



REPORT TO

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

ANNUAL INFORMATION REPORT ON THE INTERNATIONAL LANGUAGES ELEMENTARY (ILE) PROGRAM FOR 2018-2019

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
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INFORMATION REPORT

Vision:

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

Mission:

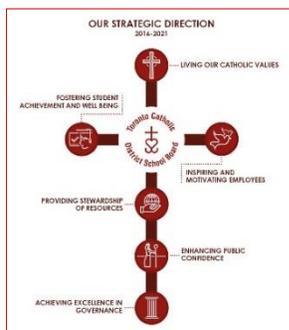
The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

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

Rory McGuckin
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 Associate Director of Facilities, Business and Community Development, and Chief Financial Officer



A. EXECUTIVE SUMMARY

As a Catholic and inclusive learning organization, the Toronto Catholic District School Board is committed to fostering and supporting student achievement and well-being by providing students with opportunities to enrich their learning. In 2018-2019, the TCDSB offered elementary students the opportunity to learn an international language during the school day, after school or on the weekends.

This report provides an overview of the International Languages Elementary (ILE) program delivery models for the 2018-2019 academic year. In addition, Appendix A provides a statistical and financial overview of the ILE programs.

The cumulative staff time required to prepare this report was 15 hours

B. PURPOSE

1. This report is submitted in compliance with mandatory reporting requirements of a motion, made on October 6, 2016, that an annual information report on the International Languages Elementary (ILE) program be added to the rolling calendar.

C. BACKGROUND

1. Up to September 2018, the ILE integrated day program was offered in an extended school day delivery model, during which the regular 5-hour (300-minute) school day was extended by 30 minutes, for a total of 330 minutes. This delivery format required teachers in ILE schools to work 30 minutes longer than their colleagues in non-ILE schools.
2. In the academic year of 2018-2019, due to language appearing in the collective agreement with TECT and an arbitration ruling regarding the ILE program, the program could not be delivered in an extended day format. This necessitated the delivery of the ILE program to be changed from an extended model to an integrated model during the regular 300-minute instructional day.

3. As a result of a motion approved by the Board of Trustees and a subsequent request to the Ministry, the Minister of Education:
 - confirmed conditional approval for the ILE program to be delivered for the academic year of 2018-2019;
 - approved an integrated day delivery model in which the program was to be delivered for 30 minutes, 4 times per week, within the 5-hour (300-minute) instructional day; and
 - provided one-time transitional funding of \$3.6M.
4. For the academic year of 2018-2019, the ILE after-hour programs continued to be delivered 2½ hour sessions over 30 weeks. The majority of the programs were offered on Saturday mornings. However, one program was offered on Sundays, and two programs were offered on Tuesdays after school.
5. In 2018-2019 the ILE programs were highlighted, celebrated and promoted through:
 - the TCDSB Communication and ILE Department;
 - the International Languages' Educators Association of Ontario (ILEA) Annual Spring Conference, hosted at the CEC;
 - TCDSB Heritage Day Celebrations;
 - celebrations, concerts and plays in ILE schools;
 - end-of-the-year graduations and celebrations in the after-hour programs;
 - literary contests, in collaboration with Centro Scuola and the Federation of Portuguese Canadian Business and Professionals;
 - the Festa della lingua Italiana;
 - the 70th Anniversary of Polish Language Instruction at St. Casimir Church;
 - a TCDSB day of celebration held at Queens Park;
 - local radio stations such as CHIN, Camões and Ondas Hispanas;
 - through posters and information sent to all Elementary schools to be included in the May, June and September newsletters and in the Welcome-to-Kindergarten bags; and
 - community centres and parishes.

In addition, in response to a Board of Trustee request, the Communications and ILE Department developed a new campaign to highlight the value and broad

appeal of the ILE program in our school communities. The campaign launch was planned for the spring, but it has been delayed to the fall of 2019.

D. METRICS AND ACCOUNTABILITY

1. The ILE integrated day program was offered in 44 TCDSB elementary schools to 19,597 students.
2. In 2018-2019, the TCDSB offered the following international languages in the integrated day delivery model: Italian, Portuguese, Ukrainian, Filipino, and Mandarin.
3. In 2018-2019, the ILE after-hour programs were offered in thirty-three (33) centres. Twenty-six (26) centres were located in TCDSB schools, while seven (7) centres were located in non-TCDSB sites.
4. In 2018-2019, 4,582 students learned the following international languages in the after-hour delivery model: Arabic, Armenian, Cantonese, Chaldean, Croatian, Filipino, Hungarian, Igbo, Italian, Korean, Lithuanian, Latin, Malayan, Mandarin, Polish, Portuguese, Spanish, Tamil, and Tigrinya.
5. The ILE Department conducted a two-year review, in 2017-2018 and 2018-2019 of the ILE after-hour programs to assess the effectiveness of program delivery and the effectiveness of operational procedures. Here are some key observations on student enrolment that were noted over the two-year review:

5.1 After Hour Programs that maintained or increased student enrolment were centres that:

- had a student enrolment of 150 or greater;
- ran as heritage language programs where the ILE language selected was the mother tongue of one or both parents;
- were located in an area where there was a significant population of families who were fluent in the ILE language offered;
- had a large number of student enrolment in one language;

- were able to offer single or combine grade classes with no more than two grades per class; and,
- had a high level of parental and community engagement.

5.2 Declining or inconsistent student enrolment occurred in centres that:

- began with 4 classes or fewer;
- offered multiple languages, but only had enough students to offer one class per language;
- did not have sufficient student enrolment to create multiple classes of one language, thus resulting in having multiple grades in one class (i.e., one class could potentially have students ranging from junior kindergarten to grade 8);
- the community experienced a change in demographics and the language offered was not reflective of the changed demographics or parent interest in third language acquisition;
- competition for student enrolment with privately run centres; and,
- lost student enrolment, mainly after grade 5, as a result of competing extra-curricular weekend activities and/or lack of student interest.

6. The 2018-2019 detailed budget for the ILE programs for both the integrated day and the after-hour delivery models is reported in Appendix A. The following are some key highlights from Appendix A:

6.1 The total budget for the ILE programs was \$5,851,108.

6.2 Despite the \$3.6M provided by the Ministry, the Board incurred a total funding shortfall in the amount of \$942,245.

6.3 The ILE after-hour programs incurred a financial short fall of \$227,232, as a result of the operational costs of running multiple centres and smaller centres with three or fewer classes.

6.4 Operating classes that are well below the Board average of twenty-five (25), could potentially have an adverse effect on the Ministry imposed aggregate of 23 students per class, which would result in reduced future funding.

E. CONCLUDING STATEMENT

This report is for the information and consideration of the Board