ANNUAL REPORT
OF THE
DIRECTOR OF EDUCATION
2007 - 2008
MOVING FORWARD WITH HOPE

The Toronto Catholic District School Board takes great pride in the many students, staff, parents, partners and Catholic school supporters whose dedication and service enable the continued success of our Catholic school system. We are especially thankful for the continued support and involvement of our parents, who we recognize as the primary educators of their children. Parents make an invaluable contribution to the academic success of their children and the quality of education in our Catholic schools.

Although I just began my term as Director of Education in the summer of 2008, my career with TCDSB is a long and varied one. I have witnessed firsthand the excitement and enthusiasm that prevails in our schools. I have celebrated with our students, their families and our staff the countless successes of individual school communities. I have seen the introduction of many innovative programs and services, and more importantly, the positive impact that these strides in Catholic education have had on our young people and their educational experience. This annual report is truly a celebration of who we are as a Catholic school board, how far we have come in serving the Toronto community, and an anticipation of the many new opportunities that lay ahead.

In 2008, we remain a strong and vital organization built on a solid foundation, but more importantly, through the devotion of all staff and through the students that are entrusted into our care by their parents; we continually demonstrate the value of Catholic education. We are a hope filled community and it is with hope that we continue to grow and move forward to educate our students to be citizens of the world. Social justice, human rights and the preservation of our environment are only a few examples of our obligations that flow from our faith and the richness of our learning environments.

As Director of Education, my commitment is to work collaboratively with all our partners, as a Catholic community, so that our students can become the best they can be, that staff is given the support required to fulfill their responsibilities, that parents’ voices are heard and that our local parishes remain an integral part of our communities. Working together as a responsive and visionary team, we will build upon our roots and move forward in celebration of Catholic education.

It is my hope that through this collaborative approach that not only our own community but others will recognize our valued contribution to Toronto and to the Province as a whole.

Les Nemes
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.
OUR CATHOLIC TRADITIONS

Faith and Character Development: A TCDSB Celebration

A recent celebration of Faith and Character Development within the Toronto Catholic District School Board brought together all key partners in Catholic education: parents, students, clergy and staff-home, school and Church. Participants lived the three theological virtues of Faith, Hope & Charity (Love) through the words of spiritual leader, His Grace, Archbishop Thomas Collins; through the words of acknowledgement of Catholic education and its foundation of character development by Avis Glaze, and through the demonstrated leadership qualities of TCDSB students. Student performers were examples of the TCDSB Catholic Graduate expectations. The organizing committee, Co-Chaired by Michael McMorrow and Annemarie Muir, granted all key members of the TCDSB community to come together in celebration and to define who they are as a Catholic community.

Minister of Education Kathleen Wynne is greeted by Director of Education Les Nemes and former Director Kevin Kobus.

The following Faith and Character Development Monthly Themes were voted on and chosen by the 1,200 in attendance, effective January 2008:

The monthly virtues are:
January - Courage; February - Love; March - Forgiveness; April - Justice; May - Compassion; June - Faithfulness; September - Hospitality; October - Gratitude; November - Peacemaking and December - Charity.

TCDSB Launches History of Toronto’s Catholic Separate School Boards: We Remember, We Believe

Commissioned by the Board of Trustees, We Remember, We Believe, written by Dr. Robert T. Dixon, is an account of the amalgamation of many small separate school boards into what is now known as the Toronto Catholic District School Board. It also narrates the story of the sacrifices, commitment and determination of Toronto’s religious orders and the Catholic community to establish and expand Catholic schools in the Toronto area. This book is significant as a record of the history of Toronto Catholic schools within the City, and is also a tribute to the efforts of the religious orders and the Catholic community.

Milestones

As a testament to the long and proud history of the Toronto Catholic District School, we marked the following school anniversaries in 2007-2008:

- 150th anniversary of Our Lady of Perpetual Help Catholic School
- 60th anniversary of St. Louis Catholic School
- 40th anniversary of St. Catherine
- 25th anniversary of St. Gabriel Lalemant and James Cardinal McGuigan
- 10th anniversary of Marshall McLuhan
Catholic Secondary School Students Honoured at Father Fogarty Awards Dinner

Thirty-one secondary school students from across the Toronto Catholic District School Board were among the honourees at the 24th annual Father Patrick Fogarty Awards dinner held in October. They were among the recipients of the Catholic Student Award, which recognizes young people who best exemplify the Ontario Catholic School Graduate Expectations. St. Angela Catholic School in Etobicoke and Chaminade College School in North York were the two recipients of this year’s Michael Carty Award, which provides a grant of up to $2,000 to support initiatives in Catholic schools. This award encourages initiatives that improve, develop and enhance aspects of Catholic education, including the development of leadership skills and social action activities. The annual event is hosted by the Catholic Education Foundation of Ontario.

TCDSB Students Build Windmill in Tanzania

To cap off the school year, a group of TCDSB secondary school students travelled to Tanzania, East Africa to help build a windmill for a small village in the central part of the country. The students worked side by side with the Precious Blood Fathers on one of their water projects. In providing this service to the village community, students increased their appreciation of what they have here in Canada and the importance of such basic necessities as food and water for everyone. They also developed a deeper understanding of others while learning significant life lessons from the people of Tanzania, such as the importance of family, friends and community.

The group comprised students from Brebeuf College School, Cardinal Carter Academy for the Arts, Marshall McLuhan Catholic Secondary School and St. Basil-the-Great College School. The students raised over $30,000 for the windmill project itself through a spaghetti dinner, raffles, dinner dance/silent auction and opportunities for individuals to sign the fins of the windmill.

Mentoring/Coaching Catholic School Leaders

Through funding from the Ministry of Education, the Board was pleased to participate in a pilot mentoring/coaching project for vice-principals, principals and supervisory officers. The TCDSB mentorship program is deeply embedded in the Catholic identity of the Board and integral to the Catholic leadership call to lead and to serve. Through this project, new administrators will be supported in their professional and personal learning by experienced colleagues, leading to a formalized and sustainable culture of mentoring and coaching for future leaders in our school system.

We are Stewards of the Earth

“If Not Now, When?” Environmental Youth Forum

Toronto Catholic District School Board also hosted its inaugural Environmental Youth Forum in 2008. With the conference focus being on the all important question: “If Not Now, When?” students were empowered and encouraged to take positive environmental action to ensure a more sustainable future for generations to come. Individual group sessions focused on energy and waste strategies, EcoSchools, environmental issues in the future, greening our schools, world climate, a look at food gardening, and eco-mentors.
TCDSB Celebrates EcoSchools

All 27 TCDSB schools who applied last year were certified as Ontario eco-schools and the Board celebrated the occasion in style.

The EcoSchools event featured a welcome and liturgy, followed by activities for the students, including wildflower planting and the presentation of certification plaques.

The 27 newly certified EcoSchools include: Chaminade, Christ the King, Father Serra, Holy Child, Holy Name, Loretto Abbey, Marshall McLuhan, Nativity of our Lord, Our Lady of Sorrows, Pope Paul, St. Alphonsus, St. Bonaventure, St. Brigid, St. Cosmos and Damian, St. Denis, St. Dunstan, St. Gabriel, St. Henry, St. Jerome, St. John Bosco, St. Monica, St. Paschal Baylon, St. Paul, St. Roch, St. Thomas Aquinas, St. Timothy and St. Wilfrid Catholic Schools.

Nightly Computer Shutdown

In further efforts to reduce costs and save energy, the Board moved to a nightly shutdown of all computers. Approximately 19,000 computers are shut down nightly across the system, for a potential savings of approximately $873,000.

Green Project Initiative

The Board approved a $700,000 school-based Green Project Initiative, which provides financial support for school greening projects. A total of 14 projects were approved, including various greening projects, the creation of learning gardens, the planting of shade trees and courtyard revitalization.

Holy Child Unveils New Mural

Since the opening of Holy Child Catholic School in January 1996, teachers and students have participated in many celebrations in the chapel located on the third floor. Students, teachers and parents visit the chapel regularly to reflect and pray in this peaceful space. Classroom paraliturgies, reconciliation, yoga classes, choir rehearsals, rosary prayers, and seasonal celebrations are often held in the chapel. In order to build upon the Chapel’s Religious aura and create a sense of meaningful reverence, part-time Educational Assistance Karl Kuczynski was asked to produce a six-metre painted canvas depicting the Holy Child in different stages of His life. The three illustrations were chosen from scripture and reflect the school’s motto: “And Jesus increased in wisdom and in years, and in divine and human favor” (Luke 2, 52).
TCDSB Student Leadership Programs

- **ESP (Empowered Student Partnership):** This student-led partnership between the Toronto Police Service and student leaders promotes safe school initiatives. This program includes a city-wide launch in October, monthly meetings with division police officers and a city-wide showcase of initiatives in May.

![St. Mary's ESP team celebrates with representatives from Toronto Police Service.](image)

- **SMILE (Students and Teachers Mentoring Interdisciplinary Leadership Experiences):** This is a leadership formation experience for a team of six intermediate students and one teacher from five TCDSB schools and five TDSB schools. School teams are expected to implement an action plan dealing with issues around safe schools including respect for diversity, bullying and belonging to a school community. The program is partially sponsored by Toronto Police Services.

- **T.R.O.O.P. (Toronto Police Service Recreational Outreach Out-Tripping Program):** A police-driven program in partnership with TCDSB Student Leadership and the City of Toronto which allows police officers, agency workers, teachers and youth at risk to participate in a series of canoe trips to Central and Northern Ontario. The program caters to students’ aged 12 to 17. The goals of the program include changing the attitudes and perceptions of youth and law enforcement as well as developing leadership and life skills.

- **Merry Go Round (Foundation Charity):** This Initiative provides 25 at-risk students from the TCDSB with free computers and internet hook up for five years. The program focuses on a different area of the city each year. Schools are identified by their superintendent and students are chosen by their school principal for embodying a passion for learning and the potential to excel academically if given more opportunity. This program is in partnership with Hewlett Packard, Microsoft, Rogers, Toronto Police Services, CDI and Paterson partners.

- **Take Action… Leaders Today:** This is a partnership between the TCDSB Student Leadership Department and Marc and Craig Kielberger (former students of the TCDSB). The Take Action program brings service as leadership into the Grade 10 Civics curriculum and trains student leaders to assist and motivate fellow students to acquire the Ministry’s requirement of 40 hours of service. Schools can request a school wide assembly on the topic of leadership as service by booking the “Me to We Tour.”

- **YPI - Youth and Philanthropy Initiative:** Student Leaders research and advocate for a charity their school will work with. Through the student leaders the charity can be awarded $5,000 each year. These awards are presented at the Leaders Today Celebration in May.

- **Life In Action Program:** This is a student leadership program for Grade 6 students that focuses on healthy active lifestyles and social issues. It includes a motivational speaker from Free the Children and individual workshops. The optional fundraising portion of the program known as Adopt a Village, partners a school with another school in a developing country. The focus of assistance can be through the Brick by Brick building program, the Alternative Income project or the Drip by Drip program (clean water).

