

# STUDENT ACHIEVEMENT AND WELLBEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE REGULAR MEETING Public Session

## AGENDA November 1, 2018

**Nancy Crawford, Chair**  
Trustee Ward 12

**Angela Kennedy, Vice Chair**  
Trustee Ward 11

**Ann Andrachuk**  
Trustee Ward 2

**Frank D'Amico**  
Trustee Ward 6

**Jo-Ann Davis**  
Trustee Ward 9

**Taylor Dallin**  
Student Trustee

**Michael Del Grande**  
Trustee Ward 7

**Joseph Martino**  
Trustee Ward 1

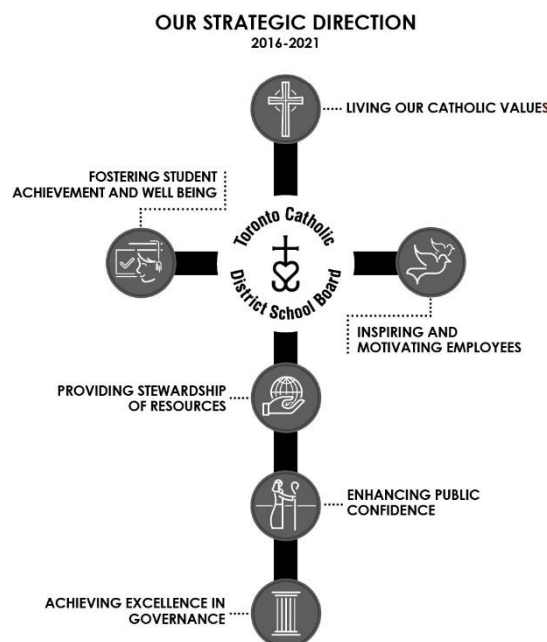
**Sal Piccininni**  
Trustee Ward 3

**Barbara Poplawski**  
Trustee Ward 10

**Maria Rizzo**  
Trustee Ward 5

**Garry Tanuan**  
Trustee Ward 8

**Joel Ndongmi**  
Student Trustee



### MISSION

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.  
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

### VISION

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

**Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293**  
**Assistant Recording Secretary: Sonia Tomaz, 416-222-8282 Ext. 2298**

**Rory McGuckin**  
Director of Education

**Barbara Poplawski**  
Chair of the Board

**TERMS OF REFERENCE FOR THE  
STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND  
HUMAN RESOURCES COMMITTEE  
(APPROVED BY BOARD JUNE 5, 2012)**

The Student Achievement and Well-Being, Catholic Education and Human Resources Committee shall have the responsibility for considering matters pertaining to:

**Terms of reference:**

- (a) The Multi-Year Strategic Plan in relation to Student Achievement and Well-Being, Catholic Education and Human Resources particularly focusing on the goals of the following pillars of the Multi-Year Strategic Plan: Living Our Values, Student Achievement and Well-Being and Inspired and Motivated Employees
- (b) Plans for the improvement of Student Achievement (Board Learning and Improvement Plans, School Learning and Improvement Plans)
- (c) Program alignment with Catholic Graduate Expectations
- (d) Building Catholic School Communities and strong relationships between School, Home and Church
- (e) Building Safe Schools and programs to support positive school climate
- (f) Program alignment with 21<sup>st</sup> Century learning fluencies as determined by program staff
- (g) Plans for Nurturing Our Catholic Community and the achievement of the aims and objectives of the Board in the area of Catholic Education
- (h) Program Reviews
- (i) Safe Schools Data
- (j) Continuing Education and Adult Education
- (k) Alternative Education
- (l) International Languages Programs
- (m) School Effectiveness Framework and School Reviews
- (n) System review to ascertain alignment with the deployment of Board resources
- (o) Student Achievement data (EQAO, PISA, local assessments)
- (p) Instructional leadership and practices
- (q) Equity and Inclusion Strategies
- (r) Professional Learning practices
- (s) Succession Planning
- (t) Collective Bargaining and Employee Relations
- (u) Advocacy and political action
- (v) Policy development and revision in the areas of responsibility of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee
- (w) Any matter referred to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee by the Board
- (x) Ratification of Principals, Vice-Principals and Supervisory Officers placement and transfers.

