to identify ways in which it can be further supported and strengthened.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board and.

Appendix A

a) MATH SUPPORT: KINDERGARTEN TO GRADE 8

Supporting School Professional Learning Plans

- Resource teachers collaborate with principals – gathering and developing resources, analyzing data, developing PD opportunities for their staff.
- Resource teachers attend LSA and principal meetings for consultation.
- LSA and principal meetings are focussing on learning of mathematics, and how to transfer this understanding to staff.

New to Division PD (October)

- One-day sessions for teachers new to a division; 84 Primary/Junior/Intermediate teachers.
- Resource teachers lead sessions that focus on developing an understanding of mathematics program planning and instruction in relation to Ontario Mathematics Curriculum, EQAO assessment practices and board improvement goals such as learning goals, success criteria, and descriptive feedback.

EQAO Analysis PD (December)

- One day sessions for teachers new to EQAO – Grades 3 & 6; 120 teachers.
- Resource teachers lead sessions that focus on analysis of EQAO mathematics questions: analyze questions in all strand, look for trends, and identify characteristics of various levels of open-ended question achievement and ways to incorporate multiple-choice and open-ended questions into the daily math program.

Focused Learning Sessions – Individual and Multiple Schools as requested (Oct-May)

- Based on identified local needs, individual and multiple schools gather together to study math content (e.g., fractions, mental math, probability) or instructional strategies (e.g., learning goals, success criteria, descriptive feedback, 3-part problem solving)
- Professional learning is provided centrally by resource teachers, during the day - release time is provided centrally.

- Sessions may also be provided by resource teachers after school, lunch-and-learn, divisional meetings.

JUMP Math Schools (13 schools across the board)

- Resource teachers support the implementation of JUMP Math with teachers in Jump Math pilot schools.

Support for K and Gr 1 teachers

- Two sessions for combined Kindergarten / Grade 1 teachers; 30 teachers.
- Resource teachers support literacy and numeracy skills, mathematical thinking and mindsets.

Support for K-2 educators

- Series of 6 full-day sessions; 16 teachers and 6 Designated Early Childhood Educators (DECE).
- The focus of these learning sessions is on mathematical concepts and mindsets in primary-aged students.

Support for New Teacher Induction Plan (NTIP)

- 3 sessions for Primary, Junior and Intermediate newly hired teachers to be held in November, February, April.
- Learning sessions will be math study groups addressing curriculum needs in the Primary, Junior and Intermediate grades.

Mathematics Coaches

- 10 Coaches are assigned to the 8 families of schools.
- Coaches are allocated to schools, based on need, identified by local Superintendents. They provide support to grade 6 to 8 teachers to help improve student learning, including: co-planning and co-teaching with teachers, supporting students' mathematically thinking by asking effective questions, observing and recording students' mathematical thinking and sharing this with the classroom teachers, sharing resources on effective math strategies with teachers.

Mathematics Tutors

- 30-35 tutors are hired, in a Ministry of Education/TCDSB joint project. One or two tutors are assigned to elementary schools.

- Schools are selected for participation in this project, based on EQAO Grade 3 and Grade 6 achievement.
- Tutors are Faculty of Education candidates, qualified teachers, or university students and work with primary and junior students in the classroom, during literacy and numeracy blocks.

After School Literacy/Mathematics Program

- 60 elementary schools participate in the program – 30 for literacy, 30 for numeracy. Schools were selected based on low EQAO scores – schools volunteered for participation.
- The project is supported by a grant from the Ministry of Education – classrooms teachers conduct the program, twice per week, for 9 weeks.
- The mathematics program is offered to Grade 3 and Grade 6 students, free of charge. The focus of the program is to develop mental mathematics skills, problem solving, EQAO test taking skills, and mathematics across all strands.

b) LITERACY SUPPORT: KINDERGARTEN TO GRADE 8

Supporting School Professional Learning Plans

- For schools that have identified Literacy as their urgent critical need – schools will be provided with teacher release days to support this learning. The number of days will be differentiated based on need.
- Resource teachers will support instructional leaders in developing professional learning opportunities for teachers including co-planning to meet the needs of students.

New to division

- Sessions in October for teachers new to the primary, junior, or intermediate division; 255 teachers new to division.
- During these sessions, resource teachers support teachers new to their division; curriculum, assessment, programming, planning, learning environment, inquiry.

New to EQAO Grades 3 & 6

- One day sessions for Primary and Junior teachers; 120 teachers – teacher release time is provided.

- Resource teachers support teachers new to EQAO in Grades 3 and 6 in the administration of the assessment, curriculum connections to EQAO, and planning literacy programs for the development of skills and strategies related to EQAO.

Focused Learning Sessions - Individual Schools as requested (Oct-May)

- Based on identified local needs, individual schools staff gather together to study curriculum content or instructional strategies.
- During these sessions, resource teachers provide support after school, lunch-and-learn, divisional meetings.