"Kiss the Fish" for Adopt a Village: The staff and students of St. Aidan Catholic School, through the leadership of the SOOPAR Squad (Students Optimizing Opportunities for Potential Awareness Raising) raised money for Free the Children’s Adopt a Village campaign by raising pledges from students who wanted to see their teachers kiss a fish.
• **The Africa Leadership Experience**: This is a partnership between the TCDSB Student Leadership Department, TCDSB Continuing Education Department and Leaders Today. This cross-cultural leadership program is an outreach experience which includes a 90-hour study program and a 90-hour (three weeks in August) co-op experience building a school and teaching in a primary school in the Masai Mara region of Kenya. Students who have completed Grade 9 may apply for this program and successful students receive two high school credits through TCDSB’s Continuing Education Department. *Note: similar programs are now slated for China and Mexico.*

• **The Covey Leadership Program – 7 Habits of Highly Effective Teens**: Stephen Covey is one of the most recognized names in leadership. This program provides an in-service for teachers so that they can train student leaders in the 7 Habits of Highly Effective Teens. The TCDSB Curriculum and Accountability and Student Leadership department has in-serviced teachers who teach the Grade 11 Leadership and Peer Support course. Some schools provide the opportunity for student leaders trained in the Covey material to facilitate in-services for elementary students.

• **The Camp Olympia Student Leadership Weekends**: Many high schools provide orientations to welcome the Grade 9 students to their school communities. This weekend program at Olympia Sports Camp trains leadership teams of approximately 25 to run orientation programs. It also provides a teambuilding experience for your school’s leadership team as well as an excellent opportunity to network around leadership initiatives. Schools bid to be the host schools for these weekends, which run during the first two weekends in May.

• **Day of Service**: Approximately 300 secondary school students leave the Catholic Education Centre at 8:00 a.m. to provide a Day of Service to the Toronto community including Share Life Organizations, soup kitchens, the Out of the Cold program, the Toronto Police (graffiti removal) and other service opportunities. This is a partnership with the Student Leadership Department, Chaplaincy Department, The Office of Catholic Youth and Students First (formerly Laidlaw Transit).

• **Student Trustee Conference**: This conference held each spring provides a forum for students to discuss issues and opportunities that they have identified. The Student Trustee then summarizes these concerns and presents them in a formal report to the Board of Trustees. Many of the workshops and discussion sessions include issues of faith, safety and inclusion to help give a focus to Catholic student leadership.

• **EcoSchools Leadership Program**: In its infancy stage, the goal is to provide safe schools that are at peace with the environment, reflecting the Catholic Graduate Expectation: "A Responsible Citizen". This is a partnership between the TCDSB student leadership department, TCDSB Facilities department, The Toronto Board of Trade and the City of Toronto.

• **Chaplaincy Student Leadership Training Program**: This program, offered each year in October, provides student leadership training for chaplaincy teams in high schools.

• **Confirmation Leadership Training Program**: This program offered in February empowers student leaders to be faith ambassadors. This one-day program trains student leaders to help facilitate confirmation retreats for Grade 8 students, and helps to build a positive connection around faith between secondary and elementary school students.

• **Student Leadership Summer Institute**: This institute held every Labour Day weekend is an opportunity for student leaders and staff advisors of student leadership to address school issues and leadership concerns prior to the beginning of the school year. Camp Olympia provides student leaders from each school a wonderful environment for team building, planning and networking around school leadership for the upcoming year.

• **Summer Camps Leadership Program**: Offered through Continuing Education, it provides camps in Literacy, Numeracy, Arts, Physical Education, Science and Drama for students in Grades 1 to 6. Student leaders from high schools are utilized to facilitate the camps alongside summer school teachers. The students receive 2 high school credits.
PARTNERS IN CATHOLIC EDUCATION: HOME, SCHOOL, PARISH

TCDSB has always placed a high value on the involvement and support of parents in the education of their children. Recognizing parents as a child’s first teacher, school staff continues to forge strong partnerships with parents and Catholic School Advisory Councils in a collaborative approach to educating the students entrusted to them. It was a natural progression for the Board to move to the establishment of a Catholic Parent Involvement Committee (CPIC) last year.

TCDSB Celebrates Opening of Parenting and Family Literacy Centres

The Toronto Catholic District School Board celebrated the opening of eight Parenting and Family Literacy Centres in its schools last year. These are located at Blessed John XXIII Catholic School, Our Lady of the Assumption Catholic School, St. Barbara Catholic School, St. Barnabas Catholic School, St. Charles Garnier Catholic School, St. Dorothy Catholic School, St. Wilfrid Catholic School and St. Francis de Sales Catholic School.

Parenting and Family Literacy Centres are school based programs where parents/caregivers and children, birth to six years of age, participate in play-based activities that focus on the development of early literacy and numeracy skills. Key program goals include:

- Fostering positive parent-child interactions and optimal child development
- Offering a family literacy program that develops early literacy and numeracy skills
- Increasing parent’s knowledge, involvement and comfort with schools
- Helping with transition to school
- Early identification of children with special needs

TCDSB is also pleased that an additional five centres are scheduled to open in September 2008 at Pope Paul VI Catholic School, St. Aidan Catholic School, St. Rose of Lima Catholic School, St. Marguerite Bourgeoys Catholic School and St. Angela Catholic School.

Minister of Education Kathleen Wynne visits with parents and children at the Parenting and Family Literacy Centre at Our Lady of Assumption.

TCDSB and CPIC Offer Computer Training for Parents

Recognizing that not all parents have established a comfort level with new technologies, TCDSB and CPIC, utilizing funding provided by the Ministry of Education, offered TCDSB parents an opportunity to be introduced to the basic computer skills required to access important information regarding their children’s education. Four computer training sessions were held in May in variety of languages, and due to the overwhelming response from the parent community, further training sessions were planned for the fall of 2008.

Parent Information Sessions for Asian Communities

The Toronto Catholic District School Board hosted a series of parent information sessions specifically for Asian communities during Asian Heritage Month. Sessions focusing on the transition to secondary school, safety and discipline were held at three locations around the city during the month of May in Chinese, Filipino and Vietnamese. Asian Heritage Month is an opportunity for all our schools and workplaces to enhance their knowledge and understanding of the history, achievements and
School Community Collaborates on Family Literacy Project

The entire Blessed Sacrament Catholic School community has collaborated on a unique book of family stories of old and new traditions and anecdotes which was launched in May. The concept was introduced by Tellery author Dan Yashinski earlier in the year and over the ensuing months the students eagerly wrote their stories with the assistance of their parents and teachers. The school community held a day-long festival to celebrate the launch which included a display of illustrations by the authors. The students’ stories were displayed in the gym, which was temporarily converted to look like a Café/Bookstore for the day. Students had an opportunity to read their completed stories with their parents.

St. Bonaventure Catholic School launches CD of Christmas Music

In December 2007, St. Bonaventure Catholic School launched “Peace on Earth”, a new CD of Christmas music, which features seasonal favourites such as “Ding, Dong! Merrily on High”, “Away in a Manger”, “O Come All Ye Faithful” and “The Christmas Song”. The 38-member student choir, under the direction of Principal Joanne Melo, vocal music teacher Peggy Sheehan and Vice-Principal Jim Graham, was recorded at the tail end of the 2006-2007 school year. “This was truly a collaborative initiative involving talented students, dedicated staff and supportive parents,” said Principal Melo of the experience.

students and staff collaborate with priest on new book

His Grace, Archbishop Thomas Collins was a special guest at the launch of “Becoming a Child…..while thinking about God!” at St. Marcellus Catholic School. The book—a collaborative effort by Fr. Gianni Carparelli and the students and staff of the school—is directed at both adults and children in an effort to explain the significance of God in their lives. Written in simplistic, everyday language, and enhanced by student artwork, the book tackles common questions that children encounter while grappling with the notion of God, such as “Who is Jesus?” and “Why should I pray?” “Becoming a Child” is designed to support the Religion and Family Life program of the Toronto Catholic District School Board by focusing on three major topics for three different age groups: the experience of friendship and communion (Grades 1 & 2); the art of listening, sharing and praying (Grades 3, 4 & 5) and the ability of helping and serving (Grades 6, 7 & 8).

students and staff collaborate with priest on new book

His Grace, Archbishop Thomas Collins was a special guest at the launch of “Becoming a Child…..while thinking about God!” at St. Marcellus Catholic School. The book—a collaborative effort by Fr. Gianni Carparelli and the students and staff of the school—is directed at both adults and children in an effort to explain the significance of God in their lives. Written in simplistic, everyday language, and enhanced by student artwork, the book tackles common questions that children encounter while grappling with the notion of God, such as “Who is Jesus?” and “Why should I pray?” “Becoming a Child” is designed to support the Religion and Family Life program of the Toronto Catholic District School Board by focusing on three major topics for three different age groups: the experience of friendship and communion (Grades 1 & 2); the art of listening, sharing and praying (Grades 3, 4 & 5) and the ability of helping and serving (Grades 6, 7 & 8).
CELEBRATING OUR STUDENTS AND SCHOOL COMMUNITIES

2007-2008 Top Graduating Students

Peter Cmorej from Bishop Allen Academy in Etobicoke achieved 99.33 per cent, the highest average of all Grade 12 graduating students within the Toronto Catholic District School Board for the 2007-2008 academic year. Peter Cmorej earned 100 per cent in Psychology, Calculus, Advanced Functions and Chemistry and 98 percent in French and Religion. These top marks earned him an entrance scholarship of $3,000 from McMaster University where he now studies Health Sciences with the goal of becoming a medical doctor. In addition to his academic achievements, Peter participated in the school’s Science Club, In the Driver’s Seat Club, and played on the soccer team. He placed first in his school in the National Biology Competition, ranked in the top seven percent in the Chem 13 News Research Assistantship Examination in 2008 and was involved in his school’s Peer Mentorship Program that provides assistance to Grade 9 students in mathematics. He has volunteered more than 75 hours at the Daily Food Bank and with the Easter Seals Society’s fund raising events.

Nataliya Yavorska from Bishop Allen Academy in Etobicoke earned the second highest overall average with 99.00%. She earned 100 percent in English, Calculus, Advanced Functions, and Chemistry and 97 percent in Biology and Religion. Nataliya hopes to obtain a degree in pharmacology. During her secondary school years, Nataliya was editor-in-chief of her school’s newspaper, as well as counsellor at the orientation camp for Grade 9 students. Nataliya and a team of fellow students placed 2nd for creativity and artistic value for their model roller coaster at Canada’s Wonderland Physics Contest.

Anna Bui from Father John Redmond Catholic Secondary School in Etobicoke graduated with an average of 98.67. She plans to complete a double major in Mathematics and Chemistry. Anna received the TCDSB Catherine Temple Mathematics Award of $4,000 as well as various scholarships from the University of Toronto totalling $8,000 for her first year of studies. Anna has volunteered as a tutor in Mathematics, Science and English in her school, at community centres and at the local library. During the school year, she studied Vietnamese in the Saturday Continuing Education Program, was editor-in-chief of her school newspaper, and played the flute in the school and in her church’s orchestras.

