



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
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<b>INFORMATION REPORT</b>		

**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*



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## **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.