



REPORT TO

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

### SUMMARY REPORT ON THE WORK OF TCDSB ADVISORY COMMITTEES 2017-2018

*There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus” Galatians 3:28.*

Created, Draft	First Tabling	Review
June 22, 2018	September 6, 2018	<a href="#">Click here to enter a date.</a>

Nick D’Avella: Superintendent Of Equity, Diversity and Indigenous Education.  
 Jody Huang, Ericka Aguilera, David Letra, Everton Lewis: Community Relations Officers.  
 Vanessa Pinto: Indigenous Education Resource Teacher

#### INFORMATION REPORT

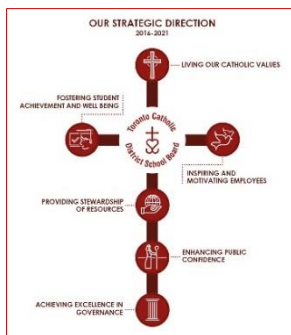
**Vision:**

*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 uniting home, parish and school and rooted in the love of Christ.*

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



Rory McGuckin  
 Director of Education

D. Koenig  
 Associate Director  
 of Academic Affairs

T. Robins  
 Acting Associate Director  
 of Planning and Facilities

L. Noronha  
 Executive Superintendent  
 of Business Services and  
 Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report summarizes the work of the Toronto Catholic District School Board's Advisory Committees for the 2017-2018 school year. There are five community advisory committees in the TCDSB. These include: The Advisory Committee for Portuguese-Speaking Communities, The Advisory Committee for Spanish-Speaking Communities, The Filipino Advisory Committee, The African Canadian Advisory Committee, and The Indigenous Education Advisory Committee,

While all the advisory committees dealt with unique needs of their specific communities, there were common themes that all committees shared. These included: student achievement and well-being within a Catholic faith development context, culturally responsive and relevant pedagogy, parental engagement, equity and inclusive education, and the collection and use of identity-based data for improved student outcomes.

*The cumulative staff time required to prepare this report was 35 hours*

## **B. PURPOSE**

1. This report is an Annual Standing Report on the Rolling Calendar. It outlines the work and progress of each TCDSB Advisory Committee for the 2017-2018 school year.

## **C. BACKGROUND**

1. Toronto Catholic District School Board Advisory Committees provide a forum in which the voices of our various communities are heard within our Catholic School system.
2. In 2012, the Toronto Catholic District School Board responded to the unique learning needs of students of the Portuguese and Spanish Speaking Communities by creating the working group, *Partners In Motion*.
3. At the June 3, 2013 meeting of the Student Achievement and Well-being Committee, a report was tabled which included a recommendation that staff establish two community advisory committees: the Advisory Committee for the Portuguese-Speaking Communities and the Spanish-Speaking Communities.

4. On October 9, 2014, in response to a Board motion, the Filipino Advisory Committee was created.
5. In the 2016-2017 school year, the African Canadian Advisory Committee was created.
6. The Indigenous Education Advisory Committee was established in 2017 in accordance with the Ministry of Education's Ontario First Nations, Métis and Inuit Education Policy Framework and Implementation Plan.
7. Each committee would include a Trustee representative in order to ensure continuity in committee operations. In addition, each committee would have parent, student, a community member and staff representation.
8. Each committee developed unique terms of reference. These are available at:  
<https://www.tcdsb.org/Board/TrusteesoftheBoard/boardmeeting/Pages/Committees-of-the-Board.aspx>.
9. For convenience, the terms of reference for each advisory committee are appended as follows:
  - a. Appendix A - Advisory Committee for Portuguese Speaking Communities
  - b. Appendix B - Advisory Committee for Spanish Speaking Communities
  - c. Appendix C - Filipino Advisory Committee
  - d. Appendix D – African Canadian Advisory Committee
  - e. Appendix E - Indigenous Education Advisory Committee

## **D. EVIDENCE/RESEARCH/ANALYSIS**

1. New to the 2017-2018 school year school year, a plenary session for all Advisory Committees was held on October 30, 2017. Its goal was to inform all advisory committee members of the components of the Ontario's Education Equity Action Plan (OEEAP) and initiate discussion on how the work of each committee could strengthen equity in our school system.

