

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

**REGULAR MEETING
Public Session
AGENDA**

October 6, 2016

Jo-Ann Davis, Chair
Trustee Ward 9

Nancy Crawford, Vice-Chair
Trustee Ward 12

Ann Andrachuk
Trustee Ward 2

Patrizia Bottoni
Trustee Ward 4

Frank D'Amico
Trustee Ward 6

Michael Del Grande
Trustee Ward 7

Rhea Carlisle
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 416-222-8282 Extension 2293
Asst. Recording Secretary: Sophia Harris 416-222-8282 Ext. 2298

Angela Gauthier
Director of Education

Angela Kennedy
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

*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*

OUR VISION

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



AGENDA

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

PUBLIC SESSION

Jo-Ann Davis, Chair

Nancy Crawford, Vice-Chair

Thursday, October 6, 2016

7:00 P.M.

	Pages
1. Call to Order	
2. Opening Prayer (Chair or designate)	
3. Singing of O Canada A Capella	
4. Roll Call & Apologies	
5. Approval of the Agenda	
6. Report from Private Session	
7. Declarations of Interest	
8. Approval & Signing of the Minutes of the Meeting held September 8, 2016 for Public Session	1 - 15
9. Delegations	
9.a Susan Carbone, regarding Learning from the Best project.	16
10. Presentations	
10.a Tim LeeLoy, representing the Archdiocese of Toronto, regarding the ShareLife Campaign and OCSGE Curriculum	

10.b CODE Primary Summer School Pilot Program.

11. Notices of Motion

12. Consent and Review

13. Unfinished Business

14. Matters referred or deferred

From the Regular Board of September 22, 2016

14.a Election of Committee Members for the Ad Hoc Executive Search Committee

15. Staff Reports

15.a Student Trustees - Voices that Challenge 17 - 23

15.b Report on 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 fin all wards. 24 - 34

15.c Grade 9 Assessment of Mathematics (second semester and full year students) and OSSLT Assessment (EQAO) 35 - 41

15.d Update Report on the Pilot Project for Jump Mathematics 42 - 46

16. Listing of Communications

17. Inquiries and Miscellaneous

18. Updating of Pending List 47 - 49

19. Closing Prayer

20. Adjournment

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

HELD THURSDAY, SEPTEMBER 8, 2016

PUBLIC SESSION

PRESENT:

Trustees: J.A. Davis, Chair
N. Crawford, Vice Chair
A. Andrachuk – by teleconference
P. Bottoni
F. D’Amico
M. Del Grande
A. Kennedy – by teleconference
J. Martino – by teleconference
S. Piccininni
B. Poplawski – by teleconference
G. Tanuan
R. Carlisle, Student Trustee
K. Dubrovskaya, Student Trustee

A.Gauthier
R. McGuckin
C. Jackson
P. Matthews
J. Shanahan
N. D’Avella
C. Fernandes
G. Grant
D. Koenig
K. Malcolm
D. Yack
A. Della Mora
L. Di Marco
J. Wujek
V. Burzotta
M.Caccamo
P. Aguiar

J. Yan

A. Robertson, Parliamentarian
L. Fernandes, Recording Secretary
S. Harris, Assistant Recording Secretary

An apology was received from Trustee Rizzo who was unable to attend the meeting.

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

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

In favour

Opposed

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

The Agenda, as Amended, was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Bottoni, that the items dealt with in PRIVATE SESSION regarding Approval of Collective Agreement, Staffing Updates and Emergency Inquiries be approved.

On the vote being taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that the Minutes of the following Meetings for Public Session be approved:

- 8a) Regular Meeting of the Student Achievement Committee – June 2, 2016
- 8b) Regular Meeting of Corporate Services Committee – June 6, 2016
- 8c) Special Board – May 26, 2016
- 8d) Special Board – June 2, 2016 (Student Achievement)
- 8e) Special Board – June 6, 2016 (Corporate Services)
- 8f) Regular Board – June 9, 2016
- 8g) Special Board – June 27, 2016

On the vote being taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

Sue Kralik, representing Pax Christi Toronto, addressed the Committee regarding Introducing White Poppies for Peace to our Catholic Schools.

MOVED by Trustee Crawford, seconded by Trustee Poplawski, that the presentation by Sue Kralik, representing Pax Christi Toronto, regarding Introducing White Poppies for Peace to our Catholic Schools be received and referred to staff in particular to the Religious Education Department for consideration for the curriculum.

MOVED in AMENDMENT by Trustee Poplawski, seconded by Trustee Kennedy, to add the words “for a report” after the word “staff”

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

In favour**Opposed**

Trustees Bottoni
D'Amico
Tanuan
Kennedy
Poplawski

Trustees Andrachuk
Martino
Piccininni
Crawford
Davis
Del Grande

The Amendment was declared

LOST

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

In favour**Opposed**

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

Trustee Piccininni

The Motion was declared

CARRIED

Unity Charity made a presentation to the Committee regarding After School Programs in Secondary Schools

MOVED by Trustee Crawford, seconded by Trustee Bottoni, that the presentation to the Committee by Unity Charity regarding After School Programs in Secondary Schools be received and referred to staff for a report back to Trustees about a Board partnership.

On the vote being taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

Lori DiMarco, Superintendent of Education, Joe Russo Technology Enabled Learning & Teaching Contact, Mario Addesa and Michael Belcastro, Resource Teachers made a presentation to the Committee regarding 21st Century Learning Update.

MOVED by Trustee Poplawski, seconded by Trustee Tanuan, that the presentation by Lori DiMarco, Superintendent of Education, Joe Russo Technology Enabled Learning & Teaching Contact, Mario Addesa and Michael Belcastro, Resource Teachers regarding 21st Century Learning Update be received and referred to staff to come back with a report on how schools can expand and access partnerships.

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

In favour

Opposed

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

The Motion was declared

CARRIED

The Chair reviewed the Order Paper Items.

The following items were questioned:

Item 14a)	Trustee Andrachuk
Item 14b)	Trustee Crawford
Item 14d)	Trustee Poplawski
Item 15b)	Trustee Tanuan
Item 15c)	Trustee Tanuan

MOVED by Trustee D'Amico, seconded by Trustee Kennedy, that the items not questioned be approved.