Top Students From Other Municipalities Within Toronto

Kristen Carvalho from St. Joseph’s College was the top graduating student in the former City of Toronto with an average of 98.33. Her marks earned her a National AP Scholars designation. Kristen received $5,000 scholarship from the University of Toronto’s Scholars’ program, $3,500 from University College for her first year of studies, as well as scholarships of $500 for subsequent years of study. During her years in secondary school, Kristen completed more than 180 hours of community service volunteering in a retirement home, in her parish and as a tutor for ESL students. She competed in the Euclid Mathematics Contest, as well as in the University of Waterloo’s Chemistry Contest where she placed in the top 92 percentile.

The top TCDSB student in the former City of North York was James Rassos who achieved an overall average of 98.33 in his final year at Brebeuf College School. James is studying Health Sciences at McMaster University with plans for a career in medicine. James was a member of Brebeuf’s Destination ImagiNation team, played hockey with the school team and volunteered with the Kiwanis Club at various community events.

Scarborough’s top student, Nelson Furtado graduated from Pope John Paul II Catholic Secondary School’s International Baccalaureate Program with a 97.83 average. He received a $4,000 entrance scholarship from Carlton University where he is studying journalism. He logged many hours of volunteer work repairing computers and assisting in fundraising activities at his school.
Diego Noronha - Student Trustee

Diego Noronha, a Grade 11 student from Don Bosco Catholic Secondary School in Etobicoke, served as TCDSB’s Student Trustee for 2007-2008. Diego has a strong background in student government, completing a term as President of the Student Council. He was a student moderator and spent four consecutive years as captain of Don Bosco’s Reach for the Top team. In addition, he also served as the school’s representative on the Catholic Student Leadership Impact Team (CSLIT). Diego devoted his term as Student Trustee to further promoting and increasing leadership venues within the TCDSB, expanding the Voices that Challenge student leadership conference and using CSLIT to further promote the student voice at the board level.

Loretto College Student’s Work Recognized by Governor General

Viviana Astudillo-Clavijo, a student at Loretto College, was recognized in Ottawa on October 17th by Governor General Michaëlle Jean for her peace-themed murals, which are displayed around Toronto. The ceremony was in honour of outstanding contributions to the advancement of women. Viviana’s work has helped raise awareness about bullying.

Bishop Allen Student Competes in National Geography Finals

Bishop Allen Academy Grade 9 student, David Marrello, placed fourth in the Ontario Geography Challenge, which is a national student competition designed to foster an interest in geography among young Canadians, and to raise the profile of geography with teachers and the public. The Challenge is organized by the Canadian Council for Geographic Education (CCGE), a non-profit volunteer organization of teachers. It begins with a school level challenge where an overall winner is declared. School level winners then write a qualifying test for the right to advance to the provincial and territorial championships. Within each province or territory, students with the top 50 scores from the qualifying tests are invited to their respective provincial or territorial championships. David and the remaining 40 provincial and territorial winners participated in the national final of the Geography Challenge.

Catholic School United Nations Assembly Explores Diplomacy and Negotiation

St. Joseph’s Morrow Park Catholic Secondary School hosted the 13th annual Catholic School United Nations Assembly (CSUNA) in November at the Catholic Education Centre. CSUNA is a simulation of the United Nations that introduces students into the world of diplomacy and negotiation. Approximately 500 secondary school students from the Toronto Catholic District School Board met for an exciting two days of debate, negotiation, and compromise as they each represented a member state of the United Nations in a variety of committees. The student “delegates” drafted resolutions, plotted strategy, negotiated with supporters and adversaries, resolved conflicts and navigated the UN’s rules of procedure. Some of the resolution topics that were debated included eradication of extreme poverty, climate change and the promotion of primary education for all.
Students from the Elementary Gifted Centers also participated in this event as pages. This year’s theme was “Achieving the UN Millennium Development Goals through Global Partnership”.

**Festival of the Arts Tradition Continues**

Under the continued leadership of dedicated TCDSB staff, students from across the Toronto Catholic District School Board schools displayed their artistic talents during Catholic Education Week, April 30th to May 4th at the Woodbine Centre Festival of the Arts and the Bridlewood Mall Festival of the Arts. The festival provides a forum for students to showcase group performances in vocal and instrumental music and to display visual art.

**St. Edward Catholic School Hosts TCDSB Invitational Swim Meet**

Each year Toronto Catholic District School Board students from Grades 3 to 8 participate in the TCDSB Swim Meet Invitational. In 2007-2008 St. Edward Catholic School was the hosting school to coordinate this event at the Etobicoke Olympium. The swim meet brings together approximately 800 swimmers from more than 25 schools in the City of Toronto. 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.

**Athletic Achievements**

**Runners Take Provincial Honours:** TCDSB was proud to acknowledge the winning teams in the Provincial Cross-Country Championships. The Grade 3 boys’ team of Ben Azzopardi, Parker Thomlinson and Michael Workentin from St. John’s Catholic School, won the gold medal, while the Grade 3 girls’ team of Bridget Hickey, Madison Hogg and Evelene Vanelberg took home the silver medal.

**Basketball Team Receives International Recognition:** A group of TCDSB students was selected to compete in The Pielle Matera International Basketball Tournament held in Italy. They were North America’s only representatives, and succeeded in winning all but one of their games. The team members were: Johnathon Femi-Cole from St. Jude, Oliver Oppong from St. Francis de Sales, Jonathan DeSousa, Lucas Diagini and Michael Troya from St. Francis Xavier, Daniel Amendola, Matthew De Francesa, Andrea Fairweather, Rosemary Gagliardi, John Rabang and Michael Zambrano from St. Robert.

**Soccer Success:** Emmanuel Garcia from Our Lady of Peace and Christopher Mannella from St. Francis of Assisi were selected among 200 boys across the province for Team Ontario Under 14 Boys’ Soccer. The U14 Provincial Squad competed at the National All-Star Championship.

**Badminton Champ:** Andrew Wilkinson from St. Pius X captured a bronze medal in the Boys’ Double Under 15 at the Pan American Games in Mexico. He placed third in doubles, fourth in mixed doubles and ninth in singles at the recent National Badminton Tournament.

**O’Connor Students Stand Out:** Natasha Popova won the bronze medal at the novice level in the Junior National Figure Skating Competition. Her goal is to qualify for the Canadian Olympic team in 2014. Karen Urquhart, a Grade 9 student at Senator O’Connor College School, won the Gold Medal at the Skate Canada Women’s Bronze Triathlon National Competition for figure skating, held in Brampton April 4th to 8th. Karen began skating at the age of 8 and has won over 50 medals in her skating career. She also plays on many of the school’s athletic teams, including field hockey, volleyball and rugby. Karen hopes to one day become a part of the Canadian competitive team and represent Canada at the senior level of competition.

**St. Patrick’s Hosts 11th Annual Mini Olympics**

St. Patrick Catholic Secondary School hosted its 11th annual Mini Olympics, which showcases the athletic talents of students with special needs. The event is held at the school each year and hundreds of students from across the Board participate.
Celebrating Exemplary Practices

Each year the Board recognizes schools from across the system for innovative programming, new projects and approaches to learning, or special services that have been introduced to enhance the learning experience. The schools chosen for the 2007-2008 Exemplary Practice Awards were:

All Saints: Peacemaking Project

The project encompassed a vision that is proactive, focusing on “what can we give to our community of learners that helps them grow as individuals, that makes a difference for themselves and others – individuals that are reflective of their actions and asks: ‘What would Jesus do?’” Developed in partnership with CSAC, the parish and other community associations, the celebrated programs were: School Wide Social Skills (both small group and classroom), Adventure Play Zone (structured recess play), Circle of Friends, and Culinary Arts.

Bishop Allen Academy: Haunted Halloween Storybook Adventure

“If you could create your own Halloween storybook adventure, how would it end?” A group of highly motivated students from Bishop Allen posed that question to their Grade 2 counterparts at St. Louis Catholic School and were rewarded with tales of creative characters, zany adventures and colourful illustrations. Initiated as an enrichment opportunity for students at Bishop Allen, the campaign’s focus was to bring together adolescents and children in their love of reading and writing, for the purpose of creating Halloween storybooks.

St. Gerard Majella Catholic School: St. Gerard Majella Roadrunners’ Club

The St. Gerard Majella Roadrunners’ Club was started in order to raise student morale, overall school spirit, raise student fitness level, to improve overall academic achievement and to promote leadership amongst our students and teachers.

James Cardinal McGuigan Catholic High School: Leadership through Environment, Experience and Diversity (L.E.E.D) in the Community • L.E.E.D (Leadership through Environment, Experience and Diversity) is a two credit, full semester experiential learning program which pairs senior student mentors with junior at-risk students in an effort to re-engage students in school and maximize their
credit accumulation. In the second year of the program the McGuigan L.E.E.D. students brought their newly-acquired skills and knowledge to elementary school students at both St. Wilfrid and St. Charles Garnier Catholic Schools.

Working with experts in the field and dealing with issues of diversity and equity, McGuigan students led groups of elementary students in a variety of activities at different Grade levels.

St. Wilfrid Catholic School: Students to Develop Comprehension of Academic Content through Instructions of Vocabulary from Different Subject Areas

The project applied Marzano’s research on building academic vocabulary in a Grade 7 classroom through differentiated instruction. A unit was planned and implemented to develop student comprehension through direct instruction of academic vocabulary across the curriculum. The process of implementation at the classroom level included researching the student learning styles, preparing graphic organizers, making students’ dictionary duo tangs and choosing meaningful vocabulary words in all subject areas. Specific classroom strategies included cooperative groups based on learning styles and a variety of accommodations for students with special needs.

Dante Alighieri Academy: Carnival: The Spirit and the Soul Education through Celebration: Carnivalissima in the Luminato Festival of Arts and Creativity

The Dante Arts department embarked on several art initiatives and outreach programs to give a voice to the various cultures represented in the school community. Understanding that through the arts people can speak a common language; the school looked to “carnival” and “masks” as common threads in various cultures. The arts community at Dante cherishes the human quality of being able to concretize what we imagine. The efforts of the administration, staff and students culminated in participation in the Luminato Festival of Arts and Creativity.

Blessed Kateri Tekakwitha Catholic School: An Autistic World Without Borders Using “RIDE” (Reach, Include, Differentiate, Education)

This project promotes inclusive pedagogy and a diverse classroom. The focus is on implementing the effectiveness of differentiated instruction and assistive technology to help reach autistic students, promote inclusion and carry-over of target skills in integration. In an effort to create a “World Without Borders” within the school, the focus was on responding to the reasons and effects of the isolation of the autistic student from real life.
situations by understanding the “geography” of learning for the autistic student, drawing a “map” about the “borders” of inclusion for the autistic student, providing “direction” to unlock the entrance to the “borders” of an autistic student’s world and attempting to fill in the gaps and provide new links to support the RIDE teaching and learning model.

Holy Spirit Catholic School: Technology for All

The Holy Spirit “Technology for All” program was formed in partnership with “Computers for Schools” and involved working with classroom teachers and the school community to ensure that students beginning in Grade 1 have ready and regular access to computer technology both within their classrooms and in their homes. To that end, Holy Spirit School staff have ensured that all families in the community have at least one computer with Shareware software in the home, that all students have the opportunity to take a laptop home to complete assignments and that all students from Grade 1 to 8 have a computer in the classroom to complete work.