Literacy Representatives

- Three meetings per year are held to support literacy leads in all elementary schools.
- During these meetings, resource teachers provide information, share strategies, review new materials including interactive and hands-on presentations and an open forum for schools to present needs.

Grade 7-9 Learning Series

- Three separate series – three days each for teachers in Grades 7-9 to help students develop literacy skills through student voice, student inquiry, learning skills, collaborative and cooperative learning, and 21C skills and competencies.
- All sessions are curriculum based, focussed on student inquiry and serve to bridge the gap between elementary and secondary schools.



Balanced Mathematics Instruction, K-8

Learning mathematics results in more than a mastery of basic skills. It equips students with a concise and powerful means of communication. Mathematical structures, operations, processes, and language provide students with a framework and tools for reasoning, justifying conclusions, and expressing ideas clearly. Through mathematical activities that are practical and relevant to their lives, students develop mathematical understanding, problem-solving skills, and related technological skills that they can apply in their daily lives and, eventually, in the workplace. (The Ontario Curriculum, Grade 1-8: Mathematics, p. 3)

Building Basic Facts and Operational Skills	Purposeful Practice	Teaching Through Problem Solving	Variety of Instructional Practices	Intentional Use of Resources
<p>Basic facts and operational skills are important to help students become more efficient when reasoning and proving in problem solving.</p> <p>Teachers extend instant recall and math drills to involve understanding of why an operation works and how it relates to key concepts.</p> <p>Mental math activities are infused into daily instruction.</p> <p>Emphasis is placed on helping students to understand relationships and patterns within basic facts.</p> <p><i>“Research indicates that students’ computational sense is improved by exposure to a range of computational strategies through guided instruction by the teacher and shared learning opportunities with other students.” (A Guide to Effective Instruction in Mathematics, K-6, Vol. 5, p.14)</i></p>	<p>Students are given multiple opportunities to practice concepts and skills they are learning.</p> <p><i>It is important that students have opportunities to learn in a variety of ways-individually, cooperatively, independently, with teacher direction, through hands-on experience, through examples followed by practice. (The Ontario Curriculum, Grade 1-8: Mathematics, p. 24)</i></p> <p>Practice occurs both in class and at home and uses co-constructed success criteria to connect to in-class instruction.</p> <p>Practice is differentiated based on students’ needs.</p> <p>Practice may include basic facts, mental math, problem solving, games and activities.</p> <p><i>“Using problems to introduce, practice, and consolidate basic facts is one of the most effective strategies for helping students link the mathematical concepts to the abstract procedures.” (A Guide to Effective Instruction in Mathematics, K-6, Vol. 5, p.7)</i></p>	<p>Teaching through problem solving is different than teaching students how to solve a problem. It is teaching key mathematical concepts by having students investigate carefully selected, multiple entry point problems that can be solved in a variety of ways.</p> <p>In consolidation, teachers highlight concepts and strategies to build mathematical understanding. They co-construct learning goals and success criteria that students use to practice.</p> <p>The 3-part Problem solving lesson structure helps teachers teach through problem solving.</p> <ol style="list-style-type: none">1. Before: Activate students’ mathematical knowledge and experience.2. During: Students work on the lesson problem using self-selected strategies.3. a) After (Consolidation) – selection of solutions are used for class discussion and co-construction of success criteria. b) After (Practice) – similar to lesson problem, worked on independently.	<p>Teachers use their informed professional judgment to design mathematics instruction that addresses the needs of their students and supports them in achieving the <i>Ontario Math Curriculum Expectations</i>.</p> <p><i>“When developing their mathematics program and units of study from this document, teachers are expected to weave together related expectations from different strands, as well as the relevant mathematical process expectations, in order to create an overall program that integrates and balances concept development, skill acquisition, the use of processes, and applications.” (The Ontario Curriculum, Grade 1-8: Mathematics, p. 7)</i></p> <p>Teachers:</p> <ul style="list-style-type: none">- use flexible and divergent ability groupings to differentiate instruction.- create a culture of positive norms in the classroom.- ask effective questions to develop critical thinking skills.- provide ongoing, descriptive feedback that is clear, specific, meaningful and timely to support learning and achievement.- offer assessment opportunities that monitor students’ progress and needs.	<p><i>“Teachers use practices and procedures that are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students.” (Growing Success, 2010, p. 6)</i></p> <p>Teachers begin with the curriculum in mind before selecting resources to help address specific and overall expectations.</p> <p>Teachers use a variety of resources to provide rich and meaningful learning opportunities.</p> <p>Resources may include professional readings, textbooks, manipulatives, technology and media that help teachers to plan and deliver a balanced and effective mathematics program.</p> <p>Teachers intentionally select resources and tools that are responsive to students’ learning needs and interests.</p>

