ANNUAL REPORT OF
THE DIRECTOR OF EDUCATION
2008 - 2009

Nurturing our Catholic Community:
Rejoicing in hope through word and action
MESSAGE FROM THE DIRECTOR OF EDUCATION

I would like to express my thanks to the Communications Team for coordinating this comprehensive annual report which encompasses the 2008/2009 Academic Year.

The year began with the leadership of Mr. Les Nemes in August 2008. We wish Les the very best in his retirement and thank him for his valuable contribution to the students and staff at TCDSB.

I was pleased to be appointed as the Director of Education for the Toronto Catholic District School Board last spring. For me, this was like returning home as I spent many years as a teacher, school administrator, and program coordinator with TCDSB earlier in my career.

Although I returned to the Board during the latter part of the school year, I had many opportunities to see first-hand the countless accomplishments of our students, our staff and our parent communities. Their creativity, commitment and enthusiasm are worthy of celebration. We pay tribute to some of these accomplishments at our annual Exemplary Practice Awards as well as our Annual Awards Night, both of which are highlighted later in this report. We also take great pride in the continued improvement that we have seen in the results from recent EQAO assessments, a testament to the quality of programs and supports that are in place for all of our students, regardless of their strengths or exceptionalities.

The successes that we continue to enjoy as a school system are due in large part to the continued support and participation of our parents and our parish communities in the education of our young people. I am grateful for the strong partnership that continues to exist among our schools, parishes and homes, which fosters the development of a true sense of Catholic community that is evident in our schools.

My ongoing commitment to the TCDSB school community is to improve communication with our stakeholders, broaden the reach and impact of Nurturing Our Catholic Community initiative and to lead the Strategic Renewal Process while ensuring we meet our budgetary targets and student achievement goals for a sustainable future.

I encourage you to visit our website and view “The Director’s Voice” a monthly web cast where I highlight the Virtue of the Month in action. This web cast provides an opportunity to celebrate the work of our students, parent volunteers, staff and administrators. I hope you enjoy reading the Annual Report and invite you to provide input into our Strategic Renewal Process in the months and years ahead.

Sincerely,

Ann Perron
Director of Education

OUR MISSION:
In a school community, formed by Catholic beliefs and traditions, our mission is to educate students to their full potential.
**Strategic Renewal Process**

The Toronto Catholic District School Board embarked on a Strategic Renewal process last spring, which will assist us in achieving our system priorities. A Strategic Renewal Committee, chaired by Ann Perron, the Director of Education, is coordinating this process. Over the next 24 months it will lead us through a re-examination of our programs, services and supports to ensure that they all support our mission.

In developing the strategic renewal plan, the Supervision Team has requested the Committee to focus on three major themes:

- **realigning** our administrative and political structures with best practices and statutory requirements.
- **refocusing** our programs and services to better support the achievement and well-being of our students.
- **reinvesting** in programs, services and supports required to restore TCDSB to its role as leader and innovator in the Catholic education community.

The Board is committed to engaging all stakeholder groups throughout this process over the next 24 months and to use a variety of communications tools to keep everyone updated on the committee’s progress and to provide a variety of opportunities for feedback and participation in the process.

The first **Progress Report** was issued in June 2009, and is posted on the Board’s website at [www.tcdsb.org](http://www.tcdsb.org). The report will evolve over time, and additional information, timelines and goals will be incorporated into the report as we move forward with the Strategic Renewal Process.

**Looking Forward - Strategic Renewal 2009 - 2010**
Nurturing Our Catholic Community Through Word, Worship And Witness

Student, parent and staff representatives from across the Toronto Catholic District School Board joined in celebrating the launch of “Nurturing Our Catholic Community Through Word, Worship and Witness” in April. This special kicked off a three-year initiative focusing on enriching the faith experience of students, parents and staff in TCDSB schools and workplaces. The Board was pleased to welcome Archbishop Thomas Collins, who delivered a keynote address reflecting on “Nurturing Our Catholic Community Through Word, Worship and Witness”. A prayer was introduced at the April 15th event, which was also used during Catholic Education Week. Each school was invited to pray this ‘Catholic Education Prayer’ on May 4th at 11 a.m.

Backgrounder:

Using a three-year cycle, the TCDSB community will be invited to deepen their understanding of the ministries of Word, Worship and Witness as a means of nurturing our local Catholic communities by building on the existing Virtue of the Month initiative and the Ontario Catholic School Graduate Expectations:

- **Year One: Ministry of the Word**
  An invitation to the TCDSB community to consider creative and intentional ways for the “Word of God” in sacred scripture, especially the message of the Gospel, to have a place of prominence in the life of the faith community.

- **Year Two: Ministry of Worship**
  An opportunity to highlight the liturgical life of the local community. The liturgical seasons of the Church are emphasized and celebrated.

- **Year Three: Ministry of Witness**
  Encourages the community to highlight the social justice teachings of the Catholic Church through outreach initiatives.

**Virtues of the Month:**

Our Nurturing Our Catholic Community plan is supported by our Virtue of the Month as we focus on a Virtue to help foster faith and character development throughout our schools:

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Each month, schools focus on a virtue, incorporating it into their daily life through a variety of resources including a quote of the month, a Faith and Character Development Calendar focusing on the particular virtue of the month, eco-connections, books and resources, insert for school newsletters and scriptural connections to the virtue.
TCDSB Continues to See Improvement in Standardized Test Results

3% improvement in OSSLT results
The Toronto Catholic District School Board is pleased to report that 84% of its students were successful on the latest literacy test. This is a 3% improvement over last year.

In the Province over the past four years, the results have remained relatively stable. A total of 6,593 first-time eligible students participated in the annual assessment, which represents 93% of all eligible students.

TCDSB is proud to celebrate that significant gains were made with all targeted subgroups. In the past year, boys improved by 5%, English Language Learners improved by 32%, student with special needs (excluding gifted) improved by 7% and applied level learners improved by 7%. All of these gains outpace the Province and reflects the strategic focus the Board brought to these key areas.

The success reflects the hard work and dedication of our students and staff. We are proud of everyone who has contributed to this success and we will continue to channel resources into programs and services to help all students succeed. (See detailed information starting on page 57)

Upward Trend in Grades 3, 6 and 9 Results
Students in grades 3, 6 and 9 continue to show improvement in provincial testing of reading, writing and mathematics. The year to year positive results are a reflection of the strong support of our parents and the commitment of staff in our Catholic schools.

In Grade 9 math, the scores in the academic level have increased from 61% to 76% over the past five years; 4% in the last year. Gains have also been made over time at the applied level, increasing from 20% to 34% over the same five year period, with a 6% gain in the past year alone. In both academic and applied programs, the pace of improvement exceeds that of the Province.

For Grade 3, the number of students performing at or above the provincial standard, during the past five years has increased from 55% to 62% in reading, 63% to 72% in writing and from 61% to 72% in mathematics. In reading, for the past two years, results for TCDSB remain higher than the Province. In writing, TCDSB results remain consistently higher than the Province. In mathematics, for the first time in five years, TCDSB results exceed those of the Province.

For Grade 6, the results from the past five years show similar gains, with student scores increasing from 58% to 66% in reading, 58% to 71% in writing and from 54% to 62% in mathematics. In reading, over the past five years, there has been a steady improvement in TCDSB scores. In writing, results for TCDSB students remain higher than those of the Province. In mathematics, the gap with the Province has been significantly reduced.

Results for males and females have continued on an upward trend in most areas. English Language Learners have shown significant gains across all assessments and the scores for students with special needs have improved steadily.

The achievement of our students is reflective of our ongoing system priorities for the year: Nurturing Our Catholic Community in a faith-filled environment where improving student learning and student achievement is an important goal. We are proud of all of the accomplishments of our students, and we will continue to align our resources to support individual students and build our capacity to lead and learn. (See detailed information starting on page 49)
Milestones

TCDSB takes great pride in the long history of its Catholic schools and the continued service the schools provide to Catholic families in the City of Toronto. TCDSB congratulates the following school communities for significant anniversaries celebrated during the 2008-2009 school year:

- Blessed Margherita of Cittá di Castello Catholic School – 25th anniversary
- Immaculate Heart of Mary Catholic School – 50th anniversary
- St. Barbara Catholic School – 50th anniversary
- Don Bosco Catholic Secondary School – 30th anniversary
- St. Roch Catholic School – 40th anniversary
- Pope John Paul II Catholic Secondary School – 25th anniversary

“Team of the Year” From Neil McNeil High School

The Toronto Catholic District School Board congratulates the leadership team from Neil McNeil High School for being recognized with the 2008-2009 Premier’s Award for Teaching Excellence in the “Team of the Year” category. The team includes Alan Baigent, Susanna Bellisario, Paul Edwards, Michael Fellin, Nicholas Kovacs and Tony Morale.

We are very proud of this wonderful and deserving group of educators for this outstanding accomplishment. It is just another reminder of the quality of people at work in our Catholic schools, and the level of commitment that our staff has to the students who are entrusted to us.

The team developed a peer support program at the all-boys’ school to empower students as leaders in helping others. This starts with the transition to secondary school, each incoming student paired with a “big brother” during a three-day camp experience. The orientation forms the basis of a lasting relationship that is maintained through peer mentoring.
Awards Night Celebrates Excellence in Catholic Education

Catholic Education Week was launched in style with the Board’s annual Awards Night, a tribute to the outstanding achievements of students, staff, alumni and members of the Catholic community. In addition to the presentation of Student Achievement Awards to a number of students and Certificates of Appreciation to staff and members of the TCDSB community, a number of special awards were also presented:

- The Award of Merit was bestowed upon Mr. Tom Leon (posthumously), former Chairman Emeritus of Leon’s Furniture
- The TCDSB Alumni Award was given to Dianne Schwalm, Senior Vice President, Theatrical Marketing, Warner Bros. Pictures Canada.
- The Ashif Jaff er Award was shared by Cristina Pascuzzi, Education Assistant at Blessed Margherita of Città di Castello Catholic School for her enthusiastic work to promote the rights and dignity of the exceptional student and Rosemarie Atkinson, Education Assistant at Pope John Paul II Catholic Secondary School for her advocacy on behalf of those with the greatest needs.
- The Sister Mary Hamilton Award was presented to Jean Luca Fernandes, St. Basil-the-Great College School for his support as ambassador of programs for exceptional students, to Shakur Johnson, Annunciation Catholic School for his determination to succeed and Dillon Joseph, Cardinal Carter Academy for the Arts for his leadership in the school community as a role model and mentor.

Michelle Skalnicka, Don Bosco Catholic Secondary School, received The Student Trustee Award of Excellence for excellence in academics, leadership and Christian values and to support her in the pursuit of studies at a recognized Canadian post-secondary institution.
Celebrating Exemplary Practices

Each year, the Board recognizes innovative projects and initiatives that improve student learning and achievement and foster a strong sense of Catholic community within TCDSB schools. TCDSB is pleased to announce the following winners of the 2008-2009 Exemplary Practice Awards:

- **Blessed Mother Teresa Catholic Secondary School (Scarborough)—“The Promotion of Literacy Among Malvern Youth using Star and Accelerated Reading”**—A concerted effort to increase overall literacy levels and improve student achievement on standardized testing, teacher-librarians have implemented the adaptive web-based literacy programs, Star Reading and Accelerated Reading. The programs have been very successful with many “at risk” students who are encouraged to spend more time reading.

- **Chaminade College School (North York) — “A Community based approach to increase awareness of Autistic Spectrum Disorder (ASD)”**—Chaminade College began a campaign to increase awareness and sensitivity about students with Autism Spectrum Disorder (ASD). Grade 9 students took time out of their weekly math classes to read the novel, “The Curious Incident of the Dog in the Night-time” by Mark Haddon (Doubleday, 2003). The story is written in the first-person perspective of Christopher John Francis Boone, a 15-year-old autistic boy. Chaminade students volunteer as ambassadors every Christmas for Jake’s House, a local registered charitable organization founded in 2002 by David and Irene Bodanis, whose son, Jake, was diagnosed with Autism in 1995.

- **Father Henry Carr Catholic Secondary School (North York)—“FHC Student Mentorship Program”**—The program was created to provide each grade 9 student with a caring adult whose mission is to develop a positive relationship and offer ongoing monthly support to each of the five students who has been assigned to his/her care. On Mentorship Wednesday mornings, the entire staff, along with 45 student mentors, congregates for one hour to help grade 9 students cope with their transition into high school. Attendance records, report-card reviews, exam preparation, and personal concerns/questions are shared among the caring adult, senior student mentor, and grade 9 students at each table.

- **Holy Spirit Catholic School (Scarborough)—“PSL Primary Soccer League”**—PSL is a house league with a difference. This league is designed to inculcate the independence and self-reliance of students while at the same time developing “collaborative contributors” to the common good. The house league for students in grade 1 to 3 is run by students in grade 4. The only adult role is that of supervision in the gym during the actual games. The league has developed over the last 14 years. Through staff efforts, the PSL prepares junior students to coach teams, officiate at games and do daily announcements about schedules and team standings.
• **Madonna Catholic Secondary School (North York) — “Break the Bread”** — This breakfast program is a way to incorporate greater student involvement while also integrating many of the expectations from the Health Care curriculum. Students were assigned a one week block, where they determined meals, prepared meals and served the community while incorporating many of the course expectations.

• **Mary Ward Catholic Secondary School (Scarborough) — “Science Discovery Days”** — This program brings together grade 11 science students who share their enthusiasm and knowledge of science with elementary students. Mary Ward students develop organization, management and presentation skills, while elementary students benefit from “hands-on learning” provided by secondary students and make connections between classroom and real life. Elementary/secondary teachers and students review curriculum and teachers provide ongoing support and collaboration with secondary students. Elementary teachers provide in-class support on the day of the workshop.

• **Neil McNeil High School (Scarborough) — “Grade 11 Leadership and Peer Mentoring Program”** — The program was set up to develop the leadership skills of grade 11 senior students, giving them leadership opportunities within the Neil McNeil community and out in the local community. It also enabled the development of a peer mentoring program for grade 9 students designed to assist in the successful completion all eight credits by those students deemed to be at risk. Grade 11 students who wish to be a part of this program must select the GPP 301 Leadership course as one of their options in grade 11 and be willing to volunteer 50 hours in one semester.

• **Pope John Paul II Catholic Secondary School (Scarborough) — “Literacy through Authentic Experiences”** — Abstract themes in literature (e.g. poverty and homelessness) may be difficult for students to appreciate from the printed page alone. While Tom Finder explores the issue of homeless youth in Canada, students were exposed to the authentic problem of youth homelessness by helping homeless teens in their own community. During the book’s reading in December 2008, classes hosted a toiletry drive for Second Base Youth Shelter in Scarborough. A social worker also visited classes as a guest speaker. The toiletry drive was featured on the High School Rush series on Rogers TV.

• **St. Antoine Daniel Catholic School (North York) — “Special Education/English Language Learner Inclusion Model”** — This program includes all intermediate students. The ELL and Special Education teachers teach in the regular classroom, in partnership with the classroom teacher, to
facilitate learning for all. Using the Ministry Curriculum, the strengths and weaknesses of the ELL and identified students are addressed. This program eliminates the stigma of identification of the special needs students and promotes a warm inclusive environment where everyone learns according to their own needs. Progress is carefully monitored by all teachers involved to address the varying needs of the students.

- **St. Bonaventure Catholic School (North York)**—“**TLCP in Extended French – Why Not?**” --The extended French teachers at St. Bonaventure have committed to collaborating with each other and their English speaking colleagues in order to implement the teaching learning critical pathway jointly. Students are in effect “making connections” in both languages!