OASIS is Mary Ward’s new student orientation program. In September, a series of in-service assemblies for new students and teaching staff took place. Each assembly focused on one particular area which has been deemed as important to the life of a Mary Ward student. During these assemblies, OASIS students were welcomed by peer helpers who were selected and trained the previous year. September OASIS events culminated in a sleep-over at Mary Ward and a one-day event at Camp Robin Hood. Assemblies were conducted throughout the year, with an annual luncheon and celebration held at the end of the program.

Blessed Mother Teresa Catholic Secondary School: Sensory Integration for ME/DD Students

The Blessed Mother Teresa community created a “Snoezelen Room” and Ball Pool for special needs students who have difficulty with sensory integration. A garden shed was used to house the multi-sensory equipment and to provide a dark and cozy space. The ball pool allowed for deep pressure sensations and proprioceptive feedback. Both spaces have helped students by reducing their tension levels and providing a relaxing and stress-free environment. Students were happier and more productive as a consequence of their experiences.

St. Elizabeth Seton Catholic School: Information Evening for Grade 7 & 8 Parents

This event was planned to provide information to parents of Grade 7 and 8 students in order to ease the transition to high school. Parents were given information regarding the difficulty of moving from Grade 8 to 9, how to choose appropriate levels and post-secondary destinations/program pathways.
The five area high schools were invited to attend and provide parents additional information/materials pertaining to their individual high schools. Parents had an opportunity to ask questions of a panel consisting of elementary and secondary guidance counsellors.

**St. Anselm Catholic School: The Character Club**

The Character Club is a group of intermediate students who, through drama, and interactive presentations, have presented character traits to the school as a launch to the monthly theme. Starting in September, they presented the themes of Respect, Responsibility, Courage, Charity, Love and Forgiveness.

**St. Helen Catholic School: To Achieve Substantial Student Improvement in Literacy (Focus: Reading Comprehension)**

Over the past several years, the school focus at St. Helen has been student literacy. All instruction has been aligned to reach this goal, with the strategy being credited for the substantial gains in student achievement scores on recent assessments. At each division, data is used to highlight and identify the expectations in the curriculum that need to be addressed. The school also uses data to track all student progress and to identify students requiring specific reading intervention. Teachers implement literacy strategies across the curriculum and apply these common strategies throughout each Grade level. The school has been recognized as a “School on the Move” and with the “Lighthouse Program” plaque by the Ministry of Education in June 2007.

**St. Luigi Catholic School: Success for All Across the Grades**

Through enhanced parent engagement and participation in after-school information evenings, parents gained a better understanding of what support students need in order to be successful in school and to prolong their school careers. Teachers provided workshops to parents and children on how to implement different learning strategies in language and mathematics at home, and participants were given math and language packs to take home with them. This program promoted increased parental involvement, an opportunity for parents to network with teachers at school, and a forum to dialogue on the topic of student learning.

**Senator O’Connor College Catholic: Student Success Initiatives and Procedural Guide**

The Senator O’Connor Student Success Initiatives and Procedural Guide provided a clear school vision, an established step-by-step approach, an explanation of distinct roles and responsibilities and included the various forms documenting the whole student-centred plan used by staff. Copies of the Student Success Initiatives and Procedural Guide have been given to all elementary and secondary TCDSB schools and the team has delivered presentations on strategies for success with very positive responses.
St. Patrick Catholic Secondary School: A Curricular Approach to Developing Facility and SEA Grant Equipment

Students who receive hardware and software support through Special Education grants require explicit teaching and opportunities for practice to develop their facility with assistive technologies. The Business Studies course was found to provide an excellent framework to address the annual goals and learning expectations for students with access to assistive computer technology. The goals of the Business Studies course and digital literacy challenges students to develop their mastery of specific technologies and provides practice to be able to transfer the use of technology independently in other curricular settings.

Neil McNeil High School: Trickle Down Technology

The technology department at Neil McNeil pursued an innovative method of delivering Technology Education through a partnership with the Grade 3 and 7 classes at several elementary schools, Ryerson University and Skills Canada. The focus was on structures with virtual and actual bridge building. The Grade 7 classes visit Neil McNeil for one day and build and test bridges under the mentorship of the Grade 9 technology classes. Using the skills they had mastered, the Grade 7 class facilitated a bridge building day for a Grade 3 class at the home school. The focus of the activities is the Science and Technology Curriculum: Understanding Structures and Mechanisms.

TCDSB Celebrates Excellence in Catholic Education

To launch Catholic Education Week, the Toronto Catholic District School Board celebrated the outstanding achievements of staff, students and members of the Catholic community at its annual special awards event. In addition to the presentation of the Student Achievement Award to a number of students, and Certificates of Appreciation to staff and members of the TCDSB community, the Board also presented a number of special awards:

The Father Andrew Cuschieri Award went to Caitlyn Bertone from Father Serra Catholic School for her dedication and commitment in assisting with fundraising activities for various charities and for her many hours of volunteer work in the schools and in the community and to Caterina Tassone from St. Anselm Catholic School for her genuine interest, consideration and encouragement of a classmate with special needs and for modeling positive inclusive behaviour.

Liana Di Nardo from James Cardinal McGuigan Catholic Secondary School was the recipient of the Sister Mary Hamilton Award for her contribution to the school community and the community at large, as well as for her hard work in both academics and extra-curricular activities.

The first ever Student Trustee Award of Excellence was given to Jerome John Tolentino, a student at James Cardinal McGuigan Catholic Secondary School for excellence in academics, leadership and Christian values and to support him in pursuit of studies at a recognized Canadian post-secondary institution.
The Award of Merit was given to Bo-Ming Pauline Chan, retired TCDSB International Languages Instructor, Wayne MacPherson, (posthumously), TCDSB Elementary School Principal and Reverend Winston Rye S.J., National Director of Jesuit Development Office.

TCDSB Alumni Awards were presented to Reverend Len Altaita S. J., Assistant for Vocations, Director of Formation and Superior of a house of studies for the Jesuits, Bill Hutchison, Co-anchor CTV News and Frank MacGrath, President of Golf Tournaments Inc.

The Ashif Jaffer Award was given to Kevin Ng, Multiple Exceptionalities Teacher at Blessed John XXIII Catholic School, for his leadership in instituting numerous curricula tailored to specific learning disorders in order to further develop the children’s ability to lead a functional and independent life to the best of their ability; for his efforts in integrating the students into their regular Grade classes. Rosemary Balmbra, Special Education Teacher from Blessed Mother Teresa Catholic Secondary School, was recognized for her demonstrated excellence in the support of exceptional students. The Integration Team of Natalia Harispuru, Multiple Exceptionalities Teacher; Mary Rizzo, Irene Stasiak, Daniela Giancola, Rose Chiaravalloti, Jean-Yves Luchman, Teachers Mary Carey, Anna Marincola, Lisa Pasqualoni, Marilena Sallese, Catarina Santone, Lamia Zarifa, Rosemary Miniace, Education Assistants from Monsignor John Corrigan Catholic School were also presented with the award. Natalia Harispuru, the M.E. teacher has been instrumental in leading, developing and successfully implementing all aspects of the Integration Team. The team has achieved outstanding success in their collaborative approach to individualized student programming and the use of differentiated teaching and learning strategies in the integration class.
NEW HORIZONS

Future Site of Catholic Schools in Toronto

The Board was pleased to move forward in the planning of new schools to serve three Toronto communities: Morningside Heights in northeast Toronto (Scarborough), Yonge and Highway 401, and the Toronto Railway Lands area in the southernmost part of the city. It is anticipated that the elementary school in Morningside Heights will be completed by 2011.

Building Addition Approved for Nativity of Our Lord

A building addition to address enrolment pressures at Nativity of Our Lord Catholic School has been approved at an estimated cost of $2.302 million including pre-planning for full-day learning needs funded from Ministry grants and $0.672 million charged to the 2008-2011 School Renewal Budget.

Acquisition of St. Joseph’s College

After a long and proud historical partnership with the Sisters of St. Joseph, the Board has successfully reached an agreement with the Order to purchase the site of St. Joseph’s College School at Yonge and Wellesley. We are pleased that the fine tradition of educating young women in downtown Toronto will continue at this site.

French Language Advisory Committee

The Board has approved in principle the establishment of a French Language Advisory Committee. Representation on the Committee could include parents of children who are registered in French Immersion and Extended French Programs in TCDSB schools. The Committee would be dedicated to promoting French as a Second Language programs in TCDSB schools.

School Openings

Students in the north Etobicoke area began the 2007-2008 school year with new state-of-the art school facilities for Father Henry Carr and Monsignor Percy Johnson Catholic Secondary Schools. They were joined by their families, friends, alumni, current and former staff, Catholic school supporters and dignitaries from various levels of government in the spring of 2008 as they celebrated the official opening and solemn blessing of their new schools.

International Education Programs

TCDSB has joined a consortium of 16 Ontario school boards for the purpose of attending student fairs abroad. The aim is to attract more visa students to the province in an effort to boost enrolment and to offer quality learning opportunities for students in other countries. Students would benefit pedagogically by learning alongside their peers from other countries.
Safe School Advisory Committee
The Board initiated a Safe School Advisory Committee in the fall of 2007, which provides a forum for the systematic review of the TCDSB Code of Conduct and for bringing forward system-wide safety concerns. Membership on the committee includes trustees, parents, students and a variety of teaching, non-teaching and administrative staff members.

TCDSB Symposium on First Nations, Métis and Inuit Framework

Over 140 Toronto Catholic District School Board staff participated in the Board’s Symposium on First Nations, Métis and Inuit Framework on June 2nd. Interest and dialogue generated were quite strong. As a follow-up there will be further courses offered to staff on: Living and Teaching on a First Nations Reservation; Building Leadership for Inclusive Schools (thru a first people’s model); Cultural Awareness for Native Studies and Aboriginal Education and Cultural Enhancement Course.

SYSTEM-WIDE INNOVATIONS AND PARTNERSHIPS

New Partnership with Big Brothers/Big Sisters of Toronto
The Board has approved a partnership agreement with the Big Brothers and Sisters of Toronto, which includes in-school mentoring activities that lead to increased student engagement and success in school. A steering committee will be established with representation from both partners, to prepare an annual program plan, and undertake the annual review of the program and recommend modifications. The partners will collaborate regarding promotional activities and participate in both program evaluation and celebratory events.

Expansion of Best Buddies Program
The TCDSB will continue to work with Best Buddies to promote this program and will follow up with a communication to schools who have expressed an interest in participating. Best Buddies facilitates friendships among secondary school students by pairing individuals in one-to-one friendships and by organizing group activities. A Best Buddies friendship helps to break down barriers to inclusion and provides opportunities for shared experience, laughter and support. It is currently operating in two TCDSB secondary schools and six others schools have also expressed an interest in being involved.

Introduction of New Homework Clubs
TCDSB worked in partnership with The Working Women Community Centre and The Filipino Centre of Toronto to implement tutoring/after-school homework clubs at Our Lady of Lourdes, Senhor Santo Cristo, St. Helen, St. Nicholas of Bari, St. Sebastian, Pope Paul VI 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.
New Language Program

Responding to the changing linguistic and cultural backgrounds of TCDSB students, St. Ignatius of Loyola Catholic School launched a new Mandarin and Filipino International Languages program in the fall of 2007. The program, which operates during a regular extended school day, has been welcomed by the school community. The official opening and blessing of the program was marked by visits from Philippine and Chinese consulates as well as officials from various levels of government and the Toronto Catholic District School Board. Extended-day programs are also offered in Italian, Polish, Portuguese, Spanish and Ukrainian in other TCDSB schools.