## OUR MISSION

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# **AGENDA**

## **THE REGULAR MEETING OF THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE**

### **PUBLIC SESSION**

**Nancy Crawford, Chair**

**Angela Kennedy, Vice-Chair**

Thursday, November 1, 2018

7:00 P.M.

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	Pages
1. Call to Order	
2. Opening Prayer (Chair or designate)	
3. Singing of O Canada	
4. Roll Call & Apologies	
5. Approval of the Agenda	
6. Report from Private Session	
7. Declarations of Interest	
8. Approval & Signing of the Minutes of the Meeting held October 4, 2018 for Public Session	1 - 27
9. Delegations	
9.a Veronica Olmedo regarding Urgent Health and Safety	28
10. Presentations	
11. Notices of Motion	

**12. Consent and Review**

**13. Unfinished Business**

**14. Matters referred or deferred**

From October 4, 2018 Student Achievement and Wellbeing, Catholic Education  
and Human Resources Committee Meeting

14.a S.10 Catholic School Parent Council (CSPC) Policy Metric Report 29 - 39  
2017-2018 (Information)

14.b Catholic Parent Involvement Committee (CPIC) Staff Assessment 40 - 53  
Report 2017-2018 (Information)

**15. Staff Reports**

15.a Liquor Waiver Request for Our Lady of Perpetual Help Catholic 54 - 55  
School CSPC Trivia Night, November 22, 2018 (Recommendation)

15.b Elementary Catholic Student Leadership Impact Team 56 - 61  
(ECSLIT) (Information)

15.c Toronto Catholic District School Board K-12 Professional 62 - 170  
Development Plan For Student Achievement and Well Being 2018-  
19 (Information)

15.d Policy S.22 Religious Accommodation and Policy S.S.02 Opening 171 - 188  
or Closing Exercises (Information)

15.e Policy S.24 - Combined Grade Classes and September 189 - 198  
Reorganization for Elementary Schools (Information)

15.f International Languages Elementary (ILE) Program (Information) 199 - 206

**16. Listing of Communications**

**17. Inquiries and Miscellaneous**

17.a Inquiry from Trustee Davis regarding School Staffing Gaps

**18. Updating of Pending Lists**



18.a	Annual Calendar of Reports and Policy Metrics	207 - 208
18.b	Monthly Pending List	209
19.	<b>Closing Prayer</b>	
20.	<b>Adjournment</b>	

## **OUR MISSION**

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.  
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

## **OUR VISION**

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



# **MINUTES OF THE REGULAR MEETING OF THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE PUBLIC SESSION**

**HELD THURSDAY, OCTOBER 4, 2018**

## **PRESENT:**

### **Trustees:**

N. Crawford, Chair  
A. Kennedy, Vice-Chair  
A. Andrachuk  
F. D’Amico – via Teleconference  
J. A. Davis – via Teleconference  
J. Martino  
S. Piccininni  
B. Poplawski  
M. Rizzo  
G. Tanuan

### **Student Trustees:**

J. Ndongmi  
T. Dallin

### **Staff:**

R. McGuckin  
D. Koenig  
T. Robins  
A. Della Mora  
P. Aguiar  
V. Burzotta  
M. Caccamo  
S. Campbell  
F. Cifelli

G. Grant  
 L. DiMarco  
 D. Friesen  
 G. Iuliano Marrello  
 P. Keyes  
 K. Malcolm  
 L. Maselli-Jackman  
 J. Wujek  
 J. Yan

S. Harris, Recording Secretary  
 S. Tomaz, Assistant Recording Secretary

**External Guest:** A. Robertson, Parliamentarian

**4. Roll Call and Apologies**

An apology was extended on behalf of Trustee Del Grande.