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

In favour

Opposed

Trustees Andrachuk
 Piccininni
 Poplawski

Bottoni
D'Amico
Crawford
Davis
Del Grande
Tanuan
Kennedy

The Motion was declared

CARRIED

MATTERS AS CAPTURED IN THE ABOVE MOTION

Annual DPA Update 2015-2016 – received.

Ontario Centres of Excellence Advancing Education Project – received.

Communication from Mitzie Hunter, Minister of Education regard Back-to-School – received.

Communication from Bill Mauro, Ministry of Municipal Affairs in response to the Board of Trustees letter regarding recent changes to the Municipal Elections Act – received.

The Chair declared a ten minute recess.

The meeting continued with Trustee Davis in the Chair.

MOVED by Trustee Del Grande, seconded by Trustee D'Amico, that item 14a) be adopted as follows:

14a) Friends of Catholic Education Award Selection Criteria

1. that the selection criteria for the *Friends Of Catholic Education Award* be approved.
2. that we recommend that OCSTA create such an award.

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

In favour

Opposed

Trustees Bottoni
D'Amico
Crawford
Davis
Del Grande
Tanuan
Kennedy

Trustee Andrachuk

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that item 14b) be adopted as follows:

14b) Accountability Framework for Special Education 2015-16 (Part 2)
- received.

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

In favour**Opposed**

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

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee D'Amico, that item 14d) be adopted as follows:

- 14d) Homework Guidelines** – received and in recognition and support of families as partners in the learning process, that the TCDSB look into the feasibility of having lesson plans and homework assignments for classes posted on the school website.

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

In favour**Opposed**

Trustees D'Amico
 Crawford
 Poplawski

Trustees Bottoni
 Davis
 Del Grande
 Tanuan
 Kennedy

The Motion was declared

LOST

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that item 15b) be adopted as follows:

15b) Chaplaincy Model at the Elementary Panel - received.

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

In favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee D'Amico, that item 15c) be adopted as follows:

15c) Additional Information regarding the HPV Vaccination - received.

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

In favour

Opposed

Trustees Bottoni
D'Amico
Crawford
Davis
Del Grande
Tanuan
Kennedy

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that item 16b) be adopted as follows:

- 16b) Communication from From Mitzie Hunter, Minister of Education, in response to the Board of Trustees letter regarding Special Education funding** received and that a response to the letter be sent from the Chair of the Board or the Director expressing our discouragement and disappointment that we are not going to receive any further assistance to help our very needy students.

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

In favour

Opposed

Trustees Bottoni
D'Amico
Crawford
Davis
Del Grande
Tanuan
Kennedy

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee D'Amico, that item 16d) be adopted as follows:

- 16d) Verbal Update regarding Transportation Issues** – received and referred to staff and that the Director will ensure that a communication goes out next week to the Ministry expressing the concerns of the Trustees.

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

In favour

Opposed

Trustees Bottoni
D'Amico
Crawford
Davis
Del Grande
Tanuan
Kennedy

The Motion was declared

CARRIED

Trustee Davis turned the Chair over to Trustee Crawford.

MOVED by Trustee Davis, seconded by Trustee Bottoni, that her inquiry regarding temperatures in the schools be received and referred to staff.

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

In favour

Opposed

Trustees Bottoni
D'Amico
Crawford
Davis
Tanuan
Kennedy
Poplawski

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Crawford, that her inquiry regarding the wait-list for all elementary schools that are over-subscribed be received and referred to staff for a report to come back in October.

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

In favour

Opposed

Trustees Bottoni
D'Amico
Crawford
Davis
Tanuan
Kennedy
Poplawski

Trustee Del Grande

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Del Grande, 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

For Board Use Only

Delegation No.

11

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

PLEASE BE ADVISED THAT ALL STANDING COMMITTEE MEETINGS ARE BEING RECORDED

Name: Susan Carbone

Copy Provided

Standing or Other Committee:

- ☐ Corporate Affairs, Strategic Planning and Property
 ☐ SEAC
 ☐ Student Achievement & Well-Being, Catholic Education, Human Resources
☐ Governance Framework
 ☐ Special Board
 ☐ Other

Date of Presentation: October 6th, 2016

Topic or Issue: "Learning from the best" Project

Topic or Issue: "Together With One Voice: Harmonizing Our Faith Through Family, Parish and School"

Details: An Invitation to some of your gifted vocalists to come and perform with Maestro Kerry Stratton Toronto Concert Orchestra. This is a professional opportunity for the chosen students to learn from the best by their skills while giving back to the community.

Action Requested: Participation, Preparation, Rehearsal, Performance

Check One Box

- ☐ I am here as a delegation to speak only on my own behalf.

☐ I am an official representative of the Catholic School Parent Committee (CSPC).
School _____ Position _____

☐ I am an official representative of student government.
School _____ Position _____

☒ I am here as a spokesperson for another group or organization.
Name of group _____ Haven on the Queensway _____

Date: September 25th, 2016
Address: 1533 The Queensway
Postal Code: M8Z 1T8

Signature: _____
Telephone: 416 640 2005
e-mail: susan@havenontheq.com

Please remember to save your completed form to your computer before submitting.



REPORT TO

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

VOICES THAT CHALLENGE 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

September 26, 2016

First Tabling

October 6, 2016

Review

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

M. Consul, Student Leadership Resource Teacher, CSLIT (Catholic Student Leadership Impact Team)

N. D’Avella, Superintendent of Student Success

L. DiMarco, Superintendent of Curriculum, Leadership & Innovation; ICT

INFORMATION REPORT

Vision:

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

Mission:

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



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

On March 22, 2016 Student Trustees Allison Gacad and Karina Dubrovskaya held the annual TCDSB Catholic Student Leadership Conference “Voices That Challenge”. The 2015-2016 Catholic Student Leadership Impact Team (CSLIT), under the direction of Student Trustees Allison Gacad and Karina Dubrovskaya, reviewed those recommendations. These recommendations were presented to the then in-coming student trustee Rhea Carlisle. After consultation with the CSLIT Executive (which were appointed in June 2016) and the CSLIT General Assembly who had a meeting at Olympia Sports Camp (September 4-5, 2016), student leaders prioritized their recommendations and developed a plan of action for 2016-2017. CSLIT wishes to further explore and address these recommendations in order to better serve the students of the TCDSB.