- **St. Brendan Catholic School** (Scarborough)—“**Teaching Learning Critical Pathways**” --The Teaching Learning Critical Pathway is a model for the development and implementation of a unit of study based on student needs as assessed by data. The grade 2 staff at St. Brendan used EQAO, CAT3 and Running Records results to determine their students’ needs. Their unit integrated the subject areas of language, science, social studies and Religion. Their program has been used as a model for successful implementation of the TLCP.

- **St. Jerome Catholic School (North York)**—“**Information Evening for Grade 7 & 8 Parents**” --This project focuses on promoting student success by providing teachers, educational assistants, child and youth workers and parents with a variety of intervention resources to support and build on student learning and address student behavioural needs in proactive ways. Intervention and support strategies are aligned with Ministry of Education expectations to provide stakeholders with a variety of strategies that are personalized, precise and specific to the individual learner. Intervention strategies reflect Catholic beliefs and traditions to educate students to their full potential by providing support and guidance in what students need in order to learn; integrating Catholic, Christian beliefs in the total learning experience.

- **St. Jerome Catholic School (North York)**—“**The Cube of Love – Building a Catholic community at St. Jerome and Beyond 2004-2009**” –How can we inspire students to put the Gospel into practice in the 21st century? For the past five years, students at St. Jerome have been trying to live Gospel values through the six points of the Cube of Love (Created by Chiara Lubich) , an expression of the Gospel-based “art of loving”. On each face of the Cube of Love there is a phrase that focuses the students’ efforts on caring for others, such as, I’m the first to love. The Cube has allowed students, as well as teachers and parents to respond with very real and concrete experiences of love. This program has not only helped to build a more Catholic community by preventing conflict and violence, but has contributed to the development of character traits, a growth in faith and an ever great awareness of the universal family and worldwide needs.
• St. Louis Catholic School (Etobicoke)—“Program to Assist with Social Thinking Team” —This award celebrates a research-based, regional special program of excellence at St. Louis Catholic School: The Program to Assist Thinking (PAST) is an innovative program designed to support the highly individualized needs of students with Asperger’s Syndrome. This award celebrates, in the spirit of the gospel values, the significant spirit of team collaboration that contributes and enhances the success of the children.

• St. Thomas Aquinas Catholic School (York/Toronto)—“PHAST/Empower/Corrective Reading Programs” --The Corrective Reading and the PHAST programs were implemented at St. Thomas Aquinas Catholic School in the 2007-2008 school year. The Empower program was introduced in September of 2008. A mentor was assigned and makes monthly visits to observe and give feedback. Although the Fifth Block Program is not a special education program, it is an early literacy intervention program which gives grade 1 and 2 students extra support to develop their reading skills more effectively. Students experiencing difficulty with reading are recommended by their classroom teachers for participation. The Special Education/ELL model allows the teachers to focus on teaching students how to read so the students literacy skills learned in those classes can be used more effectively in their regular classroom.

• Senator O’Connor College School (North York)—“The Smarties Reading Club: A Collaborative Project” --The Smarties Reading Club Collaborative Project matches Senator O’Connor students with grade 3 students from Annunciation Catholic School. Tutors and students are matched one-on-one. “Students and tutors read and discuss books together, write stories, play word games, complete homework—anything that will help the younger students improve their reading, writing and thinking skills”, said Sandra Huehn of Frontier College. While one of the goals of the project is to provide EQAO support to grade 3 students, it also serves to engage its high school tutors, who come from a wide range of academic achievement in a “meaningful service opportunity which focuses on the strengths and gifts they can offer to younger students”. 

REJOICING IN OUR SUCCESSES
2008-2009 Top Graduating Students

Each year we honour our top scholar with a Student Achievement Award. In 2008-2009, Jana Cmorejova from Bishop Allen Academy in Etobicoke achieved 100 percent, the highest average of all Grade 12 graduating students within the Toronto Catholic District School Board. Jana earned 100 percent in Religion, Psychology, Calculus and Vectors, Mathematics of Data Management, Advanced Functions and Biology (4 of these courses were at the Advanced Placement level).

Throughout her time at Bishop Allen Academy, Jana took part in a letter writing campaign to enforce the need for adequate elementary educational facilities in the Ontario native community of Attawapiskat. The group of students involved in this campaign, including Jana, travelled to Ottawa to bring a greater awareness of this issue to the House of Commons. Jana was a peer tutor for fellow classmates in a range of subjects and also played the violin at school masses and other functions. She also volunteered in a 24-hour relay in an effort to raise money and awareness for Easter Seals and children with physical disabilities.

McMaster University has given Jana a $3,000 entrance scholarship where she will be studying Health Sciences in the fall. As a future career, she wishes to be in the field of Medical Research with a focus on Neuroscience.

Ania Ochocinski placed 2nd overall within the TCDSB, earning an average of 99.83 percent.

Olga Paprotska, also a graduate of Bishop Allen Academy, is the third place overall top student for the TCDSB. Olga earned an average of 99.33 percent, a close third to the top two students.

Congratulations also to:

Adam Craig of Brebeuf College School, the top graduating student in North York with an average of 98.5.

Gabrielle Fournier of St. Joseph’s College School, top graduating student in the former City of Toronto with an average of 97.5.

Leroy Gonsalves-Prabhu from Pope John Paul II Catholic Secondary School, the top graduating student in Scarborough with a final overall average of 97.33.

The top student of York, David Castro, a graduate of Archbishop Romero Catholic Secondary School earned an average of 95.17.

Other Award Winners

Each year we are overwhelmed by the many accolades earned by our staff and students. The following were among those who were singled out for recognition in the past year:

- Luciano DiLoreto, resource teacher for the Ontario Youth Apprenticeship Program at the Board, 2009 recipient of the Glenn Beatty Award in recognition of his dedication and passion for Skills Canada—Ontario. The Board takes great pride in his efforts to encourage the exploration of skilled trades as an attractive option for our students.

- Award recipients at the Empowered Student Partnership (ESP) Showcase: Msgr. Percy Johnson—Bell Artistic Expression Award; St. Patrick—Chief of Police Award; Loretto Abbey—Global Outreach Award; Michael Power/St. Joseph—Growth and Development Award; St. Mary’s, Loretto College and Our Lady of Victory—Jan Thor Police Partnership Award; Msgr. Percy Johnson, Senator O’Connor and St. Mary’s—Outstanding Display Award and St. Joseph’s College—S/Insp. James Sneep Leadership Award.
• Ani Demsar Strazar from Loretto College School, recipient of the Pete Beach Award, presented at the 9th annual coaches’ appreciation dinner hosted by the Toronto District Colleges Athletic Association (TDCAA). The award is presented each year to an individual, who through their involvement with athletics has made an outstanding contribution to the overall development and education of young people.

• Blessed John XXIII Catholic School, the 2009 recipient of the Barb and Marek Brodzki Literacy Award presented by the Angel Foundation for Learning. The $500 award is to be used to promote literacy among students with special needs. The funds from The Barb and Marek Brodzki Literacy Award will be used to purchase resources that promote literacy development for students who are at the reading and emergent reading stages. Highly motivating and colourful the materials will encourage these exceptional students to spend more time reading.

• Alex Voros, a teacher at Chaminade College School, named MusiCounts Teacher of the Year for 2008. Mr. Voros has taught music for over 30 years and under his leadership, the music program has become a vital aspect of school culture and an award-winning component of the school’s profile. Students of varying abilities are welcomed into the concert band, and under his guidance, young men who may not excel in other areas, have an opportunity to shine. TCDSB has always been a strong advocate for the arts as an essential part of the curriculum. It is wonderful to see such a talented educator being recognized for his contribution to the arts, and to the students in our Catholic schools. Chaminade College School was the recipient of a Band Aid musical instrument Grant from MusiCounts in 2006-07.

• Daniel Donato, a student at St. Boniface Catholic School, was honoured for his numerous accomplishments at the “Catch the Wave!” Awards Dinner, sponsored by the Council for Exceptional Children (CEC), Toronto Chapter 56. Daniel, a grade 7 student, was one of nine students in Toronto who received the “Yes I Can Student” award. After meeting Daniel, the committee decided to recognize him at the Provincial CEC luncheon.

• Loretta Notten, Superintendent of Student Success, received the 2009 Spirit of Ontario Award in the field of education from the National Congress of Italian Canadians. The Spirit of Ontario Awards were established in 2007 to recognize Italian Canadians with ties to the Italian community who have made significant contributions in a variety of areas, including education. Over the course of her career, she has helped develop innovative programs and instituted awards for students at all levels of study, regardless of their pathway.
Emmanuel Cordeiro from Dante Alighieri Academy in North York won the gold medal at the Skills Ontario in Cabinet Making. He went on to represent TCDSB at the Skills Canada National Competition in Prince Edward Island, and returned with a bronze medal. His teachers credit him with the dedication, determination and effort needed to succeed in his chosen field of endeavour. Other gold medal winners included: Lucy Chau and Teresa Yu from St. Joseph's Morrow Park Catholic Secondary School in North York for virtual robotics.

Silver medals were earned by Danny Cardoso and Alexander Moreira from Archbishop Romero Catholic Secondary School in York for landscape/gardening, Nicolas Lopes from Dante Alighieri Academy, North York for plumbing and C. Ryan Colbert, Alexander Sivilla and Norman Sze from Francis Libermann Catholic Secondary School for robotics.

St. Thomas Aquinas Catholic School, was the 2009 recipient of the TCSB Employees Credit Union School Community Award. The school employs various strategies to promote a strong sense of community by encouraging student and parental involvement. The plethora of planned activities, initiatives and events all support a common purpose – that of creating a feeling of shared responsibility and a sense of belonging.

St. John Vianney Catholic School in Etobicoke received the George Ermellini Literacy Award to support innovative programs in literacy in elementary schools. St. John Vianney Catholic School promotes “family reading programs” for primary children and “reading buddy programs” which pair up older students with their peers in earlier grades. It provides several other co-curricular programs to sustain literacy among children and a well-rounded focus for the students.

Phil Petrucelli from St. Raphael Catholic School, Gino Ruffo from Sacred Heart Catholic School and Josie Vinci from St. Helen Catholic School were recognized with the Victor Angelosante Award. The Victor Angelosante Award is presented annually to a TCDSB employee who, through significant involvement with athletics and the Toronto Catholic Schools Athletic Association (TCSAA), has made an outstanding contribution toward the overall development and education of young people. The Award Winner is one who personifies those qualities Victor Angelosante demonstrated in abundance and one who embodies and inculcates by example the highest traditions of a Catholic educator and a dedicated sportsperson.

Board Continues to Move Forward with Student Success Action Plan

- The Board Student Success Action Plan for 2008-09 targeted differentiated support for students and schools whose data revealed that there was a gap in achievement as compared to the Board as a whole. Further, the Central Team used our Regional Professional Development model to sit with each school team to identify the specific student groups that needed further assistance, and in that forum aided in the setting of SMART goals (specific targets with accompanying strategies intended to aid in achieving those targets). Within the Student Success Action Plan strategic measures that were taken included:

  - **Whole system focus on Differentiated Instruction** intended to build teacher capacity in instructional practices that are more responsive to the needs of the variety of learners within their classrooms. Inservices were delivered within Student Success Learning Networks (representing grades 7 to 12) and teachers were encouraged to share artefacts from their classroom practice at workshop sessions. Further, teacher moderation of student work was implemented for teachers of grades 7 to 12, with an intent on building
teacher capacity in consistent, valid and reliable assessment practices. St. Wilfrid’s Elementary remains a Ministry pilot site in grades 7-8 helping to support and define the development of effective instructional practices. Their specific focus was vocabulary development for ELL learners.

- **Identification of and Responsive Instruction for ELL Students** was a focus. All schools were supported in the proper identification of ELL students for up to 6 years of their entry to Canada. Further workshops highlighting focused strategies for English Language Learners were delivered both centrally and in local secondary schools with a large ELL population and/or where data revealed that ELL learners were struggling with academic achievement. This work translated into notable gains in all measures for our ELL learners in grades 9 and 10.

  Additionally the Board entered into a partnership with Apple Canada to pilot the use of iPod technology in 2 elementary and 2 secondary schools. Students and teachers found this pilot to be most engaging and helpful to the learning process.

- **Applied Level Learners** were identified as not achieving in course work or standardized tests to the same level as their peers in other levels. Workshops with teachers focused on differentiated instruction and an assessment for learning cycle that was more responsive to their needs. As a result in both the grade 9 EQAO and the OSSLT Applied level learners were very successful in narrowing the gap with academic level learners. Similar gains were seen in pass/fail rates in courses at the grade 9 applied level.

- **Identified Learners** were supported with a focus not only on Differentiated Instruction and Universal Design for Learning, but the Student Success funds supported both the licenses and the inservices for Premier Assistive Technology. Once again both central and school level inservices were delivered to build capacity with this technology which has application for both ELL and identified learners, as well as “mainstream” learners. This work was further complemented by a significant investment in SMART Board technology and professional development sessions to build teacher capacity in their use in literacy and numeracy instruction. Strong gains can be seen on the grade 9 EQAO and OSSLT for our identified learners.

- **Focus schools were selected in the areas of Literacy and Numeracy.** These selections were intended to provide a differentiated level of support to schools that were struggling in these two respective areas against objective standardized measures. In each case teachers in the selected schools received additional professional development from our central TCDSB program team and local support to build teacher capacity in meeting the needs of the specific students in their schools. Further a Literacy Promising Practices inquiry was undertaken to celebrate the practices in schools that were successful in overcoming the gaps evident in serving boys, ELL, applied and identified learners. As a result of stressing classroom strategies and resources that are more responsive to boys and their learning aptitudes, significant gains continue to be observed for our TCDSB boys on the grade 9 EQAO math test, on the grade 10 OSSLT and in pass-fail rates in grade 9 and 10 compulsory courses.

  Similarly, focus schools were selected for Pathways Expansion to ensure that there is an equity of programming across the TCDSB. Three more Specialist High Skills Major schools in the area of Transportation were implemented, bringing our total number of SHSM schools to five. (Blessed Mother Teresa, Don Bosco, James Cardinal McGuigan, Jean Vanier and St. Mary’s CSS.) By the end of the year another four successful applications had been made. four additional Fast Forward school to work programs were launched to bring the TCDSB total to 21 in the 08-09 school year.
Cooperative Education was targeted as an area for program expansion and all schools undertook the task of attempting to grow this valuable program, but particularly in those schools where co-op enrolment was less than 10% of the total program offering. We were successful in seeing coop course selection grow by almost 15%. A highly successful Board-wide Career Fair and an Employment Fair helped to round out the highlights in responsive Pathways programming.

- **Attendance Workshops and Mental Health symposiums** were cornerstones in helping to address schools dealing with low achievement due to poor attendance. Specific schools were invited to participate in two inter-connected attendance workshops intended to build capacity around responsive processes within a secondary school to ensure students are not falling through the cracks or failing academically due to poor attendance. Work will continue with these same schools in the 09-10 school year. A concern for students’ mental health and well-being continued to be strategically tackled. The TCDSB formalized a partnership with the Mood Disorders Association and sponsored a Mental Health Symposium for literacy and numeracy teachers, (building on the two previous years work with Student Success Teams and with Phys Ed and religion teachers). Two schools (Loretto Abbey and Mary Ward) were selected to pilot a “Stop the Stigma” week for students, to build awareness around mental illness.

- **The Ministry of Education’s Grade 11 “Top 20” Initiative** invited all school Boards to identify 20 students who had fallen behind in credit accumulation by the end of grade 10. School-based Student Success Teams, supported by the central team, worked intensively to ensure these students met with a higher degree of success. Students were tracked and monitored and an individualized action plan was put in place for each of the students involved. Each of the schools across the Board was able to identify notable gains and individual success stories within their cadre of selected students.