**5. Approval of the Agenda**

MOVED by Trustee Andrachuk, seconded by Trustee Poplawski, that the Agenda, as amended, to include the Addendum and to reorder items 15l), 15b), 15d), 15i), 15j), and 15k), 15l) prior to items 15a), 15c), 15f), 15g) and 15h).

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
 Crawford  
 Davis  
 Kennedy

Martino  
Piccininni  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**6. Report from Private Session**

MOVED by Trustee Kennedy, seconded by Trustee Poplawski, that the matter discussed in PRIVATE Session regarding a Delegation concerning Permits at St. Patrick Catholic School be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Martino  
Piccininni  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**7. Declarations of Interest**

There were none.

**8. Approval & Signing of the Minutes of the Meeting held September 6, 2018 for Public Session**

MOVED by Trustee Kennedy seconded by Trustee Andrachuk, that the Minutes of the Regular Meeting held September 6, 2018 for PUBLIC Session be approved with the following amendment:

Page 18 – remove the Attachment and insert the information in Item 15a), on page 5 of the Minutes.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Martino  
Piccininni  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

**CARRIED**

## 9. Delegations

MOVED by Trustee Rizzo, seconded by Trustee Andrachuk, that Item 9a) be adopted as follows:

- 9a) **James Medeiros regarding Racism, Discrimination and Reprisals at the Toronto Catholic District School Board** that Mr. Medeiros be given an additional minute to complete his delegation.

Results of the Vote taken, as follows:

### In Favour

### Opposed

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Martino  
Piccininni  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Davis, that Mr. Medeiros be given another additional minute to complete his delegation.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Martino  
Piccininni  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Andrachuk, that Item 9a) be received and referred to staff.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Martino  
Piccininni

Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee D'Amico joined the meeting via teleconference at 7:30 pm.

## **10. Presentations**

MOVED by Trustee Poplawski, seconded by Trustee Davis, that Item 10a) be adopted as follows:

- 10a) Primary Summer Learning Program - Lori Di Marco, Superintendent, Curriculum Leadership and Innovation received.**

Results of the Vote taken, as follows:

### **In Favour**

### **Opposed**

Trustees Andrachuk  
Crawford  
Davis  
D'Amico  
Kennedy  
Martino  
Piccininni  
Poplawski



Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Davis, that Item 10b) be adopted as follows:

- 10b) Trust 15 Program - Marcia Brown, Executive Director, Trust 15 Youth Community Support Organization** received and referred to staff.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Poplawski, that staff bring back a report on how we can support Trust 15 and some of the steps and actions we can take to ensure its growth and success within Toronto.

Results of the Vote taken on the Amendment, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Martino  
Piccininni  
Poplawski  
Rizzo  
Tanuan

The Amendment was declared

CARRIED

Trustee D'Amico did not vote.

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Results of the Vote taken on the Motion, as amended, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Martino  
Piccininni  
Poplawski  
Rizzo  
Tantuan

The Motion, as amended, was declared

CARRIED

Trustee D'Amico did not vote.

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

MOVED by Trustee Poplawski, seconded by Trustee Andrachuk, that Item 15l) be adopted as follows:

- 15l) Liquor Waiver Request for James Culnan Catholic School, Catholic School Parent Council Halloween Dance Event, Friday October 26, 2018** that Regulation 6, of Appendix A of the Permits Policy B.R.05, be waived in order to serve alcohol at James Culnan Catholic School on Friday, October 26, 2018 between 6:00 and 10:00 pm.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
D'Amico  
Davis  
Kennedy  
Martino  
Piccininni  
Poplawski  
Rizzo  
Tuanan

The Motion was declared

CARRIED

Trustee Piccininni left the horseshoe at 8:20 pm and returned at 8:23 pm.

Trustee Martino left the horseshoe at 8:25 pm. and returned at 8:27 pm.