B. PURPOSE

1. This report includes practical activities that schools can perform to support social justice initiatives that would address the recommendations made by outgoing CSLIT Executive and student trustee Allison Gacad. This report also includes valuable student input pertaining to the implementation of social justice initiatives and the development of a justice-oriented attitude in our schools.
2. Current Student Trustees, Karina Dubrovskaya and Rhea Carlisle decided to seek out further clarification of the recommendations by engaging the entire CSLIT committee. This strategy allowed them to prioritize and clarify specific recommendations in order to select what specific issues to focus on during their term. The issues raised represent the voice of the students. The opportunity to present these concerns at Board allows for direct involvement and needed dialogue regarding relevant issues that impact TCDSB students.

C. BACKGROUND

1. This report complies with the requirement of an annual report to the Board of Trustees based on the CSLIT conference “Voices that Challenge”.
2. The 2016-2017 CSLIT decided that the group would like to explore, clarify, specify and prioritize all of the recommendations from the Voices That

Challenge Conference held on March 22, 2016 before having staff take action in response to the recommendations. Some of the original issues raised in the 2016 conference and subsequent CSLIT meetings are no longer issues of priority for this year's CSLIT. Relevant issues for the 2016-2017 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 by 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.

3. 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/ANALYSIS

1. Students should be stimulated to effect positive change in our world around injustices. Students feel a calling to live out their faith, thus involvement in social justice actions allow them to make their faith visible. The current Student Trustees will testify 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 line with addressing current global social justice issues relevant and important to students.

E. METRICS AND ACCOUNTABILITY

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 meetings on September 4-5, 2016 agreed to develop specific action plans related to the recommendations. Note: The issues listed are not necessarily in order of importance although all selected as priorities for this year's CSLIT. The CSLIT recognized that the different issues listed below become a priority at different points in the school year.

CSLIT 2016-2017 Recommended Actions

1. Inclusion and Belonging for All Students

For the last 2 years a retreat was held for TCDSB students who participated in clubs that promote equity and respect for all students. The speakers and discussions were excellent. They aligned with Catholic values and the Catholic Graduate expectations, particularly to be a *Caring Family Member*. The students that participated in event 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.

This year, CSLIT would like to continue to create a positive and inclusive environment for all of the students in the TCDSB. Inclusion and belonging are both integral parts to the continued wellbeing of our students. In order for students to feel safe in their schools, they must also feel loved and accepted.

Our equity subcommittee also gave an informative presentation to the students of Madonna Secondary School about the issues associated with homophobia and ways to assist in combating homophobia.

This year, CSLIT plans to expand the *Inclusion and Belonging* retreat by encouraging a higher participation from our schools. As *Discerning Believers* formed in Catholic faith, CSLIT hopes to reach out to more students and create a more inclusive environment. CSLIT also plans to take the presentation given at Madonna and introduce it to other schools in the TCDSB.

2. First Nations Metis Inuit Education

CSLIT would like to transform Canadian society and become more inclusive by abandoning FNMI stereotypes and seeking justice for all those of Aboriginal descent. As Catholic students, we need to become more aware and knowledgeable of FNMI issues. Therefore, CSLIT would like to continue their dialogue with theologians, government representatives, teachers and those of aboriginal descent. Catholic students are particularly concerned about the various social justice issues affecting First Nations people. Some of these issues include, but are not limited to: education, death by suicide, and environmental issues.

As Collaborative Contributors, 15 TCDSB students travelled to Thunder Bay, Ontario in last May in partnership with the Superior North Catholic District School board. They learned about First Nations culture and were educated on the many struggles FNMI students face. In addition, our students offered leadership workshops to the elementary students on the *7 Habits of Highly Effective Teens* and the Catholic graduate expectations.

This year, CSLIT is passionate about continuing to strengthen and expand this partnership. CSLIT suggests the board create a Grade 12 University level course about First Nations Metis Inuit Culture, that will educate students on FNMI history, the challenges FNMI people are facing today and the importance of healing and reconciliation. Additionally, CSLIT would like to encourage more students to travel to Superior North and experience first-hand a culture that is rooted deep in Canada's history.

3. Mental Health

The mental wellness of students should continue to be a priority in our school board. CSLIT would like to raise their voice in regards to the Mental Health Strategy and Policy. CSLIT is interested in establishing a strategic partnership with the board's Mental Health Committee to ensure student collaboration on board-created resources. CSLIT would also like to efficiently share these resources with youth.

Learning about mental health and coping mechanisms is very valuable. As *Effective Communicators*, it is important for students to establish a support group, where they feel comfortable having conversations about mental health and mental well-being. For this reason, CSLIT would like to continue to increase participation in their *De-stress Week* of relaxing activities. *De-Stress Week* allows students to release their anxiety prior to

final exams, and also serves as educational training on how to cope with stress. Additionally, CSLIT would like to broaden the scope of this week by including discussions regarding other mental health issues. *De-stress Week* is important because it establishes support groups amongst students in various participating high schools.

4. Environmental Issues

In following Pope Francis's "Laudato Si" encyclical on the environment, CSLIT is committed to answering this call to serve our earth. Last year, CSLIT helped run a successful conference called "Our Poles Our Planet". This conference discussed environmental issues and helped bring awareness to global warming.

As *Responsible (global) Citizens*, the students of the TCDSB are expected to care for their environment. This year, CSLIT would like to continue becoming more eco-friendly by getting composting bins in every school in the TCDSB. This is something desperately needed in every cafeteria. Additionally, CSLIT would like to heavily reinforce our board's *plastic water bottle free policy*. Each year, 100 million plastic bottles are tossed, which is one of the reasons the TCDSB originally banned plastic water bottles. In working towards becoming environmentally aware, CSLIT will create a positive relationship with our earth and answer our Catholic call to serve our planet.