- In February 2009 **5 Student Success Support Schools** were identified in partnership with the Ministry of Education. These schools benefitted from the support of an additional Superintendent, coaches and an infusions of both resources and professional development for teachers. Within the first six months of implementation, gains in credit accumulation and on standardized tests were being realized in some of the schools. The initiative is carrying into the 2009-10 school year with the same 5 schools and the addition of 2 more.

- TCDSB had three successful school applications for **Urban Priority High School Grants**. James Cardinal McGuigan, St. Patrick’s and Monsignor Fraser College School were all successful in attaining sizable grants from the government to address the specific needs of their school community. Funding was used to provide additional CYW and social work support, resources (including technology) and innovative specialty programs. The communities are working with the Ministry to gauge impact on student achievement and are most grateful for this additional support.

- **eLearning** continues to be a valuable curriculum delivery model within the TCDSB and it is widely used to support students struggling to access required courses in their “home school” or to succeed in traditional classrooms. Within the Continuing Education department access to eLearning continued to grow with Summer School enrolment growing to 2500 students. During the 2008-09 school year strategic steps were taken to lay the foundation for day school eLearning delivery in 2009-10. Widespread consultation and marketing took place and for the first time students in the spring of 2009 had the opportunity to select day school eLearning courses. TCDSB is a trailblazer in this area and is laying a strong foundation for Catholic eLearning courses and their access across the province of Ontario.
Suspension and expulsion rates drop

The TCDSB rate of suspension and expulsion continues its decline of previous years. The Board rate of 3.6% is a 25% drop from the previous year. For exceptional students the rate of suspension rose from 10.4% to 12.2% the previous year.

The data shows that the TCDSB schools have been doing a good job in preparing the students in school. This can be attributed to the following factors which have helped reduce the suspension rate:

- Progressive Discipline interventions
- Bullying awareness and prevention programs that allow for reporting and follow through to keep students from being suspended.
- Clear communications of expectations of the Code of Conduct so that students and parents know what the expectations and consequences are.
- The building of respectful communities through involvement of parents and students in developing a Code of Conduct.
- Building strong relationships between staff and students so that school is a place where students want to be.
- Support for families in crisis so that intervention and prevention rather than punishment becomes the focus of dealing with inappropriate behaviour.
- Programming which more clearly meets the students’ needs, causing less frustration and more engagement.

The Safe School Department is working on a number of initiatives that may assist schools in dealing with students’ behaviour in a proactive manner. Some of these are:

- Partnership with Toronto Police Services on Threat Assessment Training. This will allow trained staff the tools to recognize signs of students who pose a risk to themselves and to others.
- Partnership with teacher unions offering joint in-services on areas of need for teachers, thereby assisting them in understanding and implementing effective progressive discipline measures.
- Support for Empowered Students Partnership (ESP) as a vehicle for student engagement and leadership for school safety.
- Training in Conferencing and Mediation to resolve student conflicts by PACT in all secondary schools in 2008-2009. This will be extended to the elementary panel in 2009-2010.
- A workshop run with the support of the Special Education Department that highlights effective strategies in dealing with students having autism, learning disabilities and behavioural exceptionalities.
- Increased time spent by special education staff with their students analyzing the Code of Conduct at the beginning of the school year. This is done with a view to increasing the exceptional students’ understanding of the consequences of behaviour to decrease suspensions.

REJOICING IN OUR SUCCESSES
Supporting Students Who Have Been Expelled

The APPLE program serves students in the TCDSB who have been expelled from all of the community schools in the TCDSB. Since February 2008 the TCDSB has offered two sites of the APPLE program, one for elementary students and one for secondary students. By September 2009 both programs, including the newly created alternate setting for elementary students, were well established. Students receive intervention programs, counselling and academic instruction, with an eye toward successful reintegration into a community secondary schools. Three successful practices that were either introduced and/or grown over the 2008-09 school year were: greater use of co-operative education and eLearning credit recovery, and the ability to have students carry over a credit from one school year to the next, to maximize the opportunity for credit accumulation, given that students enter the program at various times throughout the year.

Supporting Students Who Have Been Suspended

TIPSS (Transitional Intervention program for Suspended Students) was initially established in February 2008 as mandated by Bill 212. TIPSS sessions were initially held in TCDSB school libraries, but through a partnership with Toronto Public Library, initiated in March 2008, the sessions moved to public library sites.

TPL staff provides each TIPSS student with a library card upon entering the program. In addition, TIPSS students and staff freely access all library resources including computers. Teachers also have access to seminar rooms if needed. The Board has delivered TIPSS in close to 30 different libraries since inception and each library has been equally welcoming and accommodating.

This partnership has enabled us to create an experience for students where they receive academic support (via TIPSS teachers) and social/emotional support (via TIPSS social worker) in a very welcoming, caring and positive environment. In addition, many students have developed a strong relationship with the TPL community. In fact, some students have participated in special events hosted by Toronto Public Library. Others have participated in volunteer programs including the TPL Reading Program.

TIPSS staff meets regularly with TPL staff throughout the school year to discuss our partnership and explore new possibilities. In February 2010, TIPSS staff will be presenting with TPL staff at the Ontario Library Association Super Conference. Our session is entitled Assisting Suspended Students - TPL/TCDSB Partnership Program. TIPSS has also been nominated for the 2009 Ontario Public Library Service Awards (Ministry of Culture).

Thanks to our partnership, suspended students are returning to the school community with renewed energy, strength, focus and determination to succeed.
Revised Fully Alive Program

The Toronto Catholic District School Board celebrates the revised Fully Alive program, approved by the Bishops of Ontario. In the 2009-2010 school year, grade 3 teachers will receive two half-day in-services for the revised program, focusing on how the program has been updated to reflect more of the realities that Catholic families face. The revised program invites greater family connections in each of its lessons. It truly celebrates the unique and important role that the family has in raising their children in the faith in the 21st century. Teachers are encouraged to make use of those moments in the program that explicitly communicates with the family what has been shared in the Family Life lesson. This enables communication between the teacher and home as well as ongoing opportunities for communication between the child and parent. Each year the TCDSB will purchase and provide in-servicing for the remaining revised Fully Alive grades.

Adult Education Program Open House

The Toronto Catholic District School Board hosted an Open House last year for its Adult Education Program in May at Mary Ward LINC and ESL Centre (44 Kelvinway Drive, Scarborough) to help community partners, media and the general public gain a better understanding of the variety of integrated language programs and settlement support services offered.

Mary Ward LINC and ESL Centre is one of the largest locations in the TCDSB Adult Education Program, which provides free English classes to newcomers. The centre hosts more than 30 adult classes and child care services. ESL (English as a Second Language) and LINC (Language Instruction to Newcomers to Canada) classes are offered from pre-benchmark to Canadian Language Benchmark level six, leading all learners on clear learning paths. Additional benefits offered by the school are the use of a computer lab, the Immigrant Settlement and Adaptation Program self-access resource centre, child recreational playground, gymnasium and a football field.

TCDSB is pleased to announce the Immigrant Settlement and Adaptation Program (ISAP) available in many adult education centres since September 2008 with itinerant ISAP settlement counsellors supporting newcomer learners’ settlement needs. ISAP newcomer support services have been integrated with the language programs to ensure a comprehensive educational environment for newcomer families. The Board would like to acknowledge Citizenship and Immigration Canada in making this new program possible. Other adult education programs are made possible through Ontario Ministry of Citizenship and Immigration and Ontario Ministry of Training, Colleges and Universities.

The Adult Education Program in the Continuing Education Department of the Toronto Catholic District School Board has been serving the multi-ethnic and multi-faith community of Toronto since 1964. With more than 45 locations across the Greater Toronto Area offering day, evening and weekend classes, the program caters to the diverse needs of adult learners.
Fostering Parent and Community Engagement in Student Success

- A Parent Guide for all parents of grade 8 students to support their understanding of the Transition into Grade 9 from elementary school.

- A Student Success Website which provides all TCDSB stakeholders with an overview of Student Success programs and notable achievements, news, publications and events. The website is accessible from the corporate website or at www.successforall.ca. Our Annual TCDSB Career Fair which holds as one of its key target audiences the parent community. Flyers and letters of invitation go out to all grade 7-8 parents and all secondary school parents (and grade 10 parents in particular). The event ran into the evening to accommodate parents’ work schedules.

- All TCDSB schools are encouraged to profile Student Success stories in their local newsletters and all secondary schools routinely carry a number of relevant Student Success articles. The TCDSB Student Success department sponsored a number of Parent Evenings and events in local high schools and in four elementary schools on Pathways / Transition, the OSSD and the Literacy Requirement. We have also funded guest speakers on a variety of topics - including Boys Literacy, Technology, etc. The Pathways pillar has also supported parent evenings for First Generation Parents to help them more fully appreciate the post-secondary opportunities available to their children.

- The Student Success department also sponsored parent workshops and a booth at the CPIC Conferences regarding Student Success programming and the transition process. At the Special Services Parent conference, in collaboration with the Psychology Dept and the Mood Disorders Association, awareness was raised regarding mental health issues in adolescence.

- Parent surveys were administered to those individuals whose children accessed Focus on Youth programs during the summer of 2008 and 2009. Results help to inform future programming decisions.

- The Roots of Empathy program which is facilitated by the TCDSB Guidance Department encourages and deliberately invites parents and the involvement of local families.

Working Together for Our Children’s Success

Scarborough Parent Conference

Since 2006 a small group of Scarborough parents has organized conferences to equip parents with additional information on our publicly funded school systems and encourage supportive dialogue that affects student achievement and development. The Toronto Catholic District School Board was pleased to support the fourth annual Scarborough Parent Conference: “Working Together for our Children’s Success” held last April.

This collaborative effort of the Toronto Catholic District School Board and the Toronto District School Board, is made possible through an $18,000 Regional “Parents Reaching Out” (PRO) grant received from the Government of Ontario – Ministry of Education. The conference was free to all participants and open to all parents/guardians from both school boards. Some of the topics covered this year were:

- Building Developmental Assets in School Communities: A positive approach fostering the emotional, social and educational well-being of students
- How to better understand your Teenagers – Panel lead by Teen Expert Dr. Rahul Saxena
- Getting it right in the early years: Keys to raising emotionally healthy children
- Parent Partnerships: Engaging the Principal
- Lockdown and Hold & Secure procedures
- School Councils: Their supportive role in your child’s school
In addition to an array of speakers and special presentations/panel discussions, the parents were pleased to welcome the Hon. Kathleen Wynne, Minister of Education and keynote speaker Michael Furdyk who used his own powerful life story to provide an in-depth look at the “Net Generation” and how their use of technology is influencing many aspects of society.

This year’s goal was to focus on youth and the theme of **Building a Promising Future for our Youth in a Complex Society**. It was the hope of the planning committee that this conference would support and create an awareness of the importance of parents becoming engaged in their child’s school journey.

**Renewal of Exchange of Services Agreement with City of Toronto**

TCDSB has renewed its exchange of services agreement with the City of Toronto. First entered into during the 2004-2005 school year, TCDSB offered up 23 schools’ indoor and outdoor facilities for summer programs for children and youth in exchange for the use of City-owned and operated skating rinks during the period of October to March.

**Welcome To Kindergarten Program Eases Transition to School**

For the first time, all elementary schools within the TCDSB participated in the Welcome to Kindergarten ™ Program. A partnership initiative of TCDSB and the Learning Partnership, the program provides pre-school children and their families with resources and experiences that support early learning at home and promote a smooth transition to school.

Parents/caregivers and their pre-kindergarten children attend an orientation session at their local school in the spring, engage in early learning play activities together and receive a bag of resources (e.g., magnetic letters and numbers, three books, crayons, glue, scissors, paper, pencil, play dough and more) to keep and use during the summer months. The orientation sessions are delivered by school staff in collaboration with community partners such as Ontario Early Years Centres, Toronto Public Library, Toronto Public Health, on-site and off-site child care. The program is financially supported through Board and school funds, the Learning Partnership and TD Financial Group sponsorship.
Celebrating Literacy at TCDSB Parenting & Family Literacy Centres

The Parenting and Family Literacy Centres of the Toronto Catholic District School Board celebrated National Family Literacy Day to promote the importance of reading and learning together as a family. Festivities at each centre included fun literacy games and activities for families and young children, songs, rhymes and chants, story time with a special guest reader, free family literacy loot bag and free refreshments. TCDSB had 13 such centres in its schools last year.

Parenting and Family Literacy Centres welcome parents and caregivers and their children from birth to 6 years of age. The centres offer a variety of fun learning activities for children and engage parents in their children's learning. Children make new friends and become familiar with school activities. These centres are great places for parents to meet parents and share experiences, as well as borrow books in different languages. The programs are free of charge and families do not have to pre-register. Three new programs have opened up in September 2009.

TAPCE Commissioning Ceremony and presentation of Principal of Excellence Award

The Toronto Association of Parents in Catholic Education (TAPCE) hosted its annual Commissioning Ceremony of Catholic School Advisory Council Liaison Representatives to the Toronto affiliate of the Ontario Association of Parents in Catholic Education last fall.

This annual celebration of Catholic education focuses on the support and encouragement TAPCE provides to parents and guardians of children in our school system. One of the highlights of the evening was to announce the winner of the 2007-2008 TAPCE Principal of Excellence Award and, as well, to congratulate all those outstanding principals who were nominated by their parent communities. This award acknowledges principals who have made extraordinary contributions to their school. These principals have worked collaboratively with their parent community and combine their passion for education with the ability to lead, challenge and support the dignity of an inclusive environment.

Keeping the Arts Alive in Our Schools

The Christina Walters Arts Project: Stories of our community is a stunning art piece created solely by the students and staff of Canadian Martyrs Catholic School. It was unveiled to the community last October. Chris Walters inspired her students, friends and colleagues with her wit and creativity. She had a passion for arts and learning that touched all who knew her and she loved to watch her students grow artistically. Chris would have been delighted to see how students and colleagues now honour her all too short life with their own story inspired colourful landscape that greets each visitor who enters the front doors of Canadian Martyrs School.

All 350 students at Canadian Martyrs learned the inherent value of the arts and how to be artists themselves thanks to the generous support of arts education collaborators Inner City Angels and Mariposa In The Schools, the new Christina Walters Endowment for the Arts, the Ontario Trillium Foundation, the Toronto Catholic District School Board and the Canadian Martyrs Catholic School Advisory Council.
This was no ordinary arts project. It was a unique interdisciplinary partnership led by two talented professional artists—First Nations storyteller Esther Osche and visual artist Allycia Uccello that integrates so many wonderful art disciplines—oral traditions, storytelling, design, painting, journal writing—and even film, while commemorating a part of Canada’s history, the Canadian Martyrs, our First Nations people, and today’s diverse communities in our neighbourhood that make the school such an exciting place to learn. The project reflects human understanding, peace, empathy and forgiveness. It is a tribute to all that is human and vulnerable and a legacy to a beloved teacher who lived her live passionately and creatively.

CSAC Conference

All Catholic School Advisory Councils were invited to attend the annual conference held in November at the Catholic Education Centre. This annual conference is designed to offer CSAC members the opportunity to learn and ask questions about the many issues facing parent councils today and to share their success stories, as well as their challenges with parents from across the Board, as well as senior staff and trustees. Some topics covered include financial documents, insurance, CSAC 101 and much more.

EmployABLE Event for Young People with Disabilities

The 2nd annual EmployABLE event for young people with disabilities was hosted by Mazemaster/Youth@ilities (www.mazemaster.on.ca), the Scarborough Centre for Employment Accessibility (SCEA) and Blooorview Kids Rehab. The event included great presentations, dynamic employers, mentorship opportunities, employment experts who facilitated employment counselling and resume reviews. In addition, there was also a focus on pre-employment, grooming styles and confidence building for youth. An image consultant, hairstylists and other exhibitors were in attendance at the event.