Trustee Kennedy left the horseshoe at 8:35 pm and returned at 8:36 pm.

Trustee Piccininni left the horseshoe at 8:36 pm.

MOVED by Trustee Tanuan, seconded by Trustee Poplawski, that Item 10c) be adopted as follows:

- 10c) Board Learning Improvement Plan - Gina Iuliano Marrello, Superintendent, Student Success** received.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
D'Amico  
Davis  
Kennedy  
Martino  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Martino left the horseshoe at 8:45 pm.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
D'Amico  
Davis

Kennedy  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee Piccininni returned to the horseshoe at 8:47 pm.

Trustee Martino returned to the horseshoe at 8:50 pm.

## **12. Consent and Review**

The Chair reviewed the Order Paper and the following Items were held.

- 15b) Trustee Kennedy
- 15d) Trustee Andrachuk
- 15e) Trustee Poplawski
- 15a) Trustee Davis
- 15c) Trustee Davis
- 15f) Trustee Tanuan
- 15g) Trustee Tanuan
- 15h) Trustee Rizzo
- 17a) Trustee Davis

MOVED by Trustee Poplawski, seconded by Trustee Tanuan, that the Items not held be received, along with the staff recommendations.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
D'Amico  
Davis  
Kennedy  
Martino  
Piccininni  
Poplawski  
Rizzo  
Tanuan

**MATTERS AS CAPTURED IN ABOVE MOTION**

- 15i) St. John Paul II Feast Day in the Toronto Catholic District School Board (TCDSB)** that the TCDSB recognize October 22nd as St. John Paul II Day, aligning its celebration with that of the Church's;
- 15j) Blessed Pope Paul VI Catholic School Name Change** that the Board of Trustees support the staff recommendation for an official name change of the school from "Blessed Pope Paul VI Catholic School" to "Saint Paul VI Catholic School";
- 15k) Blessed Archbishop Romero Catholic School Name Change** that the Board of Trustees support the staff recommendation for an official name change of the school from 'Blessed Archbishop Romero Catholic Secondary School' to 'Saint Oscar Romero Catholic Secondary School'; and
- 18a) Annual Calendar of Reports and Policy Metrics**

The Chair declared a five-minute recess.

**PRESENT: (Following Recess)**

**Trustees:** N. Crawford, Chair  
 A. Kennedy, Vice-Chair  
 J. A. Davis – via teleconference  
 J. Martino  
 S. Piccininni  
 B. Poplawski  
 G. Tanuan

**15. Staff Reports**

Trustees Andrachuk and Rizzo returned to the horseshoe at 9:15 pm.

MOVED by Trustee Kennedy, seconded by Trustee Poplawski, that Item 15b) be adopted as follows:

- 15b) Voices that Challenge 2018 Catholic Student Leadership Impact Team (CSLIT): Inspiring Active Citizenship in Catholic Education** received and that Student Trustees be given the opportunity to work with the appropriate Staff on a report that will outline the actions that will be taken on the various pillars.

Trustee Piccininni left the horseshoe at 9:27 pm.

Results of the Vote taken, as follows:

**In Favour**

Trustees Andrachuk  
 Crawford

**Opposed**

Martino

Davis  
Kennedy  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Trustee Piccininni returned to the horseshoe at 9:30 pm.

Trustee D'Amico rejoined via teleconference at 9:45 pm.

MOVED by Trustee Andrachuk, seconded by Trustee Piccininni, that Item 15d) be adopted as follows:

**15d) Update on the Pilot Project for Jump Math 2017-2018** received and that the Board of Trustees approve the following with regard to JUMP Math:

1. Since enough data has been collected: move from a pilot project status to the status of an additional Math resource going forward, in any school, consistent with their school learning improvement plan and professional learning plan;
2. Since the data collected showed that Jump Math worked most effectively as a supplementary resource with primary students and with students achieving at level two (2): Jump Math can be employed as an additional supplementary resource in the primary division, or with students achieving at level two (2); and



3. Since plans for professional learning are underway for 2018-2019, continue with planned Jump Math professional learning for Grade 3 and Grade 6 teachers in the former pilot schools, focusing on students achieving at level two (2).