5. Support for Newcomers and International Students

Every year, the TCDSB welcomes new international students. As a Catholic school board, the TCDSB is committed to creating a welcoming environment for all of its students. Many international students find it difficult to adjust to life in Toronto and face many challenges in daily life, as well as in school. As *Caring Family Members*, CSLIT is devoted in creating a positive, nurturing environment for all of our new students.

CSLIT would like to recommend that all student councils consider adding an international student to their council to encourage diversity and proper representation. Additionally, CSLIT suggests that the board strengthens and better publicize their support system to aid these students in their transition to our schools, while keeping their cultural identities.

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

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 26, 2016	October 6, 2016	Click here to enter a date.
Carla Marchetti, Coordinator, Community Relations/International Languages/Parent Engagement Paul De Cock, Comptroller for Business Services Lori DiMarco, Superintendent of Curriculum, Leadership & Innovation; ICT		
INFORMATION REPORT		

Vision:

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

Mission:

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



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

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.

C. BACKGROUND

1. 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.
2. The Extended Day and After Hours Program is governed by the International Language Program (Elementary) S.P.05 policy (Appendix A).
3. 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.

4. Statistical Information 2015/2016:

Language	Number of Schools	Total Number of Students
Italian	23	9,775
Portuguese	8	2056
Spanish	1	428
Ukrainian	3	1029
Italian/Spanish	6	3,598
Italian/Portuguese	3	1,238
Pilipino/Mandarin	1	144
	45	18,268

There are a total of 45 schools with an enrolment of approximately 18,268 students. There are 78.2 full time equivalent (FTE) instructors.

5. After Hours Program

- a) 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.
- b) In 2015/2016 there was a total of 33 programs with 27 offered at school sites and 6 at parishes with an approximate total enrolment of 5,887. Instruction was offered in 21 languages provided by 252 instructors.
- c) The highest enrolment languages were Chinese/Mandarin (1,195), Polish (588), Vietnamese (604), and Chinese/Cantonese (524).

D. EVIDENCE/RESEARCH/ANALYSIS PROGRAM RESOURCES

1. 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.

2. **COMMUNICATIONS:**

Information pertaining to the International Languages program is communicated 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 distributed 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 communicate about 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

1. 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 sources.
2. 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.
3. 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 Board-approved reductions totalling \$900,000 in 2015-16 have been realized. Continuing support from Community Partners, i.e. Centro Scuola and the Portuguese Community, will continue to offset some of the cost pressures in both models. Similarly, the ongoing efforts by TCDSB staff to meet Ministry minimum class size requirements of 23 will mitigate the estimated Ministry funding claw back in the amount of

\$130K. The anticipated shortfall after accounting for the elimination of the funding claw back is estimated at \$930K rather than the \$1,060K.

The budget analysis contained within Appendix B illustrates that the Extended Day Program delivery model continues to operate at a greater loss than the After Hours Program. Consequently, this creates an ongoing cost pressure for TCDSB of approximately \$735,000 in 2016-17, whereas the After Hours Program operates at a smaller loss of \$325,000 before accounting for the elimination of the funding claw back.

4. The following cost saving measures were taken in the 2015/2016 school:

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 were paid a pro-rated salary based on the number of classes taught per day. In order to maintain permanent employment at 100% an instructor had to teach 10 classes per day.
- b) Itinerant International languages instructors did not receive payment for the 30 minute allotted travel time between schools.
- c) International Languages Instructors had the following PD days as non-attendance and non-paid days:
September 3, 2015; January 22, 2016; June 10, 2016 and June 30, 2016.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board and for inclusion in the Budget Consultation process 2017-2018.

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
2016-17 Budget**

Appendix B

International Languages Program						
2015-2016 REVISED Budget				2016-2017 BUDGET		
Description	Budget 2015/16	Extended Day	After Hours (Weekends)	Budget 2016/17	Extended Day	After Hours (Weekends)
GRANT & OTHER REVENUES						
Enrolment (Pupil Count over 2 Semesters)	23,776	18,957	4,819	23,891	19,162	4,729
Avg. Class Size	22.97	22.97	22.97	23.60	24.43	24.43
# of Classes (over 2 Semesters)	1,014.0	808	206	1,007.0	808	199
Projected Hours of Instruction	90,661.0	72,286	18,375	89,422.0	71,722	17,700
Grant per Pupil	54	54	54	55	55	55
Total Calculated Grant	4,923,799	3,925,853	997,946	4,910,162	3,938,255	971,907
Clawback for Small Class Sizes	(2,720)	(2,169)	(551)	(127,733)	(102,450)	(25,283)
Revenue from Centro Scuola	-	-	-	-	-	-
Subtotal - Grant & Other Revenues	4,921,079	3,923,684	997,395	4,782,429	3,835,805	946,624
EXPENDITURES						
Caretaking Salary - Weekends	200,000		200,000	200,000		200,000
Secretaries & Tech Salary	50,000	39,866	10,134	50,000	40,103	9,897
Principals Salary	40,000	31,893	8,107	40,000	32,082	7,918
International Lang- Extended Day	3,200,000	3,200,000	-	3,200,000	3,200,000	-
International Lang- Hrly rated Instructors	850,000	-	850,000	850,000	-	850,000
International Lang - Supply Instructors	175,000	139,531	35,469	175,000	140,361	34,639
Subtotal - Salaries	4,515,000	3,411,290	1,103,710	4,515,000	3,412,546	1,102,454
Benefits - Caretaking - Weekends	60,000		60,000	60,000		60,000
Benefits - Secretaries & Tech	11,000	8,771	2,229	11,000	8,823	2,177
Principals Benefit	2,000	1,595	405	2,000	1,604	396
Benefits - Int'l Lang. - Extended Day	1,100,000	1,100,000	-	1,100,000	1,100,000	-
Benefits - Int'l Lang. - Hrly rated Instructor	100,000	-	100,000	100,000	-	100,000
Subtotal - Benefits	1,273,000	1,110,365	162,635	1,273,000	1,110,427	162,573
Subtotal - Salaries & Benefits	5,788,000	4,521,655	1,266,345	5,788,000	4,522,973	1,265,027
Prof Dev-Non Teaching	-	-	-	-	-	-
Text Books-Intern. Languages	-	-	-	-	-	-
Stationary & Supplies	15,000	11,960	3,040	15,000	12,031	2,969
Printing & Photocopying - Instructional	10,000	7,973	2,027	10,000	8,021	1,979
Car Expenses - Mileage	10,000	7,973	2,027	10,000	8,021	1,979
Other Travel Expense - Taxi	20,000	20,000		20,000	20,000	
Repl - Furn.& Equipment-Comp.	-	-	-	-	-	-
Other Contractual Services	-	-	-	-	-	-
Subtotal - Other Expenses	55,000	47,906	7,094	55,000	48,072	6,928
Total Expenditures	5,843,000	4,569,561	1,273,439	5,843,000	4,571,045	1,271,955
Surplus/(Deficit)	(921,921)	(645,878)	(276,043)	(1,060,571)	(735,240)	(325,331)