Expansion of OFIP After-School Numeracy & Literacy Tutoring Program

More than 2000 TCDSB students to date, have benefited from the OFIP After School Numeracy or Literacy Tutoring Program. The Literacy and Numeracy Secretariat (Ministry of Education) had provided funding for this program in designated TCDSB schools. The tutoring programs were specifically designed by the TCDSB Mathematics Department and Literacy Team to provide support for Grade 3 to 6 students; along with professional development for teachers that supports differentiated instruction.

The After-School Tutoring Programs provide students with an opportunity to extend their learning in Literacy and Numeracy in a small group, supportive environment (maximum 8 students/class). The OFIP After School Numeracy Tutoring Program focuses on mathematical skills and mental math strategies, exploring mathematical ideas, and reviewing and consolidating mathematical knowledge. The OFIP After School Literacy Tutoring Program focuses on reading, with attention to explicit instruction in reading comprehension strategies, vocabulary and oral language development.

Students involved in the program provided very positive feedback. Both student and teacher reflections highlighted the learning that occurred for students.

In addition to the above programs, TCDSB also worked in partnership with The Working Women Community Centre and The Filipino Centre of Toronto. Tutoring/after school homework clubs were run by these groups at: Our Lady of Lourdes, Senhor Santo Cristo, St. Helen, St. Nicholas of Bari, St. Sebastian, Pope Paul VI Catholic Schools and St. Mary’s Catholic Secondary School. Our partnership was strengthened with these community groups and the respective school/parent communities as a result of this project. Staff and students at the community centres were appreciative of the support and mentorship provided by TCDSB staff.
Students and School Resource Officer Team Up to Eradicate Graffiti

The ESP (Empowered Student Partnerships) committee at St. Patrick Catholic Secondary School, in partnership with School Resource Officer Police Constable Ian Kennedy, organized a Graffiti Eradication Day in October. Students spent the day painting a number of the neighbours’ garage doors and fences on Lamb Avenue as well as removing graffiti from the walls of the school. In the spirit of community partnership, Canadian Tire (Lakeshore and Leslie) donated much of the supplies needed to eradicate the graffiti, and some private donators also assisted with funding the purchase of materials.

“Building Bridges toward a Safer Tomorrow!”

Youth from secondary schools in Toronto Police Service 14 Division came together in support of community safety. In conjunction with 14 Division, schools in that area hosted a Community Fun Day in June at Historic Fort York. 14 Division was named “Outstanding Division of the Year” at last year’s Empowered Student Partnerships showcase event in recognition of the strong partnership that has developed between schools and police with the common goal of raising awareness and improving safety for students and the community in which they live and learn.

The Community Fun Day featured 30 musical and dance acts, more than 60 organizations and charities and the involvement of all 63 schools (elementary & secondary) in the division. Toronto Police presented demonstrations from various units of the Service including the mounted unit, the canine unit, motorcycle unit, ETF to name a few.

“Raising Youth Together”: Free TCDSB Parenting Workshops

The Toronto Catholic District School Board offered free parenting workshops on “Raising Youth Together” at 2 locations last June, featuring keynote speaker Dr. Karyn Gordon from “The Mom Show”. This was the fourth year in a row that the TCDSB has provided this free opportunity for parents, caregivers and professionals to share their insights, stories and expertise. The focus of the evening was on helping children achieve academic success, fostering communication, creating a nurturing home environment, building resiliency in children, identifying high risk behaviour and motivating youth to reach their full potential.

TCDSB Students Create a “Circle of Hope”

Students and staff from St. Raphael Catholic School participated in Meagan’s Walk, Creating a Circle of Hope, with a symbolic school hug on June 1st at 11 a.m. On the same date and time, at least 50 Toronto Catholic Schools joined in the embracing gesture which symbolized the importance of community for support and encouragement.

The story of Meagan Bebenek and the “Circle of Hope” is inextricably tied to the Toronto Catholic District School Board. Meagan was a junior kindergarten student at Our Lady of Sorrows Catholic School when she was diagnosed with brain-stem glioma, a malignant, inoperable brain stem tumour. During Meagan’s illness, her home, school and church communities united in an unprecedented way as a model of Catholic community to embrace, in prayer and love, a family in crisis.
Although Meagan lost her battle with cancer two weeks after her fifth birthday, she inspired her family, school friends and community to carry on her legacy of hope. This has resulted in the creation of Meagan's Walk, Creating a Circle of Hope.

Meagan’s Walk, Creating a Circle of Hope, is held on Mother’s Day each year. The walk begins at Ontario Place and ends at SickKids. Meagan’s Walk ends with a human hug of the hospital and all those within – the children, their families and the medical staff. A number of TCDSB elementary and secondary school students and their families have been involved in this walk each year to raise hope, awareness and research funding for paediatric brain tumours and to provide comfort and support to those children and families who are afflicted with illness. As of today, Meagan’s Walk has raised $1.5 million. The June 1st school hug event was intended to be an inclusive gesture of linking together to create a ‘Circle of Hope’, to demonstrate compassion and caring and show that as caring Catholic school communities we support and understand each other. We very much want our students to know they have the ability and leadership to make positive change in their communities and the world around them.

Dance-A-Thon For Leukemia Research

The Father Serra Catholic School community danced all day during their annual fundraiser for the Leukemia and Lymphoma Society of Canada. This year the theme was “California Surfing”, in celebration of the start of spring. To date, the school has raised more than $62,000 to assist with leukemia and lymphoma research.

Each year, the Society has awarded two Summer Studentships to medical schools across Canada. Last year, the Ian Cameron Macdonald Memorial Research Studentship was awarded to Christina Katsios from McMaster University and the Father Serra Catholic School Research Studentship was awarded to Grace Christoiu at the University of Ottawa. All monies raised were donated in honour of Ian MacDonald, a former student of the school who lost his courageous battle against this deadly disease six years ago.

Site of Huron Village Commemorated at Mary Ward

On November 14th the Toronto Historical Board presented a plaque to the Mary Ward Catholic Secondary School community to commemorate a Huron village that existed near that site several hundred years ago. A very extensive archaeological dig was conducted about eight years ago on the area known as The Alexandra Site, which uncovered evidence of longhouses, sweat lodges and garbage pits under an existing farmer’s field. The village existed approximately 600 years ago and consisted of approximately 800 to 100 people, ancestors of the Huron-Wendat nation.

It was named the Alexandra Site in 2001. Archaeologist, Dr. Ron Williamson, was on hand to present the plaque as well as Alexander Pike from the Heritage Toronto Board, Councillor Mike Del Grande and Luc Laine, from the Huron-Wendat Council (Ontario).
20 Years of Involvement With Terry Fox Run

Cardinal Leger Catholic School celebrated its 20th year with the Terry Fox Foundation last May. The school has raised more than $418,000 over that period of time, earning it a place among the annual top fundraisers for the organization several times. “We are truly proud of what our students, staff and parents have been able to accomplish over the past 20 years under the leadership of Cathy Nealon, one of our dedicated teachers,” says Principal Liz Gabbott. “Terry’s legacy is an incredible one. He is a true Canadian hero and a wonderful role model for our students.”

Students Share “Hero” Stories At Book Launch

Student authors from Area 5 schools in the Toronto Catholic District School Board shared their original stories about their heroes at the official launch of the book, “You’re My Hero, TCDSB”. Published by Barry Spilchuck, the first Canadian co-author of “Chicken Soup for the Soul”, the book features the contributions of more than 200 students from six schools. The stories are poignant reflections on life within the diverse community in which the students live. The artwork featured on the cover was created by a grade 12 student at Archbishop Romero Catholic Secondary School.

TCDSB Works in Partnership with Toronto Public Health to keep parents, staff, students informed about H1N1

TCDSB has been working in close collaboration with Toronto Public Health to deliver key information to parents, staff and students about the H1N1 flu and the immunization program that was rolled out in the fall of 2009. TCDSB continues to take direction from Toronto Public Health and has developed an extensive web page to share all available information with our communities. The Board’s Pandemic Plan has been in place since April 27, 2009, and will remain in place as long as needed. We continue to advocate basic infection control measures recommended by health authorities:

- wash your hands frequently and thoroughly
- cover your cough/sneeze
- stay home if you are ill
- consult a physician if necessary if you have symptoms of influenza

The Board implemented additional cleaning measures last spring, which remained in place throughout the summer, and continued into the fall. The Facilities Department arranged to provide a one hour refresher training to all custodians on custodial cleaning and disinfection procedures prior to the start of classes this year. The Board’s supplier of custodial chemicals was on hand to demonstrate the use of the hospital grade disinfectant used in TCDSB schools.
The Angel Foundation for Learning - Touching lives, transforming the future

Serving students is the common bond shared by The Angel Foundation for Learning and the Toronto Catholic District School Board. Both are student-focused, rooted in Gospel Values and advocate a safe and welcoming learning environment offering equal opportunities for all.

Through its charitable endeavours The Angel Foundation for Learning aims to give students, particularly those in need, an equal opportunity to thrive, to empower them, to impact their lives and to create life-changing transformations.

This past year, with the strong support of TCDSB staff, students and parents, donors and volunteers, The Angel Foundation for Learning was able to touch the lives of over 30,000 students. Currently, each and every school day over 25,000 students receive a nutritious meal. This represents a two and a half fold increase. Ninety one schools applied for funds to ensure that no student was left behind when classes took part in school excursions or leadership activities. When the needs threatened to outpace the resources, additional funds were directed to the Foundation’s Social Work Emergency Fund so that students were provided with basic necessities such as warm clothing, eye glasses, hearing aids and epi-pens. Many more students attended summer camp and many others benefited from the bursaries that helped them to realize their vocational dreams.

In recognition of the significant contributions and assistance provided to students by The Angel Foundation for Learning, the Toronto Catholic District School Board proclaimed February 9 - 13, 2009 as The Angel Foundation for Learning Week. Students from the schools across the system participated in a series of engaging activities and events intended to raise awareness and promote involvement.
STRENGTH THROUGH DIVERSITY

Equity and Inclusive Education (EIE) Strategy

The TCDSB is developing, through consultation with all stakeholders (including parents), an equity and inclusive education policy that encompasses eight areas of focus. Specifically, we are developing an Equity Human Resources policy congruent with the EIE strategy and with our denominational rights. The Board will be performing a cyclical review of the policy, guidelines and practices relating to equity and inclusive education, as well as the development of a religious accommodation policy.

The Board has been using indicators to identify barriers to student achievement. These would include achievement by gender, English Language Learners, Special Education, socio-economic status, etc. We will continue to consult in 2009-2010 with our community as to what additional indicators could be used to support the monitoring of the strategy in future years.

Equity and inclusive education policy and practise will support an engaging learning environment so that all students can feel empowered by what they are learning; supported by the teachers and staff from whom they are learning; and welcome in the environment in which they are learning.

The eight areas of EIE focus are the following:

1. Board policies, programs, guidelines, and practices
2. Shared and committed leadership
3. School–community relationships
4. Inclusive curriculum and assessment practices
5. Religious accommodation
6. School climate and the prevention of discrimination and harassment
7. Professional learning
8. Accountability and transparency

Importantly, the EIE strategy of equity and inclusion works in tandem to support our TCDSB mission of educating our students to their fullest potential through a community that is informed by Catholic beliefs and traditions. (“That they may have life and have it to the full” St John)***

St. Paul writes in 1st Corinthians 12:27: “Now you together are Christ’s body; but each of you is a different part of it.” And in Romans, Paul continues, ‘Our gifts differ according to the grace given us’ (Roman’s 12:6): Paul and the Church recognize our different gifts and this is the premise of equity as Catholic’s understand it. Our innate sense of social justice tells us that we must respond with equity to each other according to our needs. One size hardly fits all and equity and inclusive education speaks to this practise.

In our age, equity and inclusion has taken on even more prescient meaning than in the past. Because of the increasing diversity and rate of change in society, equity and inclusion as a practise offer a means of addressing the needs of specific individuals and groups while being able to ensure social cohesion.

This policy asks us to continue our practise of ensuring that we are equitable in our practise – for the practical reason that it will improve student achievement and increase confidence in public education and for the Catholic reason that it is intrinsically just and right to recognize and nurture the different gifts that all, most critically children, have been given.

At the same time as we work to cultivate gifts (most importantly the gift of inclusion), we need to continually examine as individuals, as family of schools, as part of a parish and as school communities what are the barriers and biases that impede the progress of students to their full potential. To that end, we will use the eight areas of focus set out in the EIE strategy as a lens to ensure that all students meet with success.
This policy asks us to continually move through a process of examination both as individuals and collectively to ensure we are acting equitably and with inclusion. It is a reasonable request; indeed, it is a noble request – one which Catholic educators have always taken up from one generation to the next.

YEAR ONE: 2009 - 10

School boards will:
- review existing equity and inclusive education policies and/or develop or extend such policies.

Schools will:
- develop and implement strategies to engage students, parents, and the broader community actively in the review, development, and implementation of initiatives to support and promote equity and inclusive education;
- implement strategies to review existing community partnerships so that they reflect the diversity of the broader community.

YEAR TWO: 2010 - 11

School boards will:
- implement equity and inclusive education policies;
- embed equity and inclusive education principles in board and school improvement plans;
- support the schools’ review of classroom strategies that promote school-wide equity and inclusive education policies and practices;
- provide information about equity and inclusive education policies, procedures, and practices to students, administrators, teachers, parents, school staff, school councils, and volunteers, and make efforts to assist parents who do not understand the language of the board.

Schools will:
- develop school improvement plans that are aligned with Ontario’s equity and inclusive education strategy;
- review classroom strategies and revise them as needed to ensure they are aligned with and reflect school-wide equity and inclusive education policies.

YEAR THREE: 2011 - 12

School boards will:
- implement positive employment practices that support equitable hiring, mentoring, retention, promotion, and succession planning;
- provide opportunities for students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education training and leadership initiatives;
- establish processes that include performance indicators to monitor progress and assess the effectiveness of policies, programs, and procedures.

Schools will:
- implement board equity and inclusive education policies, programs, and action plans that reflect the needs of their diverse school communities;
- review and establish self-assessment processes to determine the effectiveness of the school’s equity and inclusive education plans and procedures.
TCDSB’s 8th Annual International Languages Symposium

More than 900 students from TCDSB Saturday language classes participated in the 8th Annual Languages Symposium in April at Don Bosco Catholic Secondary School. The Symposium is a joint venture between the Continuing Education Department and the Advisory Committee on Race and Ethnic Relations Multiculturalism. The goals are to create cultural harmony, break down any barriers that are present within our board and to come together to celebrate community. It is also an opportunity to showcase the various cultures represented by the Board’s Saturday International Language Credit Program that is offered through the Continuing Education Department.

The Student Ambassador Awards were given to a senior student from each of the 32 school sites which offer the program, in recognition of the student who best represented his/her community with excellent marks and who reflected leadership in their respective schools.

Students and guests were entertained with dance performances by the Italians, Hungarians, Armenians, Vietnamese, Tamils, and Egyptians. After the performances, everyone was welcomed to view booths from 18 countries, and mingle in the “Global Village”. This was quite an opportunity for all delegates to see the numerous displays of artefacts from the various countries. Students were dressed in their national colours and samples of foods from the many countries were savoured by everyone. The music and dancing from various groups made this an experience that students and parents will never forget.

Students Promote Multiculturalism in Essay Competition

TCDSB students were again winners in an essay competition organized by the Human Rights and Race Relations Centre. The Honourable Jean Augustine, Ontario Fairness Commissioner, was the Keynote Speaker at the awards ceremony. The Honourable Kathleen Wynne, Minister of Education, joined Commissioner Augustine to present certificates to the essay winners. Students across the City were invited to submit essays on the topic “What positive role students can play in promoting multiculturalism?”