2. In the 2017-2018 school year school year, considerable time in each committee was devoted to the completion of a Ministry-directed consultation entitled, *Consultation Survey on Engagement of Governance Supports*. Input was elicited in five key areas:
  - Integrity commissioner and trustee code of conduct
  - Trustee honoraria
  - Electronic participation in board and committee meetings
  - Student trustee term of office and election process
  - Broadening the director of education qualifications
3. Following discussion and clarification, each advisory committee was invited to submit their responses directly to the Ministry.
4. A recurring theme in the 2017-2018 school year was the need for the collection and use of identity-based data to inform the work of each advisory committee to ensure equitable outcomes for all students. The Research Department and the Superintendent of Equity, Diversity, and Indigenous Education provided each committee with regular updates on the work done at the provincial level toward the development of a consistent approach to the collection, integration and reporting of identity-based data.
5. Following is a summary of the work of all TCDSB advisory committees highlighting their unique undertakings and progress to date:

### **Advisory Committee for Portuguese-Speaking Communities**

1. As a key initiative, members proposed the creation of a TCDSB Portuguese - Speaking Student Inquiry Based Project in partnership with the Portuguese Advisory Committee and Teacher Leaders in the Portuguese Community.

As a result of this proposal, an action group of Portuguese speaking teachers and teacher leaders in the community in partnership with students, schools and the broader school community was created. Its goal was to conduct a collaborative inquiry on the unique needs of Portuguese-Speaking students in grade 9 to identify and address barriers to student achievement and well-being, and identify effective pedagogical practices.

2. Ongoing discussion focused on admissions for non-status students (\*multiple entry visa). Emerging from this discussion came a recommendation to create an admissions flow chart outlining admissions procedures for non-status students on multiple entry visas. This recommendation will be given further consideration in consultation with the Admissions department in the 2018-2019 school year.

\*While valid, a multiple entry visa will let you travel to Canada for six months at a time as many times as you want. It will be valid for up to 10 years or one month before your passport expires, whichever is shorter. You must arrive in Canada on or before the expiry date on your visa. (Immigration and Citizenship Canada website:

<http://www.cic.gc.ca/english/helpcentre/answer.asp?qnum=417&top=16>

3. The Committee requested identity-specific data on student achievement in order to address such issues as stereotyping, graduation and dropout rates among Portuguese-speaking students. As the TCDSB is a member of a 15-Board provincial committee working on developing a consistent process for the collection, integration and reporting of identity based data, it is anticipated that these data should be available in the near future.
4. One of the members of the committee, an OISE PhD candidate, conducted a research project addressing the issues of Portuguese identity and barriers to success for Portuguese-speaking students. The findings of this research project were shared with the committee. In 2018-2019 the committee will consider how these findings will inform its work.

### **Advisory Committee for Spanish-Speaking Communities**

1. At the request of the committee, the Curriculum Leadership & Innovation department presented a Post-Secondary preparation session to committee members. Included in this presentation were such topics as ESL policies, supports for transition from elementary to secondary school, and pathways options and supports.
2. Considerable discussions occurred on assisting students on preparing for post-secondary education or the workplace. A proposal was put forward to partner

with the Guidance department to assist students in applying to post-secondary education programs through specific strategies to address barriers at the time of the application process. This proposal will be given further consideration in consultation with the central resource guidance staff in the 2018-2019 school year.

3. A request was made for the Admissions Department to deliver a presentation to the Advisory Committee for Spanish-Speaking Communities to clarify TCDSB's admissions policy and procedures regarding non-status students. This session will be requested to the admissions department in the 2018-2019 school year.
4. The Committee requested identity-specific data on student achievement in order to address such issues as stereotyping, graduation and dropout rates among Spanish-speaking students. As the TCDSB is a member of a 15- Board provincial committee working on developing a consistent process for the collection, integration and reporting of identity based data, it is anticipated that these data should be available in the near future.
5. A networking/mentoring event affording Spanish-speaking students an opportunity to be mentored by TCDSB Latin-Hispanic alumni was scheduled for June 2018, but was postponed in order to accommodate year-end school priorities. The event will be rescheduled in the fall of 2018.

### **Filipino Advisory Committee**

1. The Committee requested TCDSB to collect student achievement data tracking the graduation rates among students of Filipino descent. Research was cited and demonstrates that children of immigrants from the Philippines are less likely to hold a degree than their parents.
2. The Committee advocated for more culturally relevant curriculum materials in schools. In response, TCDSB collaborated with York University on the PASSOC (Philippine Arts and Social Studies in the Ontario Curriculum) project. Curriculum materials for Grade 6 Social Studies, Grade 6 Dance and Grade 8 Geography were unveiled on March 8, 2018, to a group of 40

elementary teachers and principals. PASSOC Curriculum resources can be accessed by teachers via: <https://passocproject.com/>