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
D'Amico  
Davis  
Kennedy  
Martino  
Piccininni  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

MOVED by Trustee Rizzo, seconded that Trustee Davis, that the Agenda be reopened.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk	Piccininni
Crawford	
D'Amico	
Davis	
Kennedy	
Martino	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

MOVED by Trustee Davis, seconded that Trustee Kennedy, that Items 15h), 15c), 15e) and 15a) be reordered as the next Items of business for discussion.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
D'Amico  
Davis  
Kennedy  
Martino  
Poplawski  
Piccininni

Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Poplawski, that Item 15h) be adopted as follows:

- 15h) Angel Foundation For Learning Cents-Off Program** received and that the Board endorse the actions outlined in Section F below, as part of the Board’s implementation, strategic communications and stakeholder engagement plan to promote the Angel Foundation for Learning Cents-Off Program:

**F. Implementation, Strategic Communications and Stakeholder Engagement Plan**

1. The Communications Department will continue to suggest and innovate new collaborative, out-of-the-box marketing initiatives with the AFL team. As an example, the first-ever CEC Staff Appreciation Year-End BBQ on June 28, 2018 featuring tickets sales for a “Dunk Tank” targeting the Board Chair, Director, and Senior Staff collected over 91 new Cents-Off contributors in one afternoon;
2. More coordinated and targeted marketing efforts are already being planned between the Communications Department and the AFL with a goal to increase Cents-Off Program participation rate from the current 11 percent level to 25 percent of all TCDSB employees by December 31, 2019; and
3. Engage the leaders of our union and non-union partners to communicate the critical benefits of the Cents-Off Program funding for AFL services to promote participation with the ultimate goal of encouraging

mandatory participation through a mutually agreed upon automatic payroll deduction program.

Trustee Piccininni left the horseshoe at 10:06 pm.

MOVED in AMENDMENT by Trustee Tanuan, seconded by Trustee Poplawski, that the Chair and the Director of the Board send out communication to all Staff on the Exchange to encourage participation in the Angel Foundation for Learning Cents-Off Program.

Results of the Vote taken on the Amendment, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Davis  
Kennedy  
Martino  
Poplawski  
Rizzo  
Tanuan

Andrachuk

The Amendment was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Results of the Vote taken on the Motion, as amended, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Davis  
Kennedy  
Poplawski  
Rizzo  
Tanuan

Andrachuk  
Martino

The Motion, as amended, was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Trustee Andrachuk left the horseshoe at 10:14 pm.

Trustees Andrachuk and Piccininni returned to the horseshoe at 10:15 p.m.

MOVED by Trustee Davis, seconded by Trustee Poplawski, that Item 15c) be adopted as follows:

- 15c) Education Quality and Accountability (EQAO) Primary Division, Junior Division, Grade 9 and Ontario Secondary School Literacy Test (OSSLT) Assessment Results received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Martino  
Piccininni  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee D'Amico did not vote.

MOVED by Trustee Poplawski, seconded by Trustee Kennedy, that Item 15e) be adopted as follows:

- 15e) OPAL (Outdoor Play and Learning) Program K - 8** that the TCDSB proceed with a three- (3) year pilot of the OPAL program in the following schools beginning in the fall of 2018: St. Augustine, Holy Family, St. Maria Goretti, St. Marcellus and St. Bruno/St. Raymond (at the request of Earth Day Canada).

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
Davis  
Kennedy  
Martino  
Piccininni  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Trustee D'Amico did not vote.

MOVED by Trustee Davis, seconded by Trustee Rizzo, that Item 15a) be adopted as follows:

**15a) Board Learning Improvement Plan (BLIP) 2017-2018** received with the addition of SMART goals and targets for:

1. Reading and writing overall, and students with special learning needs specifically for math, reading and writing;
2. Principal, teacher and classroom support staff levels of well-being; and
3. Student Engagement and Well Being levels for students from Grades 3 to 5.