Hosted by the TCDSB and the Human Rights & Race Relations Centre and in partnership with both the TCDSB and the Toronto District School Board, the contest awards a first prize of $500 and two second prizes of $100. Both cash prizes are equally divided among the recipients.
Good News from Council for Exceptional Children

The following TCDSB students received the CEC ‘Yes I Can’ awards at this year’s Annual General Meeting and Awards’ dinner held on May 6 at the National Yacht Club:

- Diana Cepeda, St. Basil-the-Great College School
- Mario (Mio) Espina, Father John Redmond Catholic Secondary School and Regional Arts Centre
- Jean Luca Fernandes, St. Basil-the-Great College School
- Kyle La Pointe, St. Benedict Catholic School

The recipient of the Kevin Toperczer Spirit of Community Award was Meghan Hines. Meghan graduated this year from Michael Power/ St. Joseph High School and is continuing her studies at McMaster University. Meghan is also the recipient of the Ontario Council for Exceptional Children Transition Award.

Parent Information Sessions for Asian Communities

The Toronto Catholic District School Board, in partnership with the Toronto District School Board and the Asian community, hosted three parent information sessions and the “Asian Canadian Sports Festival: Learning and Playing” last year. The Parent Information Sessions focused on the topic: “Discipline, Community and School Safety” and showcased cultural performances, while the festival provided an opportunity for parents to show and share traditional Asian games and sports with young people. The information sessions were held in Vietnamese, Tagalog and Tamil, while the Asian Canadian Sports Festival involved the Filipino, Tamil, and Malayalam communities.

The events took place during Asian Heritage Month, which is an annual opportunity for all schools and workplaces to enhance their knowledge and understanding of the rich history, achievements and experiences of the Asian Diaspora in Canada and throughout the world. Our Catholic education system continues to be strengthened by the purposeful intent we have in valuing and sharing the cultural contributions of all groups of people to Canada.
TCDSB Invites Parents to Hispanic Education Forums

TCDSB also hosted two education forums for the Hispanic community in celebration of Hispanic Canadian Heritage Month. Topics included school systems, communications, student success and inclusion. Cultural exhibits, a book fair and refreshments were also offered at both locations. TCDSB takes a proactive approach in demonstrating safe, equitable and inclusive education that address the needs of our diverse communities, leading to student achievement.

Child Care Centre Offers Mandarin Language Experience

JINGBAO Bilingual Children’s Centre has opened a new site at St. Ignatius of Loyola as of April 2009, offering a Mandarin language learning experience to both pre-schoolers and school-aged children.

The program is geared to helping children:
- Acquire fluency in Mandarin
- Gain an appreciation of different cultures
- Develop self-discipline and independence
- Get the best start of schooling
- Become curious and lifelong learners

JINGBAO adheres to Dr. Howard Gardner’s multiple intelligence approach to education, which focuses on young children’s different learning styles and interests. The curriculum is age-appropriate and includes a high degree of repetition, rich language context and fun hands-on activities in both English and Mandarin. The goal is to make every child feel important, happy and self-confident.

The centre offers both a full-day and half-day bilingual pre-school program with Mandarin language learning experience for children 2-1/2 to 5 years of age. It also offers before and after-school care and summer camp program for school-aged children with an option of learning Mandarin. Children of all backgrounds are welcome to enrol.

This is the second such childcare centre in a TCDSB school. The first one opened in 2007 at Our Lady of Guadalupe Catholic School in North York.

Students are Invited to Build Success Through Collaboration

The Toronto Catholic District School Board’s Safe Schools and Race and Ethnic Relations Multiculturalism Departments, in collaboration with the Ghanaian Coalition of Young Professionals and the Ghanaian Canadian Association of Ontario present an African Canadian Heritage Month Forum—“Building Success through Community Collaboration.” The forum took place in February at James Cardinal McGuigan Catholic Secondary School.

The focus of the day is to receive feedback from the Ghanaian community on issues that affect their children in the Catholic school system, to respond to the issues raised and to try and build bridges into the community by providing information that will assist the parents. The range of topics could include everything from homework expectations and report cards and special class placement to suspensions, bullying, gang awareness and police in schools.
Holocaust Survivors and Students Work Together to Fight Racism

Marshall McLuhan Catholic Secondary School hosted a morning of history and hope in May with the Asper Foundation for Human Rights and Holocaust Studies Program. The ceremony honoured the nine Holocaust/genocide survivors who have worked with the students since the program was introduced five years ago. For only the second time since the program’s inception, The Asper Foundation honoured Michael Xuereb, a teacher who has built this program into a strong mainstay at Marshall McLuhan C.S.S. over the past five years. He has become an example across Canada for The Asper Foundation in promoting Holocaust studies and interfaith understanding. Graduating students spoke of how the program has opened their eyes and changed their lives.

The Asper Foundation, which sponsors this initiative, has set up the program across Canada with the objectives of promoting tolerance and sensitizing Canadian high school students to the consequences of racism through a specially designed education program. Throughout the program, students study the Holocaust and other human rights issues, with the goal of applying the lessons learned to fighting racism and injustice wherever they might encounter it. Their studies are completed by a five-day trip to the U.S. Holocaust Memorial Museum in Washington, D.C.

What makes this program exceptional is the participation of Holocaust survivors. These volunteers work with the teens, telling them their stories and making the experience come alive for them as the last eye witnesses to a horrific chapter in history. As time passes, it is becoming increasingly important that these stories remain with us, to remind us of the evils humanity can experience if we are not vigilant. Privileged with these first-hand encounters, graduates of The Asper program find themselves able to speak up for injustices, while also working to raise awareness of current suffering in places such as Darfur.

“Echoes of the Holocaust: A Lesson To Be Learned”

Neil McNeil High School students prepared an art, writing and media exhibition to commemorate the holocaust and raise awareness regarding the issue of genocide. The exhibition took place in May.

Mary Capin, teacher at the school, was inspired to arrange for the exhibit after receiving a scholarship last summer that took her to Israel to study the holocaust.

The exhibit emphasized the common philosophy at the core of every religion by displaying different quotes from varied sacred texts (including the Bible, the Koran, The Torah, etc) interspersed with the artworks. The intent was to emphasize the similarities between men rather than the differences.

Realizing the Promise of Diversity

TCDSB Students Celebrate Aboriginal Diversity during Catholic Education Week

The Toronto Catholic District School Board took great pride in celebrating Aboriginal Diversity in its Catholic schools during Catholic Education Week. Singing, Dancing, Story Telling, Sacred Medicines and Aboriginal Artwork was the focus for these celebrations of First Nations, Metis and Inuit Culture, which were held in four schools around the City.
12th Annual Special Mini-Olympics
Yes you can, everyone can; One world, one dream

From a great new venue at The Hanger at Downsview Park, the TCDSB partnered with Special Olympics Ontario for the 12th annual Mini Olympics hosted by St. Patrick Catholic Secondary School. Through games and activities, the Mini Olympics enables special needs students from 17 secondary schools across the board to compete in a fun and welcoming environment, providing opportunities to demonstrate courage and enthusiasm, experience joy, share gifts, cultivate friendships, celebrate accomplishments, and discover not only new abilities and talents, but “their voices” as well.

Self-Identification

Based on sample data collected to date, the Board projects that 0.4% of TCDSB students would identify themselves as Aboriginal. The TCDSB is currently in the process of implementing a “Voluntary Confidential Aboriginal Student Self-Identification Policy” as part of the Provincial initiative to identify Aboriginal students within the Ontario education system.
REJOICING IN THE WORLD WE LIVE IN

Arctic Games for TCDSB Students

Students from Toronto Catholic District School Board elementary schools participated in the 4th Annual TCDSB Arctic Games in February. Arising from the Twinning Initiative established by former Lieutenant Governor of Ontario James Bartleman, the Arctic Games honour Canada’s Inuit and Aboriginal populations.

Staff and students participated in traditional cultural past-times such as art, music and time-honoured games and activities which focus on physical strength, agility and endurance. This year’s hosts for the games were: Brebeuf College School, Neil McNeil High School, Pope John Paul II Catholic Secondary School, Archbishop Romero Catholic Secondary School and Msgr. Percy Johnson Catholic High School. Secondary students from each of the locations acted as leaders for their elementary school counterparts.

Students Focus on the Environment

St. Henry Catholic School Succeeds At Student Energy Challenge

St. Henry Catholic School in Scarborough placed second in the Earth Angel’s province-wide Student Energy Challenge. To mark their achievement, students at St. Henry’s planted trees, courtesy of the Earth Angels Schoolyard Tree Planting Program and TD Friends of the Environment Foundation. We are very proud of St. Henry Catholic School and what they have been able to accomplish in the past few years. The team of students and staff who have led the many environmental efforts at St. Henry’s are to be commended for their enthusiasm. They are true stewards of the earth, and very deserving of this recognition.

Our Lady of Lourdes Catholic School also became a lot greener this year, thanks to the work of the Earth Angels. The school welcomed the arrival of five trees to be placed in pre-dug holes on the school grounds. Students at the school prepared for their arrival through the Earth Angels Schoolyard Tree Planting Program, which taught them how to prepare for, plant and maintain the trees.
We welcome the ongoing partnership between the Toronto Catholic District School Board and the Earth Angels. The focus on the environment, the greening and beautifying of our school yards and the educational component for students are a perfect fit with our vision for our students: ‘to demonstrate global perspective and community responsibility’.

“Sparks that Fuel the Fires of Change” Environmental Youth Forum

The Toronto Catholic District School Board hosted its second annual Environmental Youth Forum in November at the Discovery Centre at Downsview Park. Approximately 150 students from 15 TCDSB secondary schools participated in the forum, which aims to empower and encourage youth to become environmentally involved and to strive towards eco-school certification.

The day began with a keynote address by Meera Karunananthan, Media Officer for the Council of Canadians. Breakout sessions focused on Energy and Waste Strategies, Vermin-Composting, Systems Thinking by Lindsay Bunce and Nancy McGee from TRCA, The Importance of Biodiversity by Kate Ballantyne from the Ministry of Natural Resources, Recipes for Taking Action by Susan Elliot from Learning for a Sustainable Future, The Truth About Bottled Water by Joe Cressy from the Polaris Institute, Canadians Becoming Involved by Stuart Trew from the Council of Canadians, Growing and Eating Locally by Michael Lewis from FoodShare, Urban Greenery and Gardening by Colin Love, Downsview Park and the Future of Energy by Erin Wood from TREC.

In addition, teachers attending the forum attended a special 2-hour presentation by Learning for a Sustainable Future. Schools had an opportunity to share their individual environmental action plans.

Students from St. John the Evangelist Catholic School Host Environment Extravaganza

“Be a Zero! Be a Hero! Join the Race to Zero Waste” is the motto of the students and staff at St. John the Evangelist Catholic School. In April, the school hosted an Environment Extravaganza highlighted by the rollicking play What a Lot of Garbage, which featured environment, government, business, and consumer perspectives on zero waste. An interactive quiz show and presentations from guest speakers followed. Information about the school’s environmental initiatives, can be found on the school’s website at http://www.tcdsb.org/environment/zerowaste/

Toronto Catholic District School Board Accepts Earth Hour Challenge

Schools across the Toronto Catholic District School Board participated in the Global Earth Hour event in March. We encouraged all of our schools and offices to renew their efforts in promoting awareness of the importance of our natural resources and our responsibilities as stewards of the earth. The Board designated March 27th for schools to observe Earth Hour.

Many observances took place in the schools and offices, including: candlelight vigils; liturgical celebrations; assemblies; special announcements and lights-out activities in the classrooms. Schools were provided with a variety of resources in preparation for the Earth Hour event, including: information posters; a resource document; a fact sheet; and appropriate prayers.
St. Bruno Catholic School reveals “The Splendour of the Earth”

The students of St. Bruno Catholic School applied their creative and artistic talents to the creation of 12 colourful murals last spring. Reflecting on the common theme of “The Splendour of the Earth”, the murals incorporated the ideas and efforts of all students in the school. The official blessing and unveiling of the creations took place in May. The completed murals were installed on the school fence.

Photo Exhibit by Students from St. Boniface Catholic School

St. Boniface Catholic School was proud to showcase the talents of its students at a special photo exhibit entitled “In Plain Sight”. The exhibit at the Bluffs Gallery ran for almost two weeks in April. The student photographers from grades 6, 7 and 8 captured the south Scarborough community through the camera lens, under the guidance of Education Assistant Cristina Da Silva, who started a photo club at St. Boniface the previous year. This is their second annual exhibit. The photographs were up for sale at the end of the display, with proceeds going to support activities at the school.

Bishop Allen Students Take Fight for Attawapiskat School to Ottawa

A group of 47 students from Bishop Allen Academy personally delivered over 2300 letters to Ottawa in February in support of a new school for students in Attawapiskat. J.R. Nakogee Secondary School in Attawapiskat has been boarded up since 2000, when the soil surrounding the school was contaminated by a leak from heating oil pipes.

The Bishop Allen students personally visited 16 Toronto Catholic schools, informing them of the situation in Attawapiskat and asking for their support. Students from St. Paul Secondary School in the Dufferin Peel Catholic District School Board also participated. The letters are addressed to Indian Affairs and Northern Development Minister Chuck Strahl and Prime Minister Stephen Harper. The Honourable Charlie Angus, M.P. (Timmins-James Bay) and the students met media in the National Press Conference Centre shortly after noon. An invitation was issued to Minister Strahl to meet with the students to address their concerns. Mr. Angus tabled the boxes of letters in the afternoon session of the House of Commons, much to the delight of the students who observed from the Gallery.

The trip was financed through fundraising efforts by the Bishop Allen students, the Catholic School Advisory Council and the Student Council.

TCDSB Teachers visit Attawapiskat

TCDSB Teachers visited the First National Community of Attawapiskat in November for a two-day conference designed by them for Kindergarten through to Grade 12 teachers in the Attawapiskat schools. The conference, entitled “Community, Culture and Curriculum—Teaching and Reaching Students Through Literacy” was especially designed by the TCDSB teachers to assist staff who teach students from the two local schools J.R. Nakogee Elementary and Vezina Secondary. The elementary school was closed in May 2000 due to contamination of the soil around the school from a leak in the heating fuel lines. The school is now composed of many portables.
Robin Bethke, Jill Eason, David Hogan, Neil McGrath, and Brenda Stewart, all teachers with the TCDSB, met with students and teachers prior to the conference. The Toronto Catholic teachers had an opportunity to share instructional strategies with their northern counterparts, while also learning a great deal from the Attawapiskat people about their history, lifestyle, culture and education in a setting very different from Toronto.

**Attawapiskat Human Rights Youth Forum**

Youth from Attawapiskat enlisted the support of youth from the Toronto Catholic District School Board and other educational institutions in a one-day conference held in November.

The day's agenda was designed to raise awareness and to call students and staff to action against the many challenges facing the students of Attawapiskat in their campaign to build a new school. The youth have taken their crusade to Toronto after losing their elementary school which was closed in May 2000 due to contamination of the soil in the area from a leak in the heating fuel lines. Readings from Attawapiskat students on "What Education is like in Attawapiskat" were presented, after which they held a press conference. Several guest speakers addressed the youth throughout the day, including Mushkegowuk Grand Chief Stan Louttit and AFN Grand Chief Phil Fontaine.

**Update From TCDSB Environment Committee**

Reduction of the Toronto Catholic District School Boards’ Environmental Footprint is an important priority. The Board’s Environment Committee, formed in 2005, is working towards: increasing the number of Ontario Certified EcoSchools each year, reducing the energy consumption in schools for natural gas and electricity, improving the amount of green space by reducing the amount of hard surfaces on school property, increasing the Board's waste diversion rate by 5% each year, introducing renewable energy sources to the schools as a learning opportunity, and introducing Environmentally-Friendly Custodial cleaning products.