Promoting Literacy and Building Bridges

Driven by the Lieutenant Governor of Ontario’s initiatives to promote literacy and bridge building between schools in Nunavut, Toronto and Native communities in Ontario, the TCDSB continues to explore innovative ways to not only understand more about each other’s cultures and way of life but also to embrace the similarities and challenges facing all three communities.

Twinning Initiative

The TCDSB Twinning Initiative is in its third successful year, joining over 25 Toronto Catholic schools with schools in Nunavut:

- Students from St. Barnabas Catholic School met students from Nunavut in February in a unique presentation organized by the Toronto Catholic District School Board. The goal of the visit was to share with students the dramatic impact global warming is having on the Arctic. After the presentation by the Nunavut group, Grade 7 students from St. Barnabas held an informal one-on-one session with them to share some of the features of the Grade 7 environmental studies program and exchange observations and questions.

- Students from Maani Ulujuk Ilinnarvik High School in Rankin Inlet, Nunavut travelled to Toronto in May for an eight-day stay as part of a student exchange with students from Bishop Allen Academy. A packed itinerary gave these Northern students a cross-section of Toronto and Ontario experiences from shopping at a mall, a tour of Toronto tourist attractions and a trip to Niagara Falls and Centre Island. Bishop Allen student council hosted a breakfast for the visitors, following which the two groups of 28 students and chaperones participated in a clean-up of the Mimico Creek ravine. Students from Bishop Allen had travelled to Rankin Inlet in April. “The Inuit introduced us to their love of the land and to the intimacy of their community. I hope that we can offer them a similar insight into life in Toronto for our students,” said staff organizer Don Walker. Students were selected for the trip based on a paper they submitted, outlining why they want to go and included references from teachers.

- Students from Toronto Catholic District School Board elementary schools participated in the 3rd Annual TCDSB Arctic Games, which promotes a better understanding of Canada’s Inuit community and actively engages students in a non-competitive environment. Secondary students from each of the locations acted as leaders for their elementary school counterparts. The Arctic people have always enjoyed various sports, games and outdoor activities and the skills developed through activities were often necessary for survival in the harsh and sometimes dangerous environment. These time-honoured games and activities focused on physical strength, agility and endurance and were learned in Asia before these aboriginal people migrated across the Bering Strait.
Partnership with the Toronto Zoo

Our partnership with the Toronto Zoo continued this past year to initiate a change in attitude and behaviour to truly make a difference on the impact of climate change and improvements in our environment. At a special event beginning at in February at the Zoo, a group of TCDSB Grade 6 students heard about the special relationship that we have with the Earth and ice and how global warming will affect that delicate balance. His Honour, Lieutenant Governor of Ontario James Bartleman, spoke with the students about his initiatives and shared his experiences. The event highlight was the launch of a special workshop, designed in partnership with the Toronto Zoo, for Grade 6 students on Global Warming, Biodiversity and Human Connection with the Earth. Linked to the Grade 6 Science curriculum, students will learn about biodiversity and how the change in the climate is affecting our plant and animal life, while being challenged to find out what part they can play in protecting the environment. While emphasizing the “spiritual connection” to the Earth and highlighting the Native and Inuit challenges that those communities are experiencing, students will also learn about their unique connection to the environment. The event will conclude with a walk through the Zoo and a visit to the Zoo’s Polar Bear Exhibit.

Changing Behaviour, Changing Culture, Changing Climate

The Arts and Science Departments of the Toronto Catholic District School Board collaborated with the Ontario Science Centre in offering a symposium for TCDSB teachers on climate change. The TCDSB Nunavut Twinning Project and Ontario EcoSchools met at the Ontario Science Centre to learn the science behind climate change and the effects on the Arctic. Guest speaker Dr. Hayley Hung from Environment Canada spoke about her involvement in assessing the level of contaminants coming to into the Arctic and the scientific facts about the devastating effects that those contaminants are having on the environment in the North. Linda Mackey, artist and Director of the Polar Artist Group, raised growing concern about the changes she has personally witnessed in Nunavut in recent years. Franke James, artist and writer, discussed her Six Tools for Climate Change through art.

Teachers participated in a series of activities to both encourage scientific inquiry about global warming and to develop an action plan for their classes. The intent is for the teachers to now go to make ecologically sound behavioural changes and to document their progress through the Arts.

Students Visit Attawapiskat

Last September, a group of 17 Grade 8 students from Holy Spirit Catholic School visited students from J.K. Nakogee School in Attawapiskat. Attawapiskat is a Cree First Nation community located on the west coast of James Bay. During their stay, students attended Mass with Father Vezina, an Oblate missionary who has ministered in the community for over 30 years, as well as studied topography, worked with local artists, learned about the developing diamond mine and camped with elders. The trip was arranged through SEVEC (the Society for Educational Visits and Exchanges in Canada).

“Our Home and Native Land” Social Justice Symposium

Brebeuf College School hosted a student leadership symposium on aboriginal challenges in December at St. Michael's College, University of Toronto. The Honourable James Bartleman, former Lieutenant Governor of Ontario was keynote speaker. Approximately 250 Toronto Catholic secondary students attended this event which was the school’s 4th annual Social Justice Symposium. The theme of
this year’s conference was “Our Home and Native Land”. It provided students with an opportunity to hear from a variety of viewpoints on aboriginal issues in light of Catholic teachings, who work for social justice and will also have an opportunity to ask questions during a discussion panel.

Celebrating the Spirit of Community

Serving a Community of Students.
Nourishing their Future.

Since 1987 The Angel Foundation for Learning has been committed to serving students in the Toronto Catholic District School Board. With the generosity and compassion of our donors, The Angel Foundation for Learning continues to enrich the lives of vulnerable Toronto Catholic School Board students. The students below represent over 15,000 students who are supported by the Foundation each year.

Marco enjoys a nutritious lunch everyday via the Student Nutrition Program.

The Angel Foundation for Learning administers funds so that over 10,000 hungry TCDSB students are served a healthy breakfast, snack or lunch every day.

Nadia is able to join her peers on trip to Teen Ranch via the School Allocations Fund.

The Angel Foundation for Learning makes it possible for many students in over 60 elementary school and secondary schools to participate in school excursions and leadership activities.

Chantelle receives essential items including a warm winter coat and a life-saving Epi Pen via the Social Work Emergency Fund.

Then Angel Foundation for Learning provides emergency assistance via the Social Work Emergency Fund to ensure that life’s basic needs are met.

Antonio tells of the impact that receiving a bursary makes in his life.

The Angel Foundation for Learning administers over 18 Bursaries, Awards and Funds to TCDSB students annually.

The Angel Foundation for Learning • Helping Toronto Catholic District School Board Students Succeed
IMPROVING STUDENT LEARNING AND ACHIEVEMENT

TCDSB students are surpassing provincial levels in many areas. Over the past five years, the percentage of Toronto Catholic District School Board students at or above the provincial standard has consistently increased. Grade 3 reading scores now surpass the Provincial average, results for Grade 3 and 6 writing remain consistently higher than the province and Grade 3 math scores have improved over the past five years and now equal the Province. In Grade 9 math, the scores in the academic level have increased by 7% from last year. Although gains have also been made over time at the applied level, the scores remain below the provincial average.

Eighty-one per cent of first-time eligible Toronto Catholic District School Board students were successful on the 2008 Ontario Secondary School Literacy Test. A total of 6,472 first-time eligible students participated in the annual assessment, which represents 94% of all eligible students as compared to 93% provincially. Although TCDSB results have improved by 10% over the past 5 years, the data indicates the continued need to focus on students who are English Language Learners and those who come to us with special needs.

Highest, Lowest, Provincial and TCDSB Average English-Language Board Results based on Percentage of Students at Level 3 and above, 2002-03 to 2007-08

GRADE 3

<table>
<thead>
<tr>
<th>Grade 3 Reading</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCDSB</td>
<td>49%</td>
<td>53%</td>
<td>55%</td>
<td>62%</td>
<td>60%</td>
<td>62%</td>
</tr>
<tr>
<td>Provincial Average</td>
<td>50%</td>
<td>54%</td>
<td>59%</td>
<td>62%</td>
<td>62%</td>
<td>61%</td>
</tr>
<tr>
<td>Highest</td>
<td>63%</td>
<td>67%</td>
<td>79%</td>
<td>79%</td>
<td>73%</td>
<td>73%</td>
</tr>
<tr>
<td>Lowest</td>
<td>31%</td>
<td>40%</td>
<td>47%</td>
<td>49%</td>
<td>45%</td>
<td>49%</td>
</tr>
</tbody>
</table>

Highest, Lowest, Provincial and TCDSB Average Score in EQAO Grade 3 Reading from 02/03 - 07/08
Grade 3 Writing

<table>
<thead>
<tr>
<th></th>
<th>02 - 03</th>
<th>03 - 04</th>
<th>04 - 05</th>
<th>05 - 06</th>
<th>06 - 07</th>
<th>07 - 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCDSB</td>
<td>58%</td>
<td>62%</td>
<td>63%</td>
<td>70%</td>
<td>69%</td>
<td>70%</td>
</tr>
<tr>
<td>Provincial Average</td>
<td>55%</td>
<td>58%</td>
<td>61%</td>
<td>64%</td>
<td>64%</td>
<td>66%</td>
</tr>
<tr>
<td>Highest</td>
<td>67%</td>
<td>68%</td>
<td>73%</td>
<td>78%</td>
<td>79%</td>
<td>79%</td>
</tr>
<tr>
<td>Lowest</td>
<td>37%</td>
<td>42%</td>
<td>44%</td>
<td>41%</td>
<td>46%</td>
<td>44%</td>
</tr>
</tbody>
</table>

Highest, Lowest, Provincial and TCDSB Average Score in EQAO Grade 3 Writing from 02/03 - 07/08

Grade 3 Math

<table>
<thead>
<tr>
<th></th>
<th>02 - 03</th>
<th>03 - 04</th>
<th>04 - 05</th>
<th>05 - 06</th>
<th>06 - 07</th>
<th>07 - 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCDSB</td>
<td>54%</td>
<td>63%</td>
<td>61%</td>
<td>66%</td>
<td>68%</td>
<td>68%</td>
</tr>
<tr>
<td>Provincial Average</td>
<td>57%</td>
<td>64%</td>
<td>66%</td>
<td>68%</td>
<td>69%</td>
<td>68%</td>
</tr>
<tr>
<td>Highest</td>
<td>69%</td>
<td>79%</td>
<td>81%</td>
<td>80%</td>
<td>81%</td>
<td>80%</td>
</tr>
<tr>
<td>Lowest</td>
<td>35%</td>
<td>51%</td>
<td>53%</td>
<td>55%</td>
<td>50%</td>
<td>51%</td>
</tr>
</tbody>
</table>

Highest, Lowest, Provincial and TCDSB Average Score in EQAO Grade 3 Math, from 02/03 - 07/08
### Grade 6