PENDING LIST AND ROLLING CALENDAR AS OF DECEMBER 2015

#	Date Requested	Due Date	Committee/Board	Subject	Delegated To
1	Feb-15	Feb-16	Student Achievement	Staff investigate the chaplaincy model at the elementary panel within the existing allocation given the financial realities.	Associate Director, Academic Affairs
2	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

3	15-Sep	Mar-16	Student Achievement	Report regarding the feasibility of relocating the French Immersion program and the gifted program from Senator O'Connor to St. Patrick and from St. John Paul II to Blessed Mother Theresa	
4	Sep-15	Feb-16	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	
5	Oct-15	Oct-16	Student Achievement	Report on pilot Jump Math program inclusive of EQAO results for 2015-2016 (Grade 3 - 6)	Associate Director, Academic Affairs
6	Nov-15	Feb-16	Student Achievement	Report by next meeting for the additional option for an on-call support person, with the criteria that the individual have the expertise to go out in the field to support Trustees.	Business Services

ANNUAL REPORTS

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Affairs
2	January (A)	Corporate Affairs	Monthly Financial Report	Associate Director Business Services
3	February (A)	Student Achievement	External Research Report	Associate Director Academic Affairs
4	February (A)	Student Achievement	Accountability Framework for Special Education	Associate Director Academic Affairs
5	February (A)	Corporate Affairs	Planning Enrolment Projection	Associate Director of Planning and Facilities
6	February (A)	Corporate Affairs	Legal Fees Report	Associate Director Business Services
7	February (A)	Corporate Affairs	Statement Reserves Accumulated Surplus	Associate Director Business Services
8	February (A)	Corporate Affairs	Monthly Financial Report	Associate Director Business Services
9	February (A)	Regular Board	Policy Budget Timeline and Public Consultation Survey	Associate Director Business Services
10	February (A)	Regular Board	Metrics for MYSP 6 Strategic Directions	Director of Education
11	March (A)	Corporate Affairs	Monthly Financial Report	Associate Director Business Services
12	March (A)	Student Achievement	Staffing Status Report for Next School Year	Associate Director Academic Affairs
13	April (A)	Student Achievement	Conflict Resolution Department Report	Associate Director Academic Affairs
14	April (A)	Corporate Affairs	Monthly Financial Report	Associate Director Business Services
15	April (A)	Regular Board	Non-Resident VISA Student Fees for September 2013	Associate Director Academic Affairs
16	April (A)	Regular Board	Education Development Charges Policy Review	Associate Director of Planning and Facilities
17	May (A)	Student Achievement	Report regarding Updates on items referred to in Ministry of Education Operational Review	Associate Director Academic Affairs
18	May (A)	Student Achievement	Staffing Status Report for Next School Year	Associate Director Business Services
19	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Affairs
20	May (A)	Corporate Affairs	Monthly Financial Report	Associate Director Academic Affairs
21	June (A)	Student Achievement	21 st Century Learning Update	Associate Director Business Services
22	October (A)	Student Achievement	Student Trustees: Voices that Challenge	Associate Director Academic Affairs
23	June (A)	Regular Board	Budget Estimates	Associate Director Academic Affairs
24	September (A)	Student Achievement	Portuguese Speaking	Associate Director Academic Affairs
25	September (A)	Student Achievement	Full Day Kindergarten Enrolment Report	Associate Director Academic Affairs
26	September (A)	Corporate Affairs	Enrolment for September Report	Associate Director Academic Affairs

27	September (A)	Corporate Affairs	Trustee Honorarium Report	Associate Director Academic Affairs
28	September (A)	Corporate Affairs	Monthly Financial Report	Associate Director Business Services
29	September (A)	Regular Board	Angel Foundation for Learning Year In Report	Associate Director Business Services
30	September (A)	Student Achievement	Community Engagement	Director of Education
31	September (A)	Student Achievement	Portuguese Speaking	Associate Director Academic Affairs
32	September (A)	Student Achievement	Elementary and Secondary School Enrolment Report	Associate Director Academic Affairs
33	October (A)	Student Achievement	Annual Safe Schools Report	Associate Director Academic Affairs
34	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
35	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
36	October (A)	Special Board	Director's Performance Appraisal (over 3 consecutive Special Board Meetings)	Director of Education
37	October (A)	Corporate Affairs	Trustee Honorarium Report	Associate Director Business Services
38	November (A)	Student Achievement	Board Learning Improvement Plan (BLIP)	Associate Director Academic Affairs
39	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Affairs
40	November (A)	Student Achievement	Religious Accommodation Report	Associate Director Academic Affairs
41	November (A)	Corporate Affairs	Monthly Financial Report	Associate Director Business Services
42	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
43	November (A)	Regular Board	Audited Financial Statements	Associate Director Business Services
44	November (A)	Student Achievement	Board Learning Improvement Plan	Associate Director Academic Affairs

45	December (A)	Corporate Affairs	Revised Budget Estimate for Consideration	Associate Director Business Services
46	December (A)	Regular Board	Director's Annual Report	Director of Education