REPORT TO

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

EDUCATION QUALITY AND ACCOUNTABILITY OFFICE (EQAO) 2015-2016 RESULTS

The heart of the intelligent acquires learning, the ears of the wise search for knowledge. Proverbs 18:15

Created, Draft	First Tabling	Review
September 12, 2016	October 6, 2016	Click here to enter a date.
M. Vanayan, Senior Coordinator, Educational Research L. DiMarco, Superintendent of Curriculum, Leadership and Innovation N. D'Avella, Superintendent of Student Success		
INFORMATION REPORT		

Vision:

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

Mission:

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



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

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 2015-2016 Education Quality and Accountability (EQAO) assessments. Due to exceptional circumstances, TCDSB elementary schools did not participate in the Primary and Junior Division assessments this year. This report highlights results of the Grade 9 Assessment of Mathematics and Ontario Secondary School Literacy Test (OSSLT) and key actions planned for 2016-2017 to address improvement.

B. PURPOSE

This report presents the TCDSB results of the Education Quality and Accountability Office (EQAO) for 2015-2016.

C. BACKGROUND

1. Due to exceptional circumstances, TCDSB elementary schools did not participate in the Primary and Junior Division assessments this year.
2. The Grade 9 Assessment of Mathematics is administered to all Ontario students who are working toward their Grade 9 academic or applied mathematics credit. Students in the first-semester mathematics courses take the test in January; students in the second-semester or full-year mathematics courses take the test in June.
3. The Grade 9 Assessment of Mathematics assesses cumulative knowledge and skills and is 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. 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.
5. The literacy test assesses cumulative knowledge and skills and is based on the Ontario Curriculum. Achievement is reported as "successful" or "unsuccessful".

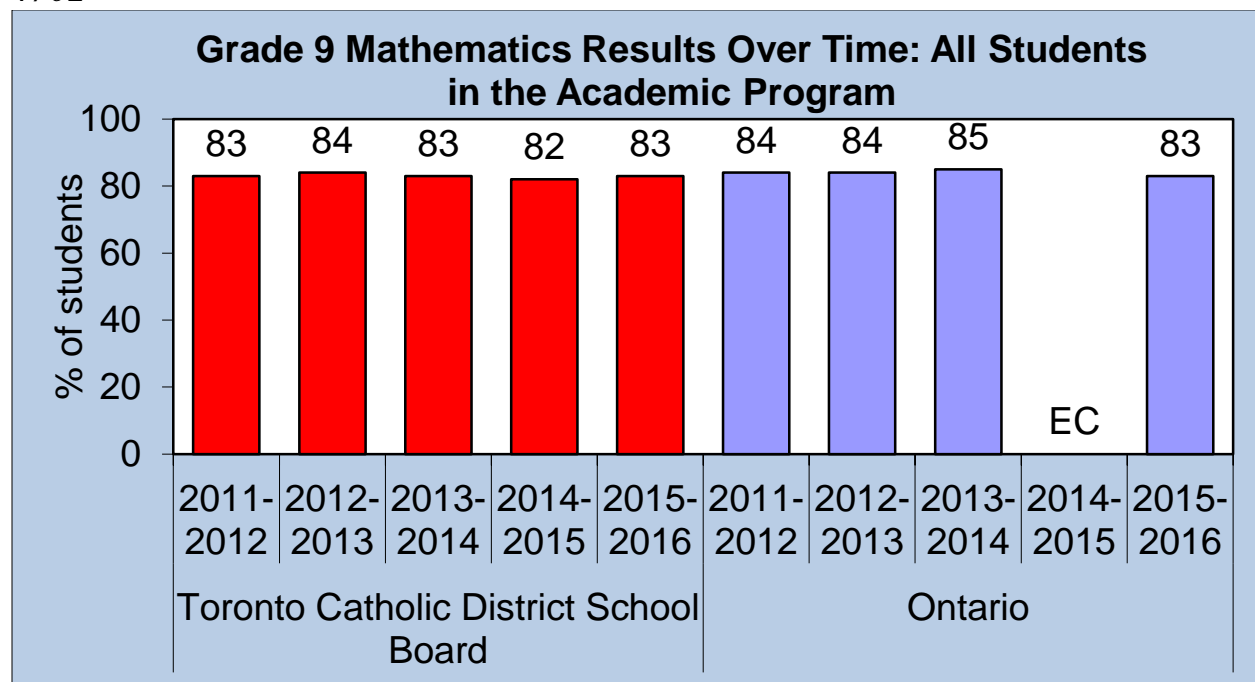
D. EVIDENCE/RESEARCH/ANALYSIS

1. GRADE 9 MATHEMATICS RESULTS OVER TIME FOR TCDSB AND ONTARIO

The following graphs display the percentage of students in the academic and applied programs at Levels 3 or 4, over the past 5 years for both the TCDSB and Ontario. The Provincial standard is Level 3.