#### Grade 6 Reading

<table>
<thead>
<tr>
<th></th>
<th>02 - 03</th>
<th>03 - 04</th>
<th>04 - 05</th>
<th>05 - 06</th>
<th>06 - 07</th>
<th>07 - 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCDSB</td>
<td>57%</td>
<td>58%</td>
<td>58%</td>
<td>61%</td>
<td>63%</td>
<td>64%</td>
</tr>
<tr>
<td>Provincial Average</td>
<td>56%</td>
<td>58%</td>
<td>63%</td>
<td>64%</td>
<td>64%</td>
<td>66%</td>
</tr>
<tr>
<td>Highest</td>
<td>68%</td>
<td>70%</td>
<td>74%</td>
<td>77%</td>
<td>74%</td>
<td>77%</td>
</tr>
<tr>
<td>Lowest</td>
<td>42%</td>
<td>46%</td>
<td>52%</td>
<td>46%</td>
<td>54%</td>
<td>53%</td>
</tr>
</tbody>
</table>

#### Grade 6 Writing

<table>
<thead>
<tr>
<th></th>
<th>02 - 03</th>
<th>03 - 04</th>
<th>04 - 05</th>
<th>05 - 06</th>
<th>06 - 07</th>
<th>07 - 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCDSB</td>
<td>58%</td>
<td>57%</td>
<td>58%</td>
<td>65%</td>
<td>64%</td>
<td>69%</td>
</tr>
<tr>
<td>Provincial Average</td>
<td>54%</td>
<td>54%</td>
<td>59%</td>
<td>61%</td>
<td>61%</td>
<td>67%</td>
</tr>
<tr>
<td>Highest</td>
<td>66%</td>
<td>68%</td>
<td>71%</td>
<td>76%</td>
<td>74%</td>
<td>79%</td>
</tr>
<tr>
<td>Lowest</td>
<td>40%</td>
<td>42%</td>
<td>42%</td>
<td>44%</td>
<td>49%</td>
<td>52%</td>
</tr>
</tbody>
</table>
### Grade 6 Math

<table>
<thead>
<tr>
<th>Year</th>
<th>TCDSB Result</th>
<th>Provincial Average Result</th>
<th>Highest Result</th>
<th>Lowest Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>02-03</td>
<td>51%</td>
<td>53%</td>
<td>68%</td>
<td>39%</td>
</tr>
<tr>
<td>03-04</td>
<td>57%</td>
<td>57%</td>
<td>71%</td>
<td>45%</td>
</tr>
<tr>
<td>04-05</td>
<td>54%</td>
<td>60%</td>
<td>72%</td>
<td>50%</td>
</tr>
<tr>
<td>05-06</td>
<td>58%</td>
<td>61%</td>
<td>80%</td>
<td>45%</td>
</tr>
<tr>
<td>06-07</td>
<td>58%</td>
<td>59%</td>
<td>71%</td>
<td>46%</td>
</tr>
<tr>
<td>07-08</td>
<td>59%</td>
<td>61%</td>
<td>76%</td>
<td>41%</td>
</tr>
</tbody>
</table>

### Grade 9 Academic Math

<table>
<thead>
<tr>
<th>Year</th>
<th>TCDSB Result</th>
<th>Provincial Average Result</th>
<th>Highest Result</th>
<th>Lowest Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>02-03</td>
<td>58%</td>
<td>66%</td>
<td>78%</td>
<td>30%</td>
</tr>
<tr>
<td>03-04</td>
<td>61%</td>
<td>68%</td>
<td>83%</td>
<td>43%</td>
</tr>
<tr>
<td>04-05</td>
<td>61%</td>
<td>68%</td>
<td>95%</td>
<td>49%</td>
</tr>
<tr>
<td>05-06</td>
<td>68%</td>
<td>68%</td>
<td>81%</td>
<td>46%</td>
</tr>
<tr>
<td>06-07</td>
<td>65%</td>
<td>71%</td>
<td>83%</td>
<td>32%</td>
</tr>
<tr>
<td>07-08</td>
<td>72%</td>
<td>75%</td>
<td>88%</td>
<td>50%</td>
</tr>
</tbody>
</table>
### Grade 9 Applied Math

<table>
<thead>
<tr>
<th></th>
<th>02 - 03</th>
<th>03 - 04</th>
<th>04 - 05</th>
<th>05 - 06</th>
<th>06 - 07</th>
<th>07 - 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCDSB</td>
<td>16%</td>
<td>18%</td>
<td>20%</td>
<td>30%</td>
<td>27%</td>
<td>28%</td>
</tr>
<tr>
<td>Provincial Average</td>
<td>21%</td>
<td>26%</td>
<td>27%</td>
<td>35%</td>
<td>35%</td>
<td>34%</td>
</tr>
<tr>
<td>Highest</td>
<td>39%</td>
<td>64%</td>
<td>53%</td>
<td>58%</td>
<td>64%</td>
<td>53%</td>
</tr>
<tr>
<td>Lowest</td>
<td>6%</td>
<td>6%</td>
<td>15%</td>
<td>18%</td>
<td>7%</td>
<td>15%</td>
</tr>
</tbody>
</table>

### OSSLT

#### Grade 10 OSSLT

<table>
<thead>
<tr>
<th></th>
<th>02 - 03</th>
<th>03 - 04</th>
<th>04 - 05</th>
<th>05 - 06</th>
<th>06 - 07</th>
<th>07 - 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCDSB</td>
<td>63%</td>
<td>72%</td>
<td>78%</td>
<td>81%</td>
<td>82%</td>
<td>81%</td>
</tr>
<tr>
<td>Provincial Average</td>
<td>72%</td>
<td>77%</td>
<td>82%</td>
<td>84%</td>
<td>84%</td>
<td>84%</td>
</tr>
<tr>
<td>Highest</td>
<td>82%</td>
<td>91%</td>
<td>90%</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>Lowest</td>
<td>58%</td>
<td>63%</td>
<td>69%</td>
<td>74%</td>
<td>73%</td>
<td>75%</td>
</tr>
</tbody>
</table>
Achievement Results for Sub-groups

By Gender:

Grade 3 and 6: The percentages of Grade 3 females and males meeting or exceeding the provincial standard in reading have increased two percentage points since last year and have increased nine percentage points over the past five years. The percentages of Grade 3 females meeting or exceeding the provincial standard in writing and math have increased one percentage point since last year, while the percentages of Grade 3 males meeting or exceeding the provincial standard in writing and math have remained the same. Results for both Grade 6 males and females have continued on an upward trend in all areas. The greatest improvement for Grade 6 students has been in writing: the percentage of males meeting or exceeding the provincial standard has increased eight percentage points since last year, and increased by 14 percentage points over the past five years; the percentage of Grade 6 ELLs meeting or exceeding the provincial standard has increased 11 percentage points since last year, and increased 21 percentage points over the past five years.

Grade 9:

The percentages of female and male students meeting or exceeding the provincial standard in Grade 9 academic math have increased seven percentage points since last year. There has been greater improvement in the performance of male students in Grade 9 applied math (an increase of 15 percentage points over the past five years); female performance has been variable in Grade 9 applied math.

OSSLT: A higher percentage of English Language Learners (ELLs) are deferred within the TCDSB compared to the province over the last 3 years. 20% more ELLs in the province were successful on the OSSLT compared to the board in March 2008.

For English Language Learners

Grade 3 and Grade 6: Over the past five years, significant gains have been observed for English Language Learners (ELLs). The greatest gain has been in writing: the percentage of Grade 3 ELLs meeting or exceeding the provincial standard has increased seven percentage points since last year, and increased 16 percentage points over the past five years; the percentage of Grade 6 ELLs meeting or exceeding the provincial standard has increased 11 percentage points since last year, and increased 21 percentage points over the past five years.

Grade 9: The percentage of English Language Learners (ELLs) meeting or exceeding the provincial standard in Grade 9 academic math has increased 20 percentage points since last year; the percentage of ELLs meeting or exceeding the provincial standard in Grade 9 applied math has increased seven percentage points since last year.

OSSLT: A higher percentage of English Language Learners (ELLs) are deferred within the TCDSB compared to the province over the last 3 years. 20% more ELLs in the province were successful on the OSSLT compared to the board in March 2008.

For Students with Special Needs

Grade 3 and Grade 6: Over the past five years, significant gains have been observed for students with special needs. The greatest gain has been in writing: the percentage of Grade 3 students meeting or exceeding the provincial standard has increased 10 percentage points since last year, and an increased 17 percentage points over the past five years; the percentage of Grade 6 students meeting or exceeding the provincial standard has increased seven percentage points since last year, and increased 17 percentage points over the past five years.

Credit Accumulation Rates

<table>
<thead>
<tr>
<th>Grade</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nine (8 of 8 credits)</td>
<td>68.5%</td>
<td>70.7%</td>
<td>71.2%</td>
<td>74.9%</td>
</tr>
<tr>
<td>Ten (16 of 16 credits)</td>
<td>56.4%</td>
<td>58.1%</td>
<td>61.3%</td>
<td>62%</td>
</tr>
</tbody>
</table>
Grade 9: The percentage of students with special needs meeting or exceeding the provincial standard in Grade 9 academic math has increased eight percentage points over the past five years. The percentage of students with special needs meeting or exceeding the provincial standard in Grade 9 applied math has increased three percentage points since last year, and increased 13 percentage points over the past five years.

OSSLT: The percentage of TCDSB students with special needs (excluding gifted) who have been deferred has increased over the last 5 years. Only 2% more students with special needs in the province were successful on the OSSLT compared to the board in March 2008. There have been variable percentages of students with special needs in the board who were successful on the OSSLT over the last 5 years. (There has been an 8% drop between March 2007 and March 2008).

BUILDING CAPACITY TO LEAD AND LEARN

Programs - Kindergarten to Grade 6

Program initiatives in Kindergarten to Grade 6 build upon what we know works within our TCDSB learning community and are grounded in our system priorities:

- Nurturing our Catholic Community
- Improving student learning and achievement
- Building capacity to lead and learn

The following strategies are foundational to our professional commitments and are embedded throughout the TCDSB Learning Improvement Plan, Kindergarten to Grade 6.

Collaboration: LNS Initiatives in partnership with Student Achievement Officers; OFIP Tutoring initiatives; Professional Learning Networks; Inter-departmental initiatives; Leading Student Achievement (Principal Learning Teams); Family of Schools dialogue facilitated and monitored by Superintendents of Schools; 5th Block/JLI mentoring/coaching in Literacy; Math Tutors and Reps; Parent engagement (e.g., Parent and Family Literacy Centres; Family Literacy Collection; Welcome to Kindergarten; Math Family Nights)

Alignment of professional learning and resources:
Job-embedded professional learning; 2 provincial priority focused professional development days; Professional development for new teachers (NTIP); Professional Learning Series; Shared inventories of resources and differentiated supports; Infusion of classroom learning resources

Research-informed practice: Ontario Focussed Intervention Partnership (OFIP); Instructional alignment informed by "high yield" instructional strategies; Differentiated Instruction (DI) as a strategic direction

Data-informed decision making: Common assessment tools: Assessment for learning, as learning, of learning; School Learning Plan with narrow and precise focus, using SMART goals; TCDSB Data Integration Platform (DIP); Managing Information for Student Achievement (MISA) initiatives; Research to inform program efficacy
Goals for 2008-2009

Our TCDSB Learning Improvement Plan is aligned with the Literacy and Numeracy Secretariat’s School Effectiveness Framework and is consistent with current research. System SMART Goals have been developed and communicated to schools in order to directly address the need for greater alignment and precision. Schools have modelled their SMART goals after the Board SMART goals.