Trustee Piccininni left the horseshoe at 10:51 pm.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
D'Amico  
Davis  
Kennedy  
Martino  
Poplawski  
Rizzo  
Tanuan

Crawford

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

MOVED by Trustee Poplawski, seconded by Trustee Tanuan, that the Items not discussed be referred to the November 1, 2018 Student Achievement and Wellbeing, Catholic Education and Human Resources Committee Meeting.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford

Rizzo



D'Amico  
Davis  
Kennedy  
Martino  
Poplawski  
Tanuan

The Motion was declared

CARRIED

**MATTERS AS CAPTURED IN THE ABOVE MOTION**

- 15f) S.10 Catholic School Parent Council (CSPC) Policy Metric Report**
- 15g) Catholic Parent Involvement Committee (CPIC) Staff Assessment Report 2017-2018**
- 17a) Inquiry from Trustee Davis regarding September Elementary Class Reorganizations**

MOVED by Trustee Poplawski, seconded by Trustee Kennedy, that the meeting resolve into FULL BOARD to Rise and Report.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
D'Amico  
Davis

Kennedy  
Martino  
Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**PRESENT: (Following PRIVATE Session)**

**Trustees:** A. Kennedy, Acting Chair  
A. Andrachuk  
N. Crawford  
F. D’Amico – via Teleconference  
J. A. Davis – via Teleconference  
B. Poplawski  
M. Rizzo  
G. Tanuan

MOVED by Trustee Poplawski, seconded by Trustee Crawford, that the meeting resolve into FULL BOARD to Rise and Report.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
D’Amico  
Davis  
Kennedy

Poplawski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**PRESENT: (Following DOUBLE PRIVATE Session)**

**Trustees:** A. Kennedy, Acting Chair  
A. Andrachuk  
N. Crawford  
F. D’Amico – via Teleconference  
J. A. Davis – via Teleconference  
B. Poplawski  
G. Tanuan

**20. Adjournment**

MOVED by Trustee Davis, seconded by Trustee D’Amico, that the meeting adjourn.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Andrachuk  
Crawford  
D’Amico  
Davis  
Kennedy

Poplawski  
Tanuan

The Motion was declared

CARRIED

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SECRETARY

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CHAIR



# **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

## **DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES**

**PLEASE BE ADVISED THAT ALL STANDING  
COMMITTEE MEETINGS ARE BEING RECORDED**

<u>For Board Use Only</u>
Delegation No. _____
<input type="checkbox"/> Public Session <input type="checkbox"/> Private Session <input type="checkbox"/> Three (3) Minutes

Name	Veronica Olmedo	
Committee	Student Achievement and Well-Being Catholic Education Human Resources	
Date of Presentation	11/1/2018	
Topic of Presentation	Urgent Health and Safety	
Topic or Issue	Serious health concerns	
Details	awareness	
Action Requested	awareness and information health and safety defibrillators	
I am here as a delegate to speak only on my own behalf	{ 1) I am here as a delegation to speak only on my own behalf }	
I am an official representative of the Catholic School Parent Committee (CSPC)		
I am an official representative of studen government		
I am here as a spokesperson for another group or organization		
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T.14.	I Agree	
Submittal Date	10/24/2018	



## REPORT TO

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

## CSPC POLICY METRIC REPORT 2017-18

*Welcome one another, therefore, just as Christ has welcomed you, for the glory of God.*  
*Romans 15:7*

Created, Draft	First Tabling	Review
September 24, 2018	October 4, 2018	<a href="#">Click here to enter a date.</a>
J. Wujek, Superintendent of Education Area 5, Parent Engagement M. Sequeira, Coordinator: International Languages, Parent Engagement and Community Outreach		
<b>INFORMATION REPORT</b>		