ACADEMIC PROGRAM

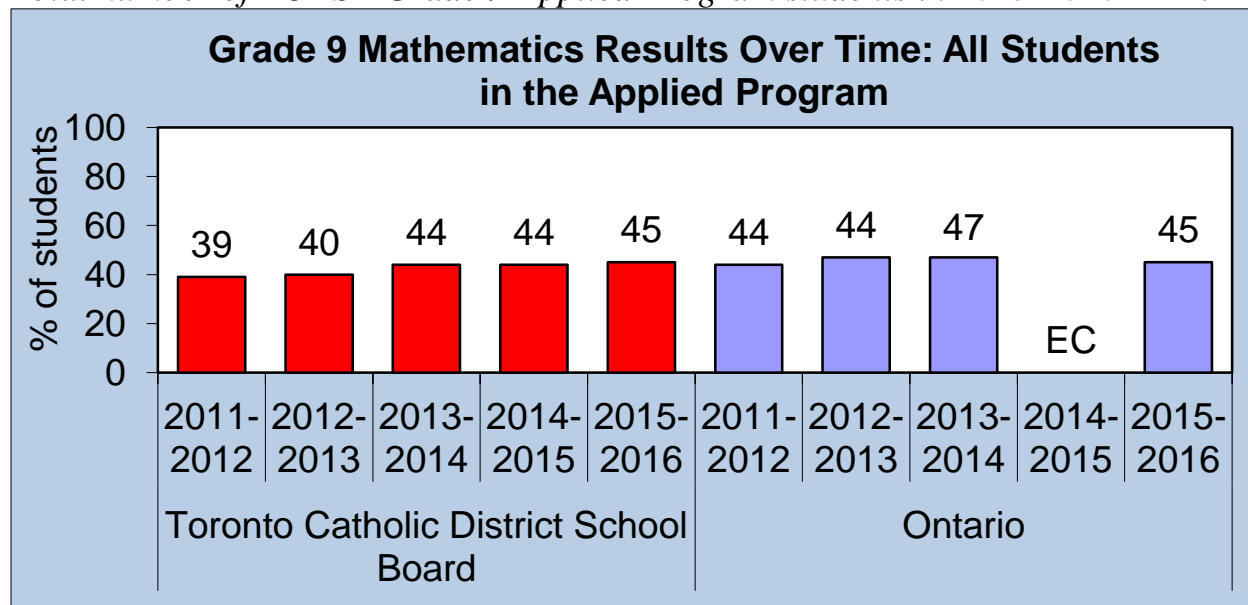
Total number of TCDSB Grade 9 Academic Program students in 2015-2016 = 4702



EC = Due to exceptional circumstances in 2015, provincial data are unavailable to report provincial results.

APPLIED PROGRAM

Total number of TCDSB Grade 9 Applied Program students in 2015-2016 = 2171



EC = Due to exceptional circumstances in 2015, provincial data are unavailable to report provincial results.

In Grade 9 academic mathematics, 83% of TCDSB students are at or above the provincial standard. Results in Grade 9 academic mathematics for the board have remained relatively high and stable for many years.

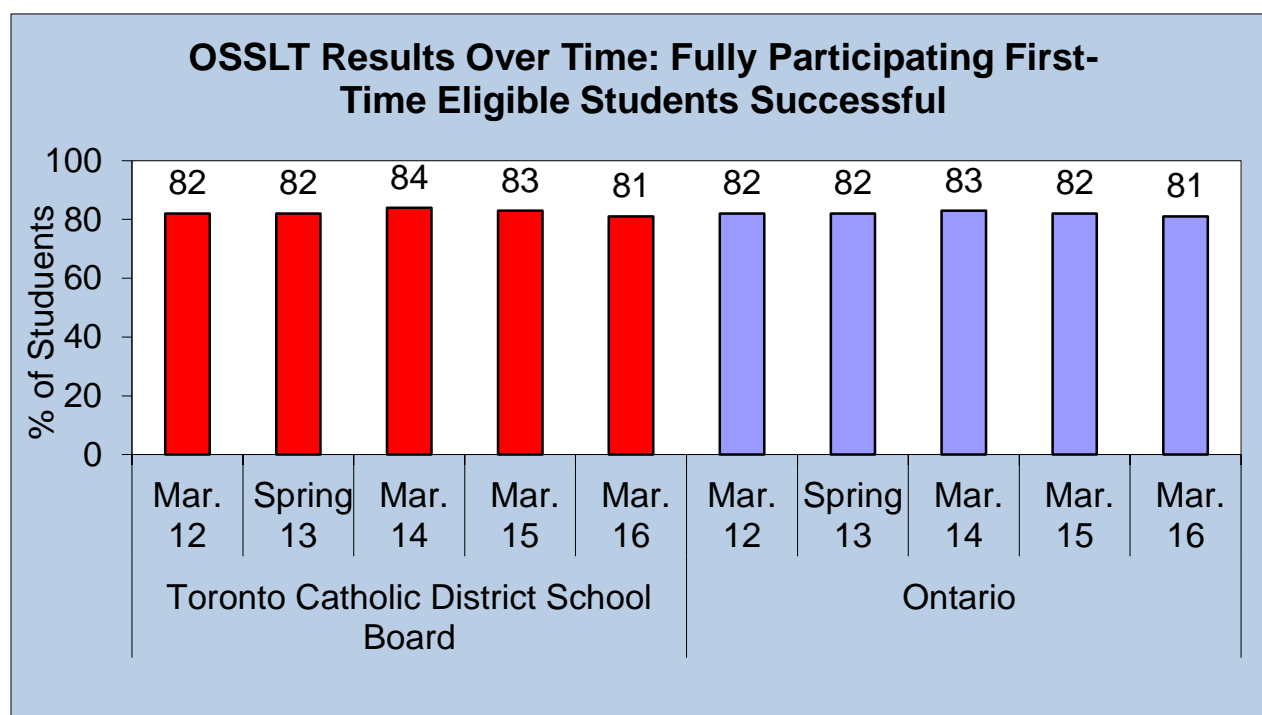
In Grade 9 applied mathematics, 45% of TCDSB students achieved the provincial standard or above (a 1% gain over the previous year). There has been a 6% gain for the board over the past five years.

In both academic and applied mathematics, board results are equal to the province.

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

5963 TCDSB First-time Eligible students fully participated in the OSSLT in March 2016.

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



Literacy results remain strong for TCDSB and Ontario: there has been a small decrease over the past three years and currently the percentage of TCDSB students successful on the March 2016 OSSLT is at par with Ontario (both at 81%).