For the 2008-2009 school year the Environmental Committee and Facilities staff, with the assistance of various other departments and students, focused on the following key environmental initiatives:

- Building Automation Systems
- Commissioning
- Lighting Retrofits:
- Pilot Project (Lights Off During the Day)
- Litterless Lunch Program

TCDSB is proud of the significant commitment made by staff, students and parents towards reducing its environmental footprint through these initiatives.
Mary Ward Students are Leading the “Green” Way

Students at Mary Ward Catholic Secondary School in Scarborough are taking an active part in learning, and the improvement of their school community through the Student Voice Program initiated by the Ministry of Education.

“Green Quest”, Mary Ward’s environmental club, has worked to create a green community for several years as part of the United Social Justice Committee, a group of student-run clubs that aim to spread awareness about critical social issues. “Green Quest” has fundraised in support of the World Wildlife Fund, planted trees, and participated in park clean-up events. This year’s focus is on achieving certification as an EcoSchool through the Ontario EcoSchools program. Mary Ward is one of about 50 schools throughout the Toronto Catholic District School Board that are striving for certification this year.

The members of “Green Quest” have launched a school-wide campaign to involve the entire student body in “green” initiatives. Hallways and classrooms have more recycling bins to facilitate an eco-friendly learning environment. Signs have been created that encourage more recycling and awareness of acceptable and non-acceptable items in the recycling bins. “Lights Off” and “Monitors Off” stickers encourage community members to turn off electrical devices when not needed to reduce wasted energy. Students have also created a large mural with a green message to raise awareness among students about the impact of their daily lives on the environment.

Club members are also becoming more aware of the regional, national and global implications of climate change and want to contribute beyond the school walls. Earth Week celebrations include the sale of Klean Kanteens at reduced prices to discourage the use of plastic water bottles. A civvies day will raise money for organizations dedicated to protecting and educating people about environmental issues, and on April 24, students will gather to clean up the school and immediate community area as part of the City of Toronto’s 20-Minute Makeover. In addition to these events, trivia contests will be held throughout the week to increase awareness of environmental issues surrounding water, energy, recycling and nature.

TCDSB Celebrates EcoSchools

The Toronto Catholic District School Board takes great pride in announcing that 45 Catholic schools were certifi ed as Ontario EcoSchools in 2008/2009. A special celebration for elementary schools was held to mark this achievement last May.

The newly certifi ed elementary schools were:

**Bronze:** St. Gregory

**Silver:** Blessed Sacrament, Blessed Margherita, Cardinal Newman, Chaminade College, Christ the King, D’Arcy McGee, Father Serra, Immaculate Heart of Mary, Loretto Abbey, Marshall McLuhan, Mary Ward, Our Lady of Grace, Our Lady of Victory, St. Alphonsus, St. Boniface, St. Bruno, St. Elizabeth Seton, St. Gabriel, St. Jerome, St. Joachim, St. John (Toronto), St. Joseph’s College, St. Marcellus, St. Mary Secondary, St. Monica, St. Norbert, St. Timothy, St. Thomas Aquinas, St. Wilfrid.

**Gold:** Holy Child, Holy Name, Our Lady of the Assumption, Our Lady of Fatima, Our Lady of Sorrows, Nativity of our Lord, Pope John Paul II, St. Basil the Great, St. Bonaventure, St. Cosmas and Damian, St. Dunstan, St. Henry, St. John the Evangelist, St. Paul, St. Raymond.
Ontario EcoSchools is an environmental education program that addresses both how the schools are run and what students learn. It has been designed to incorporate environmental education as well as environmentally responsible action into the school setting. EcoSchools focus on energy conservation, waste minimization, ecological literacy and schoolground greening.

The EcoSchools program also presents a unique opportunity for students to actively apply their Catholic faith.

In his January 1, 1990 document, Pope John Paul II called the ecological crisis the “responsibility of everyone” and requested that individuals “recognize their obligation to contribute to the restoration of a healthy environment”.

**Don Bosco Answers Call to Help Habitat for Humanity**

A group of nine students and two teachers from Don Bosco Catholic Secondary School travelled to New Orleans, Louisiana, May 12-17th to help build a home with Habitat for Humanity. Recognizing that New Orleans continues to rebuild itself after the devastating Hurricane Katrina and Rita in the past few years, these remarkable students put Christian faith into action, reaching out to the people of New Orleans who still need a home and offering to lend a hand. This trip was the culmination of a two-year effort to raise the funds needed, and the Don Bosco Habitat Team would like to thank all those people in the community who have contributed to the fundraising effort: Kelly Breen teacher at Don Bosco who, along with Julie Boudreau another teacher at Bosco, were instrumental in making this happen in the school community. Ashley Bromfield, Oriana Nanoa, Christina Furlano, Luke Evangelista, Mayfred Tuffour-Ampong, Shanice Peterkin, Gloria Anane, Andrew Rohoman and Sibyl Rozario, all senior students at Bosco represented the team from Toronto.
STUDENT LEADERSHIP: HOPE FOR THE FUTURE

Reaching out to those in need

The student leadership department continues to be on the cutting edge of new initiatives and programs designed to engage students in a transformational way. In March, 16 students and teachers celebrated the 400th anniversary of the Loretto Sisters by travelling to India to serve the poor and marginalized. There are four secondary schools rooted in Loretto education in Toronto. The program will be repeated in 2010.

During the summer, 70 students and teachers travelled to the Masai Mara region of Kenya to build two schools and one medical clinic. The program provided a complete course of study and two high school credits.

Other activities include the SMILE program, a leadership program which celebrates racial, religious and other diversities, and the Day of Service, which encourages awareness of the needs of the Toronto community, and invites students to donate a day of their time to supporting a service organization in their neighbourhood.

TCDSB also hosted 1500 student leaders at the Youth Forum for 17 different school boards across the province, and was a significant partner in the We Day celebration held at the Air Canada Centre in March.

The student leadership program continues to expand to the elementary panel with more than 600 student leaders participating in the Camp Olympia leadership weekends and training for students and teachers around the 7 Habits for Highly Effective Teens and the Leader in Me programs. TCDSB has also just signed on with Free the Children to develop the Go Local Program designed to shape the leadership skills in students who are often seen as marginalized or apathetic.

Focusing on Student Engagement

- **Student Engagement** is a key focus within the TCDSB Student Success Strategy. Significant investments were made in Student Leadership though such powerful events as “Me to We” day in October 2008 and the Voices that Challenge Conference in April 2009, to name but two of a wide variety of initiatives. Further the TCDSB has strong participation in the Ministry of Education **Student Voice SPEAKUP** initiative. The Board had 48 successful applications for Student-Led Teacher Facilitated projects, 24 successful Student Council project applications and 82 students applied to be on the Minister’s Advisory Council, with 2 of our students being selected to sit on the Minister’s Provincial panel of 60.

- The TCDSB values the **student voice** with two system-wide surveys of students. The **Transition survey** in grade 9 assesses the views of grade 9 students in every secondary school across the system and invites them to assess their transition experience from grade 8 to grade 9. Students are invited to comment on a variety of topics ranging from their classroom experience, to school culture, to their feelings of belonging. Similarly a second system-wide survey is conducted with grade 10 and 12 students entitled **My School My Voice**. It covers a similar range of topics as the Transition survey but maps to those factors which are known to contribute to strong self esteem, a sense of belonging and academic achievement. In both cases Board and School level results are generated and analyzed to help inform decision making and programming decisions for the future. Targets that were set were successfully met in terms of gains in student identification of a caring adult in their school and their perception of opportunities for student leadership.
The Student Success Department through the Catholicity Community Culture and Caring pillar continues to fund a number of school based initiatives intended to increase community involvement and support higher student engagement. Two such examples, among a great many, would be the after-school tutoring programs at Blessed Mother Teresa, Francis Libermann and Pope John Paul II or the Steel Bands at Loretto College School and Archbishop Romero Catholic Secondary School.

Successful Minister Student Advisory Council Applicants

The Toronto Catholic District School Board congratulates Giuseppe Castiglione from Bishop Allen Academy in Etobicoke and Gabrielle Nigro from St. Bernard Catholic School for being selected to the 60-member Minister Student Advisory Council. They were selected from among 1,000 applicants across the province. The students will serve for a one-year term. This is part of the Ministry of Education’s Student Voice initiative. Students will have an opportunity to dialogue directly with the Minister of Education and with fellow students from across Ontario. Several schools across the TCDSB have also successfully applied for funds to support Student-Led projects that foster stronger student engagement in their school communities.

Student Reports from Catholic Leadership Camp at Olympia Sports Camp in Huntsville ON, August 30th, 2009

By Ashley Varajao, Loretto College School and Thomas Lee, St. Basil- The Great College School

Camp Olympia is a place of inspiration. After spending only a short amount of time here, youth from all over Ontario have experienced friendliness, confidence and a drive to change the world for the better. Upon arrival, during opening ceremonies, “coachlers” as they all call themselves, broke the ice using the universal language of dance. Any fears of acceptance and judgment were quickly abandoned. Everyone is able to focus on the task at hand- Catholic Leadership. Catholic Leadership cannot be expressed in merely words. Every camper’s experience is unique.

For instance one leader was able to overcome her fears of public speaking by allowing herself to become vulnerable and share her story with strangers. However, the special atmosphere of Olympia allows students to move beyond seeing others as strangers and create a bonding experience. The Camp Olympia Catholic Leadership program has been cultivated by Greg Rogers. He is committed to youth networking, to increasing the sense of community, and preparing students to later facilitate “When Faith Meets Pedagogy Youth Forum” in October. All the above mentioned is a lifestyle which has been used to empower youth. This journey is more than a five-day stay at a summer camp, it is a path of self-discovery; A path to change; and a path to God. The question remaining is “Will you take the challenge to become a Catholic Leader and experience Camp Olympia with us?”
By Kelden Formosa, Bishop Allen Academy

Opportunity and Responsibility. These are the things that set Ontario’s Catholic schools apart, according to Marc Kielburger, the Chief Executive Director of Free the Children the world-wide children’s charity. In terms of opportunity, Marc mentioned the extraordinary number of social action and leadership activities that characterize Catholic schools. From Student Cabinet to Social Justice groups, Catholic students are offered numerous opportunities to take action and lead in their school and church communities. Perhaps more importantly, Marc emphasized that because of our commitment to Christian values, we catholic students have a responsibility to promote positive change in our communities. Opportunity and responsibility, those are two values we can all take to heart.

By Maribel Krishna, Blessed Mother Teresa Catholic Secondary School

Like the fine words of Jackson Five, I can “never say goodbye” Goodbye isn’t a word in my vocabulary, I like to use a lot, and when that time came to head to the bus, I patted my mom on her back and said “see ya later”.

A hundred and one Dalmatians and hours of green trees and scenery we finally arrived at Camp Olympia. The rain and cold were not a factor in bringing Olympia’s spirit down, but the freezing water endured for the swim test was. With all that over with, we shivered our way to the gym with an opening ceremony that was one of a kind. From Terry Fox’s marathon theme song to the Slumdog Millionaire hit, “Jai Ho”, it will truly be an introduction to remember.

Following dinner, leaders participated in a “Hill-Billy Social”, a silly way of getting to know each other. From there, it was lights out. The following morning breakfast was served, and then it was a treat of low and high rope challenges. After climbing and some muscle aches, Me to We leader Dean, taught us how to break the ice. Then there was a short Q and A session after which we all felt like family!

I Have a Dream

By Leen Kawar, Loretto Abbey Catholic Secondary School

I imagine a world with no limits,
No need for hate or hypocrites,
Judgment is only done on oneself,
And wealth has no priority over health.
A world where we don’t have to die to live.
A place to give a try not try to give.
Where peace does not need a definition.
A world full of action, not just vision.
A place to love thy neighbor with no condition.
A life of happiness with no price of admission.
Ontario Youth Apprenticeship Program Student Leadership Conference…
“I Won’t Back Down!”

The Toronto Catholic District School Board hosted “I Won’t Back Down!”… a leadership conference for students participating in the Ontario Youth Apprenticeship Program. The day was highlighted with keynote speaker Michael “Pinball” Clemons, of the Toronto Argonauts Football Club. Clemons has endeared himself to audiences all over North America with his incredibly passionate motivational speeches. Also included on the agenda was the OYAP Expert Panel of former graduates of the program who are now successfully working in their respective trade in the community.

Approximately 160 youth gathered for the annual event, as they embarked on the OYAP program, which enables them to move towards achieving their career goals in an apprenticeable trade. The Ontario Youth Apprenticeship Program (OYAP) is a unique program that enables secondary school students to get a head start on their career as skilled professionals while continuing their studies. Students earn credits toward their apprenticeship and secondary school diploma at the same time with no delay in graduation. OYAP is an option, and not a path into which students are streamed. Successful OYAP graduates acquire their OSSD and accreditation for completing part of the on-the-job training requirements of a formal apprenticeship.

Jam 4 Justice Event at Loretto Abbey (and other ESP initiatives)

Loretto Abbey’s Empowered Student Partnership (ESP) team, in collaboration with Toronto Police Services 32 Division, hosted its annual Jam 4 Justice event. The ESP program strives to examine and address the many injustices that are currently occurring within school communities and the world at large. Through visual power point presentations that speak to gangs, drugs, racism, human trafficking, bullying and child poverty, and through invited guest speakers, the ESP team hopes to further develop awareness and motivate students to take leadership roles and make a difference in their own communities.

TCDSB Elementary Student Leaders Shine at “I-LITE”

The Toronto Catholic District School offered leadership training to its Grade 7 and 8 students in an innovative Intermediate Leaders In Training Event (I-LITE) entitled “A Chance to Shine”. Motivational speaker Bilall Rajan, Top 20 Under 20 Award Recipient and author of “Making Change: Tips from an Underage Overachiever” and Canadian UNICEF Ambassador was the keynote speaker at the special event. Following in the footsteps of the Board’s Secondary School Leadership Conference “Voices That Challenge”, hosted by Student Trustee James Dempsey, the conference provided ideas and strategies to ease the transition into high school. Student Leaders were encouraged to share these strategies with their peers in their own school communities.

Johnson Stands Up Against Bullying

In November, Monsignor Percy Johnson Catholic High School in Etobicoke participated in International STAND UP to Bullying Day. Various activities took place that day including an Anti-Bullying Rally for grade 9 and 10 students, the signing of an Anti-Bullying banner during all lunches, and a presentation to grade 8 students from neighbouring Catholic schools. Students wore pink t-shirts that were signed as a pledge against bullying as well as pink buttons that say, “Johnson STANDS UP to Bullying”. Empowered Student Partnership and the Peer Mediation Leadership groups planned and promoted the event throughout the month of November. A homeroom Anti-Bullying Poster competition resulted in many creative and powerful messages against bullying.
Monsignor Percy Johnson was ready to STAND UP to Bullying on November 24th and everyday that follows.

**Pledge Against Bullying:**

Lord, this is for me…
My friends today…
And my friends tomorrow.
Today I have an obligation.
No longer will I be silent if you need help.
Silence is participation.
I refuse to participate in the problem.
We’re all different but we all deserve respect.
I care.
I can help change things.
I can be a leader.
Johnson will no longer be silent

**ESP Team at O’Connor**

Senator O’Connor College School’s ESP team presented a conference for grade 8 students in April. Two hundred and seventy-five students from Annunciation, Our Lady of Fatima, Precious Blood, St. Catherine and St. Isaac Jogues Catholic Schools participated in “Building Bridges—Bridging the Gap”. The focus was on peer mentoring, easing the transition to secondary school, raising safety awareness and teaching healthy decision-making skills.

The ESP team also hosted “Find a Safe Way Home” in May. Presented in partnership with Toronto Police Services 33 Division, this event focused on safe and sober driving and learning safe driving habits. Topics included proper seatbelt use, cell phone use, street racing, overcrowding, loud music, aggressive driving and impaired driving laws.