Numeracy Goal: There will be an overall improvement of 3% in the 2008-2009 EQAO Primary and Junior Division Assessment of Mathematics. There will be an improvement of 5% in the mathematical process of problem solving, as measured through the open response questions in the 2008-2009 EQAO Primary and Junior Division Assessment of Mathematics.

Literacy Goal: There will be a 5% improvement in student achievement in the following overall expectation: “read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning”. There will be a 4% improvement in student achievement in reading as measured through the primary and junior EQAO assessments in May 2009.

Strategies to Achieve Our Goals in Literacy and Numeracy

- Coordinated approach by central staff (SEF lead, Literacy/ Numeracy Teams and Research Team, Special Services Staff, ELL Staff) to support school improvement teams and superintendents in their family of schools and Teaching Learning Networks.
- System-wide focus on using the Literacy Teaching Learning Critical Pathway and the Numeracy Assessment for Learning Cycle in OFIP schools and family of school networks. This strategic plan includes extensive use of our board Data Integration Platform (DIP), common pre and post assessments, Assessment for Learning and evidence-based instructional strategies, co-teaching, moderated marking and reflection in order to plan next steps.
- Continued focus on instructional leadership with LSA principals in 50 schools.
- Every elementary school has a Literacy and Numeracy Representative to facilitate implementation of TCDSB and LNS initiatives.
- Monitoring to ensure Literacy Learning Block and Numeracy Learning Block are in place in all schools and classrooms.
- A focus on providing additional supports to students with an IEP by ensuring the full breadth of accommodations are in place including the use of assistive technology.
- Ensure provisions for English Language Learners in place with additional opportunities for professional learning for our teachers.

The goal in Literacy is further supported by a number of initiatives including:

- Intensive support provided to OFIP 2 and 3 schools by Literacy Resource teachers. Professional learning will focus on explicit instruction in reading comprehension strategies, the gradual release of responsibility and the Teaching Learning Critical Pathway. Each school will be provided with 4 half-day release time per teacher (K– 60, including Special Education Staff). In-class coaching will also be provided as a follow up to each PLC session by members of the TCDSB Literacy Team.
- Intensive support provided to low performing schools by Literacy Resource Teachers and a 5th Block (primary) and JLI coach (junior division). In-class coaching will focus on responsive instruction and assessment for learning.
- Reading intervention programs offered in approximately half of our schools for primary students (Grades 1 and 2) and in over one quarter of our schools for junior students (Grades 5 and 6). These include schools with static or declining performance. Literacy coaches are assigned to each of these schools.
- Funds provided for the following instructional resources: the TCDSB revised framework for early literacy instruction: Comprehensive Literacy; assessment materials; and a school and home license for Premier assistive technology. Students with IEPs will benefit most from access to this license.
• OFIP After School Literacy Tutoring Program offered for Grade 3 to 6 students in schools with static or declining performance. The After School Tutoring Programs provide students with an opportunity to extend their learning in Literacy in a small group, supportive environment (maximum 8 students per class). The OFIP After School Literacy Tutoring Program focuses on reading with attention to explicit instruction in reading comprehension strategies, vocabulary and oral language development. Teaching/classroom resources and learning materials provided to all participating schools including a range of texts/reading materials for students.

• Professional learning opportunity for all JK-Grade 3 teachers in our system on the Board’s revised framework for literacy instruction: Comprehensive Literacy with additional support and coaching in schools with static or declining performance. In-service provided for Special Education Teachers and Special Services staff.

• Revised assessment protocols in place for reading comprehension. System-wide implementation of teacher moderation and electronic tools (TCDSB Data Integration Platform) to use data to inform instruction.

• Literacy Resource Team providing support to superintendents of schools in their Family of Schools Teaching Learning Networks focusing on the Teaching Learning Critical Pathway (TLCP) and explicit instruction in reading strategies using a wide range of text.

The goal in Numeracy is further supported by a number of initiatives including:

• Release time for job-embedded professional learning provided to teachers, Kindergarten to Grade 6 in designated OFIP 3 schools. Use of the Numeracy Assessment for Learning Cycle that incorporates student data, common assessments, moderated marking, co-teaching, evidence-based instructional strategies and a focus on problem solving and assessment for learning.

• Teachers in families of schools have been working with Math Resource Teachers on a co-teaching model to improve student understanding of mathematical concepts. Teachers come together to plan, deliver, and debrief on lessons with a focus on refining teacher practice.

• OFIP After-School Numeracy Tutoring Program is offered for Grade 3 to 6 students in schools with static or declining performance. The tutoring programs are specifically designed by the Numeracy Team to provide support for Grade 3 to 6 students; along with professional development for teachers that supports differentiated instruction. The OFIP After School Numeracy Tutoring Program focuses on having students practise math skills and mental math strategies, explore mathematical ideas, and review and/or consolidate mathematical knowledge through the use of four manipulatives: colour tiles, pattern blocks, interlocking cubes, and tangrams.

• Math Resource Teachers are working together with four schools in one superintendency on a Numeracy project, led by the LNS, entitled Collaborative Inquiry for Math Project (CIL-M). Classroom teachers, together with principals and superintendents, work with Math Resource Teachers, LNS staff and staff from our co-terminus board, as a collaborative community of learners to help deepen student understanding of mathematical concepts. Teachers will take part in math workshops focusing on math content as well as effective instructional strategies.

• In-services provided to all teachers new to Grade and Special Education teachers on the Nelson Math Program and LNS resources with a focus on math content and effective instructional strategies for math.

• EQAO workshops were provided to Grade 3, 6 and Special Education teachers
Student Success Grades 7-12

Catholicity, Community, Culture and Caring
Student leadership initiatives are an integral part of student engagement and involvement and with Student Success funding through the CCCC pillar, involvement has seen steady growth over the past few years. Other initiatives funded through this pillar include those associated with safe and healthy school communities that nurture our Catholic identity, within the context of our shared values and beliefs. During the 2007-08 school year a comprehensive survey of Grade 10 and 12 students was conducted to ascertain how students perceive their schools and their classrooms. Results of that survey inform our ongoing work.

Goals for 2008-2009: To increase the number of students responding positively to all questions related to student leadership by 5% on the spring 2009 My School My Voice survey. To increase the number of students who can identify a caring adult by 7% using the My School My Voice and Transition Years surveys, by the spring of 2009.

Student Success Focuses on Transition
The Board’s 2007-2008 action plan has been guided by the focus on consolidation and alignment of practice from kindergarten through to Grade 12. There was particular emphasis on supporting the transition of students from elementary to secondary school, and on differentiated learning to support our diverse student population and their varied needs.

Focus on Literacy and Numeracy Achievement Continues
Building on a foundation of a comprehensive plan much new work was done within the Student Success Department to build teacher instructional capacity in the critical areas of literacy and numeracy. The model of professional development encouraged collaboration between teachers within the same school and department, as well as cross-panel collaboration of Grade 7-8 teachers with secondary teachers. Significant gains of 7% were realized in our academic math scores on the Grade 9 EQAO math assessment and credit accumulation saw a significant increase in all core curriculum areas at the Grade 9 and 10 level where efforts were focused.

Goals for 2008-2009:

Literacy: To increase the success of students in academic level courses on the 2009 administration of the OSSLT by an additional 2%. To increase the success rate of applied level students by 5%, English Language Learners by 10% and boys by 3%.

Numeracy: There will be a TCDSB overall improvement of 3% in Academic student achievement (from 72% in 2007-2008 to 75% in 2008-2009), as measured through the 2008-2009 Grade 9 EQAO Assessment of Mathematics. There will be a TCDSB overall improvement of 6% in Applied student achievement (from 28% 2007-2008 to 34% 2008-2009), as measured through the 2008-2009 Grade 9 EQAO Assessment of Mathematics.

TCDSB Continues to Expand Pathways Programming

TCDSB witnessed the growth of its Pathways programming with 7 new Phase 2 Fast Forward programs in 2007-08, for a total of 21 board-wide, three new Dual Credit programs to complement the previously existing program at Don Bosco, and two new Specialist High Skills Major programs in the area of Hospitality and Tourism. These programs join our existing specialty programs in providing students with experiential learning opportunities leading to relevant post-secondary destinations in particular sectors.

Goals for 2008-2009: As of June 2008, there were 41 Specialized Pathway programs in TCDSB including OYAP, SHSM, Fast Forward and Dual Credits.

Fast Forward Pathway Students and Adrian Della Mora, Principal at St. Mary’s Catholic Secondary School
By June 2009, we will support the 20% expansion realized in June 08 and increase new Specialized Programs within the TCDSB by 15%. Further by June 08 we will see 8 more secondary schools with 10% of their students enrolled in cooperative education programming.

Celebration of Advanced Credit Experience

TCDSB celebrated the graduation of students from the Advanced Credit Experience (ACE) Program in January. ACE, a partnership between James Cardinal McGuigan Catholic Secondary School and York University, is an opportunity for students to experience university life first-hand. McGuigan is the first TCDSB school to take advantage of this new learning opportunity, which provides secondary school students with a post-secondary education experience in a supportive environment, encouraging them to think critically and work independently. Ultimately it is intended to build confidence in students who do not perceive university or college as an attainable goal. A maximum of 20 students are chosen for the ACE program each year.

TCDSB Industry Information Trades Fair

In partnership with local industry and community colleges, Toronto Catholic District School Board initiated its first Industry Information Trades Fair last spring to raise awareness of the many career destinations available to students through trades. There are many students who are interested in following a pathway towards a workplace or apprenticeship destination, and others who may not be fully aware of all of the opportunities available to them within the trades. Many parents may also not be completely aware of the great rewards and variety of possibilities that may exist within a particular field of work. Celebrity guest speakers include Paul Daly of “Divine Design”, Lesia Burlack of TV’s “Foodies” and Mark Tjaljagic of the Toronto Star’s Wheels section. Over two dozen trade representatives were on hand to talk with and educate parents, along side their children.

E-Learning

Our eClass online learning program is now in its fifth year of operation. It has rapidly grown from a few courses to successfully accommodating the needs of hundreds of students. Last summer’s (2008) enrolment topped 1,700 students in 26 courses, mainly offered through the Ministry of Education “Desire-to-Learn” online Learning Management System. In the spring of 2008 interest from aspiring online teachers grew to an all time high, with more than 60 teachers being trained by TCDSB Academic ICT and Ministry of Education staff. Demand is steadily growing from students and parents (both TCDSB and other Boards) to add new courses, and more teachers are enquiring about the possibility of teaching on-line. On line teaching and learning at TCDSB is no longer a futuristic idea. It has become a reality. The Academic Information Technology Team is planning for a significant expansion for the 2009-2010 academic year.