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.
2. Building on the goal of achieving excellence in literacy and numeracy for all students from Kindergarten to Grade 12, and consistent with all of Ontario, during the 2016-2017 school year, our focus in the TCDSB will be on numeracy. Numeracy is a critical component of success in our technology driven, rapidly-changing world, and has been declared a priority in Ontario through the Ministry of Education's Renewed Mathematics Strategy which was released in the Spring of 2016.
3. We will continue to strive for excellence in each of our TCDSB schools and improve success rates in the Grade 9 Applied Mathematics program to achieve

high standards and meet our goal of 80% at or above the provincial standard. Over the last 5 years, we have improved scores by 6 percent and have closed the gap with the Province. We will continue to spread effective practices across all schools and to demonstrate continuous improvement in each school using innovative practices and resources, and personalized instruction to meet the learning needs of each of our students.

4. The Ontario Ministry of Education's Renewed Mathematics Strategy is committed to helping all students gain the mathematics knowledge and skills they will need for the future. The strategy offers support to all schools differentiated on the basis of need as determined through achievement on the EQAO Assessments of Mathematics. There will be *intensive support* for a few schools with the greatest need, *increased support* for some schools, and *new forms of support* for all schools. Notable highlights of the strategy include dedicating 60 minutes a day of math teaching to elementary students and the assignment of at least one "math lead" teacher.
5. TCDSB supports in the area of Mathematics will be layered over those identified by the Ministry of Education, as highlighted below.
 - With support of mathematics department staff, there will be renewed professional learning opportunities for teachers new to grade, mathematics teachers in secondary, department heads, numeracy leads, focussed on studying math content, implementing related instructional strategies, analysing and monitoring the impact on student learning and achievement.
 - Thorough analysis of EQAO data (e.g., Item Information Reports, Tracking a Cohort's Achievement) will take place to identify the learning needs of students not succeeding and to develop plans that address individual learning needs.
 - The use of iPads to support math learning and engage students in all our secondary schools will continue and our efforts will expand to include Grades 4 and 5.
 - There will be continued support for the implementation of the Jump Mathematics Pilot project in selected elementary schools.
 - The Prime Project (based on Marian Small's research) will be introduced to coaches and lead teachers in each of the elementary schools receiving intensive support to complement current methods of pre- and post-assessment.
 - A pilot project "Addressing the Numeracy Gap" will be implemented in collaboration with Humber College and Vretta Inc. The goal of the pilot is

to customize and implement a learning technology solution called the Ontario College Math Test (OCMT) to address the numeracy gap by increasing student engagement and achievement in mathematics.

6. Our plan for addressing the literacy needs of students will continue to include the following:
 - Fall Literacy Leads Team Meeting to review literacy data and develop school literacy plans in all secondary schools;
 - Release time provided throughout the year, to support local planning, data analysis, teacher collaboration, teacher moderation, collaborative inquiry and work with literacy resource teachers;
 - Ongoing School Literacy Leads Meetings to support literacy initiatives in all secondary schools (four meetings per year);
 - Secondary schools offer the “After-School Literacy program” funded by the Continuing Education Department to support literacy skills development;
 - Literacy Collaborative Inquiry to engage secondary schools in promoting literacy across the curriculum.

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

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 23, 2016	October 6, 2016	Click here to enter a date.
M. Vanayan, Sr. Coordinator, Educational Research D. Koenig, Human Resources/Labour Relations L. DiMarco, Superintendent of Curriculum, Leadership & Innovation; ICT		
INFORMATION REPORT		

Vision:

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

Mission:

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



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

In January 2015, the JUMP Mathematics Pilot was initiated in 13 elementary schools. Based on feedback from these schools, during the 2015-2016 school year, there was renewed focus on professional development. As EQAO data are not available, it is too early to determine the impact of the program on student achievement.

B. PURPOSE

This annual report on the JUMP Mathematics Pilot initiative is made available to schools through the Curriculum Leadership and Innovation 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. Introductory professional learning took place which covered the philosophy and approach and an overview of the teaching and student resources to begin the launch of JUMP Mathematics. During the 2015-2016 school year, schools strengthened and renewed their commitment to professional learning and program implementation.

D. EVIDENCE/RESEARCH/ANALYSIS

Sources of evidence for this report highlight the following elements for 2015-2016: 1. Professional Development; 2. Principal Study Groups; 3. Research Department Survey.

1. Professional Development

- Three sessions of in-services were provided by the JUMP team to 154 teachers.
- Follow-up in-school supports (2 days per month) were available to each school from November 2015 to June 2016 to address planning needs, answer questions at staff meetings, and provide one-to-one support.

- Grade 3 and Grade 6 demonstration lessons and a debrief session by John Mighton took place; lessons were video-taped and distributed to the pilot schools.
- A presentation by Dr. Tracy Solomon, Hospital for Sick Children, is scheduled for October, 2016.

Professional learning topics included the following:

- overview of the components of the JUMP Math resources and how to plan and teach with them;
- promoting of a positive learning environment and building student confidence;
- maintaining a balanced approach to mathematics by concurrently addressing conceptual and procedural learning, explicit and inquiry-based learning;
- building understanding and mastery by breaking mathematics down into sequential, scaffolded steps, while still allowing students to make discoveries;
- using continuous assessment to ensure all students are engaged and none are left behind.

2. **Principal Study Groups**

In a joint venture between the pilot schools and JUMP Math, a principal study group was established as a means to determine what the instructional leaders of each school wanted to achieve through participation in the pilot. Three study sessions were convened.

The learning goals for the Principal Study Groups are listed below:

- Learn how to best support teachers with the implementation of JUMP Math.
- Learn how to support teachers with assessment and reporting.
- Learn about JUMP Math's approach to problem solving and how to support teachers in preparing students for EQAO testing.
- Learn more about what cognitive science is saying about how children learn math.

Sessions included presentations (John Mighton, other members of the JUMP team), sharing of research, "Question and Answer" period, instruction, and problem solving strategies.

3. TCDSB Research Department Survey

In May 2016, teachers from all 13 elementary schools that participated in the JUMP Pilot were invited to complete a JUMP Pilot Survey. Responses were received from 9 of the 13 schools, for a total of 47 completed surveys. The limited response rate requires that the results be interpreted with caution and considered preliminary.