3. Further to the PASSOC Project, a compendium of Filipino reading materials in support of culturally responsive and relevant pedagogy was created by the TCDSB Literacy Department. This compendium is available to schools on the Filipino micro-website:  
<https://www.tcdsb.org/FORCOMMUNITY/HeritageCelebration/FilipinoHeritageMonth/Pages/Default.aspx>.
4. A request was made to the Board to hire more teachers of Filipino descent to reflect the large and increasing number of Filipino students in TCDSB schools. The Philippine Teacher Association of Canada (PTAC) and the advisory committee collaborated with the Human Resources department to offer a hiring consultation session. This session was delivered on February 13, 2018 to the internationally trained teacher-members of PTAC.
5. In 2018 Board proclaimed June 12<sup>th</sup> as Filipino Heritage Day and June as Filipino Heritage Month. The Committee facilitated the inaugural celebration of June 12<sup>th</sup>, as Filipino Heritage Day and June as Filipino Heritage Month.
6. In response to Filipino youth mental health concerns revealed during a Filipino Youth Roundtable session on February 2, 2018, the Committee invited the Board's Mental Health Lead and a Filipino psychologist to present on mental health initiatives, which include the TCDSB's Journey to Wellness and the Ontario's Mental Health Strategy.

### **African Canadian Advisory Committee**

1. The Committee requested identity-based data to track and measure the graduation rates of students of African Canadian descent, as well as disciplinary statistics to inform student success and well-being. As the TCDSB is a member of a 15- Board provincial committee working on developing a consistent process for the collection, integration and reporting of identity based data, it is anticipated that these data should be available in the near future.

2. Considerable discussions occurred on anti-black racism. The committee was advised that the Board has been given funding to hire a Human Rights and Equity Advisor to support equity initiatives, policies and provide professional development on equity and human rights.
3. A request was made for TCDSB to develop resources that support culturally responsive and relevant pedagogy (CRRP). In response, several TCDSB initiatives supporting CRRP were shared with the committee:
  - a. Two department heads symposia (fall and spring) focused on Culturally Responsive and Relevant Pedagogy;
  - b. The support of the Community Relations department in the creation of Culturally Diverse and Inclusive school environments;
  - c. The allocation of block budget funds for lower income schools for the purchase of materials that support culturally responsive and relevant pedagogy; and
  - d. Professional learning for senior team and administrators for the development of equity competencies.
4. A request was made by the Committee to expand Project 101 to include more schools. Project 101 was a pilot project from the 2015-2016 school year which supported 4 schools through the acquisition of culturally relevant and responsive resources to support African Canadian student achievement and well-being. Further, TCDSB has received funding to conduct a collaborative inquiry to expand the successes of Project 101 by increasing the engagement of African Canadian youth.
5. Several discussions occurred on the effectiveness of the current School Resource Program (SROP) in TCDSB schools. The Committee was advised that recommendation 28\* of the TCDSB Safe Schools Inquiry Panel Report of May 2015, called for the continuation of the SRO program as key to the maintenance and enhancement of a safe, welcoming and caring Catholic school environment.

*\* Recommendation 28 :School Resource Officer (SRO) Program of the Toronto Police Service The Trustees of the Toronto Catholic District School Board should approve a motion that indicates the Board's endorsement of the SRO Program and its desire to have the Program continue, as it is a highly effective program that assists in keeping Schools safe.*



The TCDSB Safe Schools Inquiry Panel Report is available via the following link:

<https://www.tcdsb.org/ProgramsServices/SafeSchools/Documents/TCDSB%20Safe%20Schools%20Inquiry%20Report%202015%20-%20Final%20Report.pdf>

### **Indigenous Education Advisory Committee**

1. The Committee collaborated and provided input and feedback for all TCDSB's Indigenous Education programming and initiatives, with a specific focus on the development of the annual Board Action Plan for Indigenous Education.
2. The Committee also collaborated and provided input on efforts directed towards addressing self-identification in order to develop programming and provide specific resources to support student achievement and well-being among Indigenous students.
3. In response to a Federal Government funding opportunity the Committee was also consulted on the development of a funding proposal called "The Red Balloon Project" designed to bring together Indigenous education and Catholic education through the promotion of reconciliation with First Nations, Métis and Inuit Peoples.

## **E. METRICS AND ACCOUNTABILITY**

1. The work of TCDSB Advisory Committees will be monitored through continuous feedback from parents and community members.
2. Following each meeting, a list of Action Items is created. All actionable items are completed and routinely reported on at each subsequent advisory committee meeting.
3. The agenda and the minutes of meetings are posted on the TCDSB website for stakeholders' information:  
<https://www.tcdsb.org/Board/TrusteesoftheBoard/boardmeeting/Pages/Committees-of-the-Board.aspx>

4. A yearly plenary session for all advisory committees to share best practices, discuss common themes and express new ideas, will be scheduled.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.