Special Services

Special Education Programs and Services

Serving the varied needs of our diverse student population remains a strong priority for TCDSB. Among the many initiatives undertaken by the Special Services department include:

- Implementation of a course for teachers of students with Multiple Exceptionalities
- In-services for Education Assistants and Child and Youth Workers working with students with Autism Spectrum Disorders (ASD)
- Implementation of the new policy program memorandum, PPM 140, regarding the use of applied behaviour analysis as an effective teaching strategy for students with ASD through professional development provided for administrators and teachers
- Professional development introducing the concept of Universal Design and Differentiated Instruction to serve the needs of all children for our special education, curriculum and student success support teams
- Professional development to help secondary school teachers, administrators, Educational Assistants and Child and Youth Workers
understand and support students with emotional, behavioural, mental health and cognitive challenges, in order to facilitate student engagement.

- The development of a Professional Learning Network (PLN) focussing on the needs of Autistic children in Etobicoke (Areas 1 and 2)
- The implementation of an award winning pilot project funded by the Ministry of Education through the Ontario Psychological Association, focusing on enhancing the assessment/intervention process, the school-based support and the joint interdisciplinary team support process, on building teacher capacity to collect and utilize data and to understand student learning profiles, and on implementing a number of literacy interventions for young students.

Hosted the very well attended Education and Community Resource Fair where representatives from the school board’s support services departments and community organizations came together to educate parents, students and fellow professionals on a variety of topics and to provide information on the many resources available within and outside of the school environment.

**New Care and Treatment Program**

In August 2008, the Board’s application to the Ministry for a new Section 23 Care, Treatment, Custody and Correctional Program was approved between the Board and the Toronto East General Hospital, (TEGH). This new Section 23 program classroom is located in the TEGH’s Child and Adolescent Mental Health Unit and provides mental health services to students aged 12 -18 years old with a psychiatric condition. The class consists of both inpatients and patients from the community day program. The treatment is team based and eclectic and is designed to provide biological, psychological, social and ethical perspectives from psychiatrists, psychologists, nurses, social workers, and child and youth counsellors. The overreaching goal of the program is to provide an integrated seamless system of child and adolescent mental health services within the community, including comprehensive, family-centered services, individual treatment planning, interagency partnerships and coordination with education.

The Board provides the teacher whose role in this program is to work in partnership with the hospital staff and to provide the educational program which includes academic assessment, instruction and planning/liaison functions critical to the successful treatment and management of adolescents in crisis back through to their stable functioning in the community and to remain connected to his/her day school program. The classroom program serves students with diverse profiles requiring an eclectic set of teaching and learning strategies. The Pupil Teacher Ratio (PTR) is approximately 8:1. The address for TEGH is 825 Coxwell Avenue (North of the Danforth).

**TCDSB Gifted Conference: “Perspectives: Challenges, Ideas and Responses 2008”**

The Toronto Catholic District School Board hosted its 11th annual conference for secondary school students in the gifted program in February at Convocation Hall, University of Toronto. The event featured two workshop sessions, one in the morning and one in the afternoon, with topics including Representations of Latin America, Italian Studies, How to Win Scholarships, Gospel Peacemaking, Unsolved Problems in Physics, Learning About the Rehabilitation Sciences, Using Computer Simulations to Understand How the Brain Learns, Homelessness and Health, Secrets of the Good University Essay, Nanoengineering and Language Diversity. Students from across the TCDSB, as well as students from neighbouring school boards, participated in the conference.

**Proposals for Teacher Leadership and Learning Program Receive Ministry Funding**

Teachers from Blessed Kateri Tekakwitha Elementary Catholic School and Neil McNeil High School each received approval by the Ministry of Education in response to individual proposals they submitted for Teacher Leadership & Learning Program (TLLP). TLLP is a new program sponsored by the Ministry of Education and developed in collaboration with key education stakeholders to help foster interest in advanced professional learning & leadership for experienced classroom teachers.
“An Autistic World Without Borders using RIDE” written and developed by Najwa Chalabi, Special Education/Multiple Exceptionality teacher at Blessed Kateri Tekakwitha, in collaboration with her team of five TCDSB Autism and Psychology Department chiefs and staff, aims to implement the effectiveness of differentiated instruction and assistive technology in order to help reach autistic students and promote inclusion and carry-over of target skills in integration.

The Neil McNeil proposal entitled “Building Student Success Through a Developmental Asset Framework”, written by school Chaplain and Student Success Leader Michael Fellin, proposes to build student success through the building of positive relationships between Grade 9 students, their peers and adult mentors in the school community. The project conducts action research targeted at school improvement strategies for boys, collaborate with stakeholders to focus on positive youth development, partner with other TCDSB schools and with Search Institute in professional learning opportunities and further explore the developmental approach to student engagement through staff professional development and leadership formation for students.

Serving Students Who Are Unable to Attend Regular School Programs

Transitional Intervention Program for Suspended Students (TIPSS)

This program is offered to all students receiving suspensions of six days and longer. For students whose suspension is from 6 to 10 days academic assistance is provided by a teacher, who is in contact with the school. Work is sent home and the TIPSS teacher assists the student in understanding the instructions and completing the work. The strong partnership that TCDSB has with the Toronto Public Library System has allowed the libraries to be a meeting place for students and TIPSS teachers. The students receive two hours of intervention for at least three days a week.

For students on suspensions of 11 to 20 days, they receive the same academic support as those on shorter suspensions, but they also receive social work intervention. When the students return to school there is an intake meeting to discuss student progress and attitude. Students are expected to show up in proper school attire (uniforms as per school code) and parents must sign a consent form for students to be part of the program.

Alternative Pupil Placement for Limited Expelled Students (A.P.P.L.E.)

Students on expulsion remain in the TIPSS program until a decision is reached by the Board panel or through mutual agreement. Students on expulsion from all schools attend the APPLE program. At this site they continue their academic progress under the direction of a teacher. The expelled students also have access to a wide range of social and emotional support through Child and Youth Workers, Social Workers, Psychological and Psychiatric interventions as needed.

If a student shows progress and change in attitude and behaviour such that demission from the program is considered, a school intake meeting is arranged, which involves parents, student, APPLE staff and the receiving school to ensure a successful transition.
### TCDSB FACT AND FIGURES

**TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

**2007-2008 Revised Expenditure Budget Estimates**

**Major Components**

<table>
<thead>
<tr>
<th>Category</th>
<th>Millions $</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Elem</td>
<td>300.67</td>
<td>35.3</td>
</tr>
<tr>
<td>Teachers Sec</td>
<td>171.82</td>
<td>20.2</td>
</tr>
<tr>
<td>School Operations</td>
<td>78.66</td>
<td>9.2</td>
</tr>
<tr>
<td>Capital</td>
<td>49.45</td>
<td>5.8</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>41.89</td>
<td>4.9</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>36.50</td>
<td>4.3</td>
</tr>
<tr>
<td>Principals</td>
<td>24.85</td>
<td>2.9</td>
</tr>
<tr>
<td>Transportation</td>
<td>23.62</td>
<td>2.8</td>
</tr>
<tr>
<td>In School Admin.</td>
<td>19.77</td>
<td>2.3</td>
</tr>
<tr>
<td>Supply Teachers</td>
<td>16.67</td>
<td>2.0</td>
</tr>
<tr>
<td>Vice Principals</td>
<td>10.84</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Consultants</td>
<td>7.75</td>
<td>0.9</td>
</tr>
<tr>
<td>Computers</td>
<td>3.46</td>
<td>0.4</td>
</tr>
<tr>
<td>Staff Development</td>
<td>1.22</td>
<td>0.1</td>
</tr>
<tr>
<td><strong>Direct School Related Exp.</strong></td>
<td><strong>808.25</strong></td>
<td><strong>94.9</strong></td>
</tr>
<tr>
<td>Admin &amp; Governance</td>
<td>22.87</td>
<td>2.7</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>20.58</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>851.50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**94.9%** Direct School Related Expenditures

---

**TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

**Revised Expenditure Budget Estimates 2007-2008**

<table>
<thead>
<tr>
<th>Category</th>
<th>Millions $</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Elem</td>
<td>300.67</td>
<td>35.3</td>
</tr>
<tr>
<td>Teachers Sec</td>
<td>171.82</td>
<td>20.2</td>
</tr>
<tr>
<td>School Operations</td>
<td>78.66</td>
<td>9.2</td>
</tr>
<tr>
<td>Capital</td>
<td>49.45</td>
<td>5.8</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>41.89</td>
<td>4.9</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>36.50</td>
<td>4.3</td>
</tr>
<tr>
<td>Principals</td>
<td>24.85</td>
<td>2.9</td>
</tr>
<tr>
<td>Transportation</td>
<td>23.62</td>
<td>2.8</td>
</tr>
<tr>
<td>In School Admin.</td>
<td>19.77</td>
<td>2.3</td>
</tr>
<tr>
<td>Supply Teachers</td>
<td>16.67</td>
<td>2.0</td>
</tr>
<tr>
<td>Vice Principals</td>
<td>10.84</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Consultants</td>
<td>7.75</td>
<td>0.9</td>
</tr>
<tr>
<td>Computers</td>
<td>3.46</td>
<td>0.4</td>
</tr>
<tr>
<td>Staff Development</td>
<td>1.22</td>
<td>0.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>851.50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**35.3%** Teachers Elem

**20.2%** Sec Teachers

---

**Directors Annual Report · 2007 - 2008**
**Board Statistics:**

**Enrolment:**

(Average Daily Enrolment ADE): (Pupil Count):

- Elementary - 57,105.00 Elementary - 62,409
- Secondary - 29,146.42 Secondary - 28,942
- Total - 86,251.42 Total - 91,351

**Staffing (Full-Time Equivalent FTE):**

- Teachers 5,997
- Support/Academic Staff 2,806
- Principals/Vice-Principals 356
- Administration 202
- Catholic School Supporters 474,876
- Schools 201
- Elementary 168
- Secondary 31
- Combined 2

**Language Spoken at Home:**

Of the more than 91,000 students enrolled in TCDSB schools, 31.7% report speaking a language other than English at home (28.8% of elementary students and 37.5% of secondary students).

**Student Self-Identification:**

Based on the sample data that has been collected, the projection is that 0.4% of TCDSB students would identify themselves as Aboriginal. Currently, the Board is in the process of implementing a “Voluntary, confidential Aboriginal student self-identification policy”. This is part of the provincial initiative to identify Aboriginal students within the Ontario education system.

**Cap on Primary Class Size:**

TCDSB is pleased to report that 90% of primary classes are at or below the provincial cap of 20 students.
Trustees of the Toronto Catholic District School Board
2007 - 2008

Joseph Martino
Ward 1

Ann Andrachuk
Ward 2, Vice-Chair

Sal Piccininni
Ward 3

Mary Cicogna
Ward 4

Maria Rizzo
Ward 5

Rob Davis
Ward 6

John Del Grande
Ward 7

Oliver Carroll
Ward 8

Catherine LeBlanc-Miller
Ward 9, Chair

Barbara Poplawski
Ward 10, Honorary Treasurer

Angela Kennedy
Ward 11

Paul John Crawford
Ward 12

Diego Noronha
Student Trustee
SYSTEM PRIORITIES
FOR 2007-2008

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.