Survey Results (n = 47)

- Teachers who responded indicated that they are using JUMP with all students as this is considered a school-wide initiative. They reported using JUMP Math in all Numeracy strands.
- Teachers rated the following as *very helpful or helpful*: teacher resources (71%); professional development (47%); student Assessment and Practice Book (80%).
- Teachers reported using the materials provided regularly (*very often, often*): Lesson plans and teacher resources (65%); student assessment and practices books (96%); JUMP Math Smart board lessons (42%).
- The Teacher Resources (lesson plans) were rated positively (*very good, good*) with regard to: content (80%); clarity (38%); organization (41%); flow of ideas (51%); ease of use (42%).
- The Student Assessment and Practice books were rated positively (*very good, good*) with regard to: content (76%); clarity (69%); organization (67%); flow of ideas (71%); scaffolding (80%).
- The JUMP Math Smart Board lesson materials were rated positively (*very good, good*) with regard to: content (50%); clarity (43%); organization (44%); flow of ideas (41%); scaffolding (49%).
- Regarding the training received, 27% reported *very effective or effective*; 42% indicated it was *somewhat effective*; 18% *not effective* and 13%, *not applicable*.
- The majority of teachers (62%) are confident regarding implementation of JUMP Math in the classroom; 36% are *somewhat confident*; 2% *not confident*.
- About a third of the teachers are not supplementing the JUMP Math program with another program; others include at least some supplementation (e.g., Nelson Math, EQAO-type questions).
- When asked to rate the helpfulness of the JUMP Math for students, teachers indicated that it benefitted *very much* those students typically achieving at Level 2 (79%); Level 1 (53%); and Level 3 / 4 (38%).

- Teachers reported that students benefited (‘*very much*’ or ‘*quite a bit*’) in terms of: confidence (67%); perseverance (49%); achievement (68%); disruptive behaviour (37%); participation (61%).
- When asked regarding parent feedback, the majority reported that no feedback was given (69%). About a quarter indicated the feedback was positive, and 5% reported it was negative.
- Most teachers (63%) indicated that students enjoyed the program; 17% reported ‘*no*’; 20% were ‘*unsure*’.
- Most teachers indicated they would continue using JUMP Math either with supplementary programming (57%) or exclusively (29%); 14% reported they would not choose to continue with the program.
- Teachers were asked to share additional comments. Comments that may inform future planning and dialogue are listed here (*frequency of the comment appears in parentheses*): works best as a supplementary program (8); more problem-solving needed (6); does not meet the needs of students at Level 4 (3); more training is needed throughout the year (3); workbooks were not allowed to be sent home (2).

E. METRICS AND ACCOUNTABILITY

The following actions are required to ensure the viability of the JUMP Math program:

- 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 using EQAO Grade 3 and Grade 6.
- Monitor teacher attitudes and perceptions through the implementation of an annual survey by the Research Department.
- Ensure that schools participating in the program are committed and willing and clarify expectations around the use of JUMP for purposes of the pilot.
- Review the preliminary feedback in an effort to continue to address the needs that emerged.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

STUDENT ACHIEVEMENT AND WELL BEING AS OF OCTOBER 6, 2016

1	Oct-13	Long Term Accommodation Program Plan (LTAPP)	Student Achievement	<p>Report that outlines a strategy that will address housing those students that represent over enrolment at Our Lady of Wisdom for the 2014 school year and look at providing possible caps/boundaries including French Immersion for over-subscribed schools when the Admissions Policy comes back for review.</p> <p>Report regarding French Immersion Program: Recommendations for Oversubscribed FI Program Schools - that St. Cyril be referred back to staff as an oversubscribed French Immersion program school and possible solutions.</p> <p>Report regarding the feasibility of establishing a French Immersion Program at St. Conrad Catholic School to be included in the report to come to Board</p>	Associate Director Academic Affairs
---	--------	--	---------------------	---	-------------------------------------

STUDENT ACHIEVEMENT AND WELL BEING AS OF OCTOBER 6, 2016

2	Mar-14	LTAPP	Student Achievement	That the director initiate meetings with community colleges and high schools that provide culinary programs to pursue educational opportunities and report back to the Board	Associate Director, Academic Affairs
3	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
4	Apr-16	LTAPP	Student Achievement	Report regarding inequities in program offerings in our secondary schools and that the two regional programs – French and Gifted continue to be offered at Senator O'Connor and replicated in other secondary schools at the TCDSB as community interest and finances permit	Associate Director Academic Affairs
5	May-16	Nov-16	Student Achievement	Report regarding teacher absenteeism, numbers and percentage of school staff, by Trustee Ward, by school, and if possible, by the days of the week.	Associate Director Academic Affairs
6	June-16	Nov-16	Student Achievement	Report regarding a business case model for expanding the SAL program	Associate Director, Academic Affairs
7	June-16	Feb-17	Student Achievement	Report regarding a review of Educational Assistant efficiencies Board wide in both elementary and secondary	Associate Director Academic Affairs
8	June-16	Mar-17	Student	Report regarding the results of the	Associate Director

STUDENT ACHIEVEMENT AND WELL BEING AS OF OCTOBER 6, 2016

9			Achievement	data being tracked and monitored since September 2016, which informs us of the system and student impacts on those areas where trustees have approved cuts for 2016-2017.	Academic Affairs
	June-16	In advance of setting the budget for future years	Student Achievement	Report regarding costs for materials and how they can be reduced by department in the future	Associate Director Academic Affairs/CFO and Executive Superintendent, Business Services
	Sep-16		Student Achievement	Report regarding Board partnership	Associate Director Academic Affairs
	Sep-16		Student Achievement	Report on how schools can expand and access partnerships	Associate Director Academic Affairs
	Sep-16	Oct-16	Student Achievement	Report regarding the wait-list for all elementary schools that are over-subscribed	Associate Director Academic Affairs
13	Sep-16	Oct-16	Student Achievement	Report regarding the recent appointment of the Ward 9 CPIC Parent representative	Associate Director Academic Affairs