**St. John’s Students Gather Toonies for Tresses**

St. John’s Catholic School raised money to support the *Wigs for Kids Program*. Four students, Evelene VanElsberg, Molly Fleming, Monique Riendeau and Paige Brady, volunteered to have their long hair trimmed in front of an assembly of their peers in June. The Toonies for Tresses event encouraged students to bring in $2 as a donation for the worthwhile cause. Denise and Krysten from Headstrong Hair Salon offered their hair styling expertise for the special event, and Michael Suba from Continental Hair, Wigs for Kids talked about hair donation. Wigs for Kids is a charitable organization that provides human hair wigs for children who have lost their hair due to cancer, alopecia or other diseases.

**St. John Catholic School Hosts the 2009 Toronto Catholic District Schools’ Swim Invitational**

Each year the Toronto Catholic District Schools’ Invitational Swim Meet brings together more than 900 swimmers from schools across the system in two days of friendly competition.

The 2008-2009 meet was hosted by St. John Catholic School. The goal of this volunteer-based event is to provide participants with an opportunity to engage in an enjoyable activity and experience the excitement of competition with their peers. All are welcome to join in the fun and cheer on the competitors. The family event showcases swimming at all levels.
REJOICING IN NEW IDEAS

TCDSB Celebrates Healthy Schools

The Toronto Catholic District School Board is pleased to announce that more TCDSB schools have been included in the Ministry of Education's Healthy Schools Recognition Program than any other school board in the province. In total, 138 Catholic schools in the City of Toronto participated in the program during the past school year.

The health and well being of our students is always a top priority for us as a school system, and it is wonderful to see the progress of our Health Action Teams as they take the lead with new initiatives in their school communities focusing on good nutrition, healthy and active lifestyle, mental health and other health issues that impact on student learning.

Some of the examples of Healthy Schools programs recently undertaken by TCDSB schools are:

- One school is focusing on increasing the number and variety of opportunities for students, particularly females, to engage in physical activity by offering fitness classes during lunch time or after school that target females.
- The introduction of a walking club.
- Establishing a healthy menu for the school lunch program.
- A focus on improving student strategies to deal effectively with the social influences that contribute to the use and abuse of alcohol, tobacco, and other drugs.
- Instituting universally accessible snack programs

TCDSB Asks “Are You Ready for Tomorrow’s Classroom?”

More than 250 educators and special guests attended Toronto Catholic District School Board’s Board-wide Academic Information and Communication Technology Conference at the Catholic Education Centre. “Tomorrow’s Classroom Today: Are You Ready?” lasted well into the evening. The keynote speaker, internationally known leader in educational technology, Alan November entertained, captivated and electrified an enthusiastic and motivated audience. Breakout sessions included exciting topics such as Podcasting, Social Networking, Robotics, Smart Board Presentations, and Online Learning, which were presented by innovative TCDSB educators. Participants had extremely positive comments about the evening and suggested that a bigger and more extensive conference be planned for next year. As one guest commented, “It's encouraging and refreshing to see great teacher participation in after-school hours to professional development events on a voluntary basis”. The overall success of this event highlights the growing interest among educators to integrate leading-edge technologies in the learning environment.
Students combine art and technology: 7th Annual Human Robot Project--The Mask 2008

Cardinal Newman Catholic High School was pleased to announce its 7th annual Human Robot Project. This event involved more than 500 students in grades 7 and 8 from elementary schools across the City of Toronto, who competed for the best time in navigating a maze in the Procter and Gamble Great Hall. The event involves both expression of artistic talents by the students in the design of their masks and the application of technical and logistic skills. This competition is a product of the TCDSB's Student Success initiatives and reflects the re-emergence of technical programs in TCDSB elementary schools. The Mask Competition is an initiative of Cardinal Newman, which for the third year, hosted two elementary schools sponsored by Neil McNeil High School.

TCDSB Offers Summer School for the Arts

For the first time in Toronto Catholic Schools, students who have a talent and passion for music, dance, drama or visual arts, love theatre or are interested in illustration, design, photography or journalism were able to attend the Summer School for the Arts. No audition was required for this opportunity which was open to students in Grades 8 to 12.

Students selected from a wide range of opportunities: Dance, Drama, Band, Vocal Music, Visual Arts (Fashion Design), Illustration & Design, Digital Photography, Communications Technology, Film and Video, Co-operative Education in the Arts, Media Studies, English Academic, Play Writing and Analysis, Children's Literature, Film as Literature and Writer's Craft.

The TCDSB is pleased to provide this type of innovative programming for students. It enhances the selection of summer school courses we provide to the community while providing students with a unique opportunity to study in the arts and experiment with their creative talents.


The St. Patrick Catholic Secondary School community presented a new format for its showcase for S.W.E.A.T. (Students With Exceptional Artistic Talent). A variety of works created by many special people with very caring hearts within the school presented exhibits and art installations in the Art Gallery of the school. The exhibit ran for two weeks in June.

Grade 10 Students Promote Social Justice Through Short Film Documentaries

The third edition of the Just Docs Festival took place in June at Bishop Marrocco/Thomas Merton Catholic Secondary School. The Festival is an annual event that provides secondary school students with the opportunity to learn about important social issues through short film documentaries made by Bishop Marrocco/Thomas Merton's grade 10 students. The documentaries were created as part of the Toronto Catholic District School Board's Exemplary Practice Award-winning Religion Arts Program.
At least five professional judges were on hand to award a “Bishop” (BMTM’s “Oscar”) to the winning documentary and give film students valuable feedback on their work. The documentaries, created in partnership with the National Film Board, have won international recognition at Hot Docs and Sprockets festivals and are a positive vehicle for promoting social justice to inner city youth.

The You Be the Judge Festival provided grade 7 students with the opportunity to learn about important social issues through documentaries made by grade 10 students at Bishop Marrocco/Thomas Merton. The documentaries were created as part of the school’s Toronto Catholic District School Board Exemplary Practice Award winning Religion Arts Program. The Arts School@Marrocco houses a comprehensive secondary school arts program. These documentaries were created in partnership with the National Film Board and have won international recognition and are a positive vehicle for promoting social justice to youth. BMTM looks forward to continued success with its third edition of our You Be the Judge Festival.

**TCDSB Students Showcase Talents At Annual Festivals of the Arts**

Students from across the Toronto Catholic District School Board once again took to the stage to share their musical talents during Catholic Education Week. Performances were held at Centre Court at both the Bridlewood Centre in Scarborough and the Woodbine Centre in Etobicoke.

The annual TCDSB Festival of the Arts provides forums for TCDSB students to showcase group performances in vocal and instrumental music and to display visual art. While performing in these public settings, students will gain valuable performance experience for diverse audiences comprised of the general public, families and friends.

**“Perspectives: Challenges, Ideas and Responses 2009”**

**TCDSB Annual Gifted Conference**

The Toronto Catholic District School Board hosted its 12th annual conference for secondary school students in the gifted program in February at the University of Toronto’s St. George Campus.

The event featured two workshop sessions (one in the morning and one in the afternoon) with topics including Unsolved Problems in Physics; Secrets of the Good University Essay; Trends in Plant Science; Animals in Science; Studying the Atmosphere Using Remote Sounding Techniques: From Satellites; Balloons and the Artic; Human Trafficking and Transnational Crime: Globally and in Canada; Overview of the Capital Markets; Becoming an Entrepreneur; Innovation Tomorrow- Students Today; Atmospheric Chemistry: Bringing What’s Up in the Air Down to Earth. Students from across the TCDSB, as well as students from neighboring school boards, are expected to participate in the conference.
TCDSB Introduces eLearning Online Courses in Day School for 2009-2010

The Toronto Catholic District School Board will offer eLearning (on-line) courses in day school for the 2009-2010 school year. Students will be able to take a maximum of one eLearning course per semester. This initiative opens up new horizons of learning opportunities for all our students. eLearning is fast becoming an important global component in teaching/learning strategies for its innovative, versatile and flexible mode of curriculum delivery. TCDSB hopes that this new venue for curriculum delivery will make it possible for students to have more viable alternatives in their journey to learning. Students will now be able to enjoy courses that, for different reasons, they would otherwise not be able to take.

Overseas Program in Italy

In September 2008, the TCDSB in partnership with Centro Scuola e Cultura Italiana and Father John Redmond C.S.S. introduced an overseas program in Atri, Italy. Twenty two Grade 11 students from various TCDSB schools along with two teachers and a Principal travelled to Italy where they spent a semester studying four courses: Italian, Classical Civilization, Interdisciplinary (World Religion and Art History) and English and travelling to various parts of Italy.

This experience proved to be quite invaluable and enriching for students, as they had the opportunity to visit various historical places that they studied in their courses. Students were also presented with many opportunities to interact with Italian students and witness first-hand the many wonderful cultural events and traditions that make Italy quite unique. Being able to marvel the beauty of the magnificent St. Peter’s Square in Rome, including the Sistine Chapel, to admire the breath-taking and intricate detail of the statue of David by Michelangelo in Florence, to enjoy a delicious gelato in Piazza San Marco or to take a slow gondola ride through the many canals in Venice, to delight their palates daily to the versatility of Italian cuisine are but a few of the many different experiences that each one of the students enjoyed while on this trip. And they did so while studying and receiving four credits, as if they had stayed home in Canada!

This, no doubt, has been a great learning opportunity and an experience of a life-time for students. They have definitely learned important lessons and lived enriching experiences that they will cherish for the rest of their lives.
## Detailed Assessment Results

*Highest, Lowest, TCDSB and Provincial Average English-Language Board Level Results based on Percentage of Students at Levels 3 and above, 2003-04 to 2008-09*

<table>
<thead>
<tr>
<th>Grade 3 Reading</th>
<th>03-04 Result</th>
<th>04-05 Result</th>
<th>05-06 Result</th>
<th>06-07 Result</th>
<th>07-08 Result</th>
<th>08-09 Result</th>
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<td>62%</td>
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<tr>
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![Graph showing highest, lowest, and provincial average score in EQAO Grade 3 Reading from 03-04 to 08-09](attachment:image.png)
### Detailed Assessment Results

#### Grade 3 Writing

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#### Highest, Lowest and Provincial Average Score in EQAO Grade 3 Writing, from 03-04 to 08-09

![Graph showing progress](chart.png)
## Detailed Assessment Results

### Grade 3 Math

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<th></th>
<th>03-04</th>
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Highest, Lowest and Provincial Average Score in EQAO Grade 3 Math, from 03-04-08/09
DETAILED ASSESSMENT RESULTS

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### Detailed Assessment Results

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**Graph:**

- **Highest, Lowest and Provincial Average Score in EQAO Grade 6 Writing, from 03-04 to 08-09**

- **Legend:**
  - Highest
  - TCDSB
  - Provincial Average
  - Lowest
### DETAILED ASSESSMENT RESULTS

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![Graph showing the highest, lowest, and provincial average scores in EQAO Grade 6 Math from 2004-2009.](image)

**Highest, Lowest and Provincial Average Score in EQAO Grade 6 Math, from 0304-0809**

- **Highest**
- **TCDSB**
- **Provincial Average**
- **Lowest**
## Detailed Assessment Results

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### Graph: Highest, Lowest and Provincial Average Score in EQAO Grade 9 Academic Math, from 03-04 to 08-09

The graph shows the trend of scores for the highest, lowest, and provincial average from 2003-04 to 2008-09, indicating improvements over the years in both the highest and lowest scores, as well as the TCDSB and provincial averages.
### Detailed Assessment Results

<table>
<thead>
<tr>
<th>Grade 9 Applied Math</th>
<th>03-04 Result</th>
<th>04-05 Result</th>
<th>05-06 Result</th>
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**Highest, Lowest and Provincial Average Score in EQAO Grade 9 Applied Math, from 03-04 to 08-09**
Highest, Lowest and Provincial Average English-Language Board Level Results based on Percentage of Students that Successfully Passed the OSSLT, 2003-04 to 2008-09

<table>
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<td>82%</td>
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<td>84%</td>
</tr>
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<td>84%</td>
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<td>85%</td>
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<tr>
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<td>74%</td>
<td>73%</td>
<td>75%</td>
<td>72%</td>
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Highest, Lowest and Provincial Average Score in FOAO Grade 10 OSSL T from 2003-07/08
### TRENDS BY GENDER for TCDSB and Ontario

Percentage at or above the provincial standard – Levels 3 and 4

**Note:** Ontario percentages are in parenthesis; n indicates the number of TCDSB students in the specified category.

#### GRADE 3

<table>
<thead>
<tr>
<th>Year</th>
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<th>Writing</th>
<th>Math</th>
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<td></td>
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<td>Male</td>
<td>Result</td>
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<td>2004 – 2005</td>
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<td>50% (54%)</td>
<td>70% (68%)</td>
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<tr>
<td></td>
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<td>n = 3290</td>
<td>n = 3087</td>
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<td>2005 – 2006</td>
<td>67% (68%)</td>
<td>58% (57%)</td>
<td>76% (72%)</td>
</tr>
<tr>
<td></td>
<td>n = 3119</td>
<td>n = 3247</td>
<td>n = 3119</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>66% (68%)</td>
<td>55% (56%)</td>
<td>76% (73%)</td>
</tr>
<tr>
<td></td>
<td>n = 2992</td>
<td>n = 3091</td>
<td>n = 2992</td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>68% (68%)</td>
<td>57% (55%)</td>
<td>77% (74%)</td>
</tr>
<tr>
<td></td>
<td>n = 2998</td>
<td>n = 3163</td>
<td>n = 2998</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>66% (65%)</td>
<td>58% (56%)</td>
<td>78% (75%)</td>
</tr>
<tr>
<td></td>
<td>n = 2863</td>
<td>n = 2917</td>
<td>n = 2863</td>
</tr>
</tbody>
</table>

#### GRADE 6

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Result</td>
</tr>
<tr>
<td>2004 – 2005</td>
<td>61% (68%)</td>
<td>55% (58%)</td>
<td>66% (68%)</td>
</tr>
<tr>
<td></td>
<td>n = 3310</td>
<td>n = 3454</td>
<td>n = 3310</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>67% (71%)</td>
<td>55% (57%)</td>
<td>74% (72%)</td>
</tr>
<tr>
<td></td>
<td>n = 3475</td>
<td>n = 3554</td>
<td>n = 3475</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>69% (70%)</td>
<td>57% (59%)</td>
<td>75% (72%)</td>
</tr>
<tr>
<td></td>
<td>n = 3438</td>
<td>n = 3623</td>
<td>n = 3438</td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>70% (73%)</td>
<td>58% (60%)</td>
<td>77% (76%)</td>
</tr>
<tr>
<td></td>
<td>n = 3233</td>
<td>n = 3469</td>
<td>n = 3233</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>70% (75%)</td>
<td>61% (64%)</td>
<td>79% (78%)</td>
</tr>
<tr>
<td></td>
<td>n = 3310</td>
<td>n = 3444</td>
<td>n = 3310</td>
</tr>
</tbody>
</table>
## DETAILED ASSESSMENT RESULTS

### Grade 9

<table>
<thead>
<tr>
<th></th>
<th>Academic Math</th>
<th>Applied Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>2004 – 2005</td>
<td>59% (67%)</td>
<td>61% (69%)</td>
</tr>
<tr>
<td></td>
<td>n = 2332</td>
<td>n = 2026</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>66% (70%)</td>
<td>69% (72%)</td>
</tr>
<tr>
<td></td>
<td>n = 2425</td>
<td>n = 2200</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>63% (69%)</td>
<td>67% (72%)</td>
</tr>
<tr>
<td></td>
<td>n = 2485</td>
<td>n = 2106</td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>70% (74%)</td>
<td>74% (77%)</td>
</tr>
<tr>
<td></td>
<td>n = 2405</td>
<td>n = 2228</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>74% (75%)</td>
<td>79% (80%)</td>
</tr>
<tr>
<td></td>
<td>n = 2533</td>
<td>n = 2128</td>
</tr>
</tbody>
</table>

### Fully Participating First Time Eligible Students

**Percentage of Successful Students**

**Note:** Ontario percentages are in parenthesis

<table>
<thead>
<tr>
<th>OSSLT</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of participating students</td>
<td>Percentage</td>
</tr>
<tr>
<td>2004 – 2005</td>
<td>3394</td>
<td>81% (86%)</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>3413</td>
<td>85% (88%)</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>3260</td>
<td>86% (87%)</td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>3335</td>
<td>86% (88%)</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>3367</td>
<td>86% (88%)</td>
</tr>
</tbody>
</table>

- Results for males and females have continued on an upward trend in most areas.
- The greatest gains in closing the gender gap appear on the OSSLT.
TRENDS BY ENGLISH LANGUAGE LEARNERS for TCDSB and Ontario

Percentage at or above the provincial standard – Levels 3 and 4

Note: Ontario percentages are in parenthesis; n indicates the number of TCDSB students in the specified category

Note: English Language Learners are students who have been identified by the school in accordance with English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007). Prior to 2007, English language learners were formerly called English as a second language (ESL)/English literacy development (ELD) learners.

### GRADE 3

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 – 2005</td>
<td>16% (36%)</td>
<td>22% (45%)</td>
<td>32% (51%)</td>
</tr>
<tr>
<td></td>
<td>n = 240</td>
<td>n = 240</td>
<td>n = 240</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>23% (42%)</td>
<td>28% (51%)</td>
<td>34% (53%)</td>
</tr>
<tr>
<td></td>
<td>n = 127</td>
<td>n = 127</td>
<td>n = 127</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>28% (44%)</td>
<td>34% (54%)</td>
<td>43% (56%)</td>
</tr>
<tr>
<td></td>
<td>n = 206</td>
<td>n = 206</td>
<td>n = 206</td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>29% (45%)</td>
<td>41% (58%)</td>
<td>44% (58%)</td>
</tr>
<tr>
<td></td>
<td>n = 129</td>
<td>n = 129</td>
<td>n = 129</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>46% (46%)</td>
<td>57% (60%)</td>
<td>62% (62%)</td>
</tr>
<tr>
<td></td>
<td>n = 603</td>
<td>n = 603</td>
<td>n = 607</td>
</tr>
</tbody>
</table>

### GRADE 6

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 – 2005</td>
<td>17% (30%)</td>
<td>24% (34%)</td>
<td>23% (44%)</td>
</tr>
<tr>
<td></td>
<td>n = 303</td>
<td>n = 303</td>
<td>n = 303</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>19% (37%)</td>
<td>23% (39%)</td>
<td>27% (46%)</td>
</tr>
<tr>
<td></td>
<td>n = 168</td>
<td>n = 168</td>
<td>n = 168</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>25% (39%)</td>
<td>28% (42%)</td>
<td>35% (47%)</td>
</tr>
<tr>
<td></td>
<td>n = 234</td>
<td>n = 234</td>
<td>n = 234</td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>28% (48%)</td>
<td>39% (53%)</td>
<td>32% (51%)</td>
</tr>
<tr>
<td></td>
<td>n = 186</td>
<td>n = 186</td>
<td>n = 186</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>50% (49%)</td>
<td>57% (55%)</td>
<td>62% (54%)</td>
</tr>
<tr>
<td></td>
<td>n = 712</td>
<td>n = 712</td>
<td>n = 712</td>
</tr>
</tbody>
</table>
### GRADE 9

<table>
<thead>
<tr>
<th>Year</th>
<th>Academic Math</th>
<th>Applied Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 – 2005</td>
<td>44% (58%)</td>
<td>13% (16%)</td>
</tr>
<tr>
<td></td>
<td>n = 105</td>
<td>n = 167</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>56% (55%)</td>
<td>28% (18%)</td>
</tr>
<tr>
<td></td>
<td>n = 154</td>
<td>n = 192</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>47% (61%)</td>
<td>21% (20%)</td>
</tr>
<tr>
<td></td>
<td>n = 116</td>
<td>n = 246</td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>67% (70%)</td>
<td>28% (22%)</td>
</tr>
<tr>
<td></td>
<td>n = 159</td>
<td>n = 211</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>72% (72%)</td>
<td>31% (23%)</td>
</tr>
<tr>
<td></td>
<td>n = 409</td>
<td>n = 386</td>
</tr>
</tbody>
</table>

### Fully Participating First Time Eligible Students

**Percentage of Successful Students**

**Note:** Ontario percentages are in parenthesis

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of participating students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 – 2005</td>
<td>263</td>
<td>42% (50%)</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>165</td>
<td>48% (51%)</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>177</td>
<td>49% (52%)</td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>162</td>
<td>39% (59%)</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>494</td>
<td>74% (66%)</td>
</tr>
</tbody>
</table>

- Significant gains have been observed for English Language Learners (ELLs) over the last five years.
### TRENDS OVER TIME BY STUDENTS WITH SPECIAL NEEDS for TCDSB and Ontario

**Percentage at or above the provincial standard – Levels 3 and 4**

*Note:* Ontario percentages are in parenthesis; n indicates the number of TCDSB students in the specified category

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 – 2005</td>
<td>14% (18%)&lt;br&gt;n = 752</td>
<td>16% (16%)&lt;br&gt;n = 752</td>
<td>24% (29%)&lt;br&gt;n = 769</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>21% (21%)&lt;br&gt;n = 769</td>
<td>27% (19%)&lt;br&gt;n = 769</td>
<td>30% (31%)&lt;br&gt;n = 771</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>21% (22%)&lt;br&gt;n = 843</td>
<td>24% (20%)&lt;br&gt;n = 843</td>
<td>31% (35%)&lt;br&gt;n = 853</td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>24% (25%)&lt;br&gt;n = 755</td>
<td>34% (37%)&lt;br&gt;n = 755</td>
<td>32% (35%)&lt;br&gt;n = 755</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>26% (27%)&lt;br&gt;n = 744</td>
<td>40% (40%)&lt;br&gt;n = 744</td>
<td>34% (36%)&lt;br&gt;n = 747</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 – 2005</td>
<td>15% (19%)&lt;br&gt;n = 1019</td>
<td>13% (14%)&lt;br&gt;n = 1091</td>
<td>16% (21%)&lt;br&gt;n = 1019</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>22% (22%)&lt;br&gt;n = 1271</td>
<td>24% (17%)&lt;br&gt;n = 1271</td>
<td>18% (21%)&lt;br&gt;n = 1271</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>23% (24%)&lt;br&gt;n = 1322</td>
<td>21% (17%)&lt;br&gt;n = 1332</td>
<td>18% (21%)&lt;br&gt;n = 1322</td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>23% (27%)&lt;br&gt;n = 1161</td>
<td>28% (28%)&lt;br&gt;n = 1161</td>
<td>19% (23%)&lt;br&gt;n = 1161</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>22% (29%)&lt;br&gt;n = 1036</td>
<td>27% (28%)&lt;br&gt;n = 1036</td>
<td>20% (24%)&lt;br&gt;n = 1037</td>
</tr>
</tbody>
</table>
Percentage of Successful Students

Note: Ontario percentages are in parenthesis

**OSSLT**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of participating students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 – 2005</td>
<td>1002</td>
<td>58% (57%)</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>1280</td>
<td>56% (55%)</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>1094</td>
<td>58% (53%)</td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>872</td>
<td>50% (52%)</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>998</td>
<td>57% (55%)</td>
</tr>
</tbody>
</table>

- Scores for students with special needs have improved steadily in most areas.
TCDSB FACTS AND FIGURES

BOARD STATISTICS:

Enrolment
Pupil Count

<table>
<thead>
<tr>
<th>Date</th>
<th>Secondary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 31, 2008</td>
<td>30,256</td>
<td>91,665</td>
</tr>
<tr>
<td>October 31, 2009</td>
<td>30,911</td>
<td>93,054</td>
</tr>
</tbody>
</table>

According to the most recent data, 29.9% of our students indicate that the language spoken at home is not English. For elementary, 26.9% of students, and for secondary, 35.6% of students indicated that English is not the primary language spoken at home.

Staffing (Full-Time Equivalent FTE)

NOTE: NEW STATS HAVE BEEN REQUESTED, BUT NOT YET ARRIVED

<table>
<thead>
<tr>
<th>Category</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>5,997</td>
</tr>
<tr>
<td>Support/Academic Staff</td>
<td>2,806</td>
</tr>
<tr>
<td>Principals/Vice-Principals</td>
<td>356</td>
</tr>
<tr>
<td>Administration</td>
<td>202</td>
</tr>
</tbody>
</table>

Other

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic School Supporters</td>
<td>474,876</td>
</tr>
<tr>
<td>Schools</td>
<td>201</td>
</tr>
<tr>
<td>Elementary</td>
<td>168</td>
</tr>
<tr>
<td>Secondary</td>
<td>31</td>
</tr>
<tr>
<td>Combined</td>
<td>2</td>
</tr>
</tbody>
</table>

Primary Class Size

As of October 2009, 89.8% of primary classes in TCDSB schools were at or below the provincial cap of 20 students.

REALIGNING, REINVESTING AND REFOCUSING

TCDSB 2009-2010 Budget Approved

The Toronto Catholic District School Board’s 2009-2010 budget was approved by the Supervision Team in the amount of $910,524,613. The approved budget reflects the Board’s Focused Delivery approach to achieve effective, efficient and equitable programs and services while better meeting the needs of all students.

The budget focuses on supporting priorities such as improved student achievement, smaller class sizes and additional resources to support teaching and learning. The multi-year plan allows for the elimination of the accumulated deficit over the next two years, with a small projected surplus by the end of 2010-2011.

Included in the 2009-2010 budget is: $642.4 million for classroom instruction (teachers, computers, textbooks and supplies, professionals and paraprofessionals and teacher assistants), $224.49 million for in-school administration, teacher consultants and coordinators, school operations, continuing education and transportation. Approximately $40.467 million is for capital expenditures including new pupil places and school renewal.

The budget process included a number of consultation sessions with specific groups of stakeholders including staff, parents and other advisory groups, as well as an opportunity for all stakeholders to provide written submissions or make personal delegations to the Board.

The current information sharing/discussion session and delegation process will be replaced with a far richer consultation and priority-setting process. Wide-ranging consultation, meaningful involvement of stakeholders, as well as sufficient time and opportunity for dialogue and reflection are the hallmark of resource allocation processes that generate trust and confidence. Staff are therefore proposing that the budget process for 2010-2011 begin in November 2009.
## BUDGET 2008 - 2009

### TORONTO CATHOLIC DISTRICT SCHOOL BOARD

#### Actual Expenditures 2008-2009

<table>
<thead>
<tr>
<th>Major Components</th>
<th>Millions $</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct School Related Expenditures</td>
<td>836.43</td>
<td>94.9</td>
</tr>
<tr>
<td>Admin &amp; Governance</td>
<td>23.36</td>
<td>2.7</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>21.11</td>
<td>2.4</td>
</tr>
<tr>
<td>In School Admin.</td>
<td>20.63</td>
<td>2.3</td>
</tr>
<tr>
<td>Supply Teachers</td>
<td>20.51</td>
<td>2.3</td>
</tr>
<tr>
<td>Textbooks</td>
<td>20.20</td>
<td>2.3</td>
</tr>
<tr>
<td>Teacher Consultants</td>
<td>7.67</td>
<td>0.9</td>
</tr>
<tr>
<td>Computers</td>
<td>2.93</td>
<td>0.3</td>
</tr>
<tr>
<td>Staff Development</td>
<td>1.80</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>880.90</td>
<td>100</td>
</tr>
</tbody>
</table>

### Major Components

- Direct School Related Expenditures: 836.43 ($, %)
- Admin & Governance: 23.36 ($, %)
- Continuing Education: 21.11 ($, %)
- In School Admin.: 20.63 ($, %)
- Supply Teachers: 20.51 ($, %)
- Textbooks: 20.20 ($, %)
- Teacher Consultants: 7.67 ($, %)
- Computers: 2.93 ($, %)
- Staff Development: 1.80 ($, %)
- Total: 880.90 ($, %)

---

### Table of Budget Components:

<table>
<thead>
<tr>
<th>Category</th>
<th>Millions $</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>496.02</td>
<td>56.3</td>
</tr>
<tr>
<td>School Operations</td>
<td>85.08</td>
<td>9.7</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>43.68</td>
<td>5.0</td>
</tr>
<tr>
<td>Capital</td>
<td>39.41</td>
<td>4.5</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>38.15</td>
<td>4.3</td>
</tr>
<tr>
<td>Principals &amp; VPs</td>
<td>37.07</td>
<td>4.2</td>
</tr>
<tr>
<td>Admin &amp; Governance</td>
<td>23.36</td>
<td>2.7</td>
</tr>
<tr>
<td>Transportation</td>
<td>23.28</td>
<td>2.6</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>21.11</td>
<td>2.4</td>
</tr>
<tr>
<td>In School Admin.</td>
<td>20.63</td>
<td>2.3</td>
</tr>
<tr>
<td>Supply Teachers</td>
<td>20.51</td>
<td>2.3</td>
</tr>
<tr>
<td>Textbooks</td>
<td>20.20</td>
<td>2.3</td>
</tr>
<tr>
<td>Teacher Consultants</td>
<td>7.67</td>
<td>0.9</td>
</tr>
<tr>
<td>Computers</td>
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<td>Staff Development</td>
<td>1.80</td>
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<td>Direct School Related Exp.</td>
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<td>Admin &amp; Governance</td>
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<td>Continuing Education</td>
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<td>Total</td>
<td>880.90</td>
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**DIRECTOR’S ANNUAL REPORT - 2008 - 2009**

65
Trustees of the Toronto Catholic District School Board
2008 - 2009

Joseph Martino
Ward 1

Ann Andrachuk
Ward 2, Vice-Chair

Sal Piccininni
Ward 3

Mary Ciogna
Ward 4

Maria Rizzo
Ward 5

Rob Davis
Ward 6

John Del Grande
Ward 7

Mary Ann Robillard
Ward 8

Catherine LeBlanc-Miller
Ward 9

Barbara Poplawski
Ward 10

Angela Kennedy
Ward 11, Chair

Paul John Crawford
Ward 12

James Dempsey
Student Trustee
SYSTEM PRIORITIES FOR 2008 - 2009

Priority: Nurturing Our Catholic Community

Goals:
- **Faith Development**: To create and celebrate Catholic community where all proclaim the Good News of the Gospel and where Catholic beliefs are modelled and integrated into the whole learning experience.
- **Safe, Inclusive and Healthy Learning Environment**: To enhance the quality of the working and learning experience through improving schools and workplaces so that they contribute to positive health and respectful relationships.
- **Increasing Enrolment and Retention in Grades JK-12**: To support and implement a variety of local and system initiatives that actively enhance the school profile and promote the benefits of Catholic education.

Priority: Improving Student Learning and Achievement

Goals:
- **Literacy**: To improve the overall level of students’ literacy skills by enhancing their reading and writing proficiency through an interdisciplinary approach.
- **Numeracy**: To improve the overall level of students’ Mathematical literacy skills through problem solving experiences that involve the application and communication of concepts in Mathematics.
- **Success for All**: To improve opportunities for all our students to achieve their desired destinations through a variety of programs, supports, assessment strategies and pathways (apprenticeship, college, community living, university and the workplace).

Priority: Building Capacity to Lead and Learn

Goals:
- **Empowering Catholic Leadership**: To develop and support Catholic Educational Leaders who are energizing, caring, visionary, student-focused and collaborative role models in building a Catholic professional learning community.
- **Professional Development**: To provide job-embedded professional development that focuses on broadening the range of skills, practices and attitudes needed to create sustainable improvement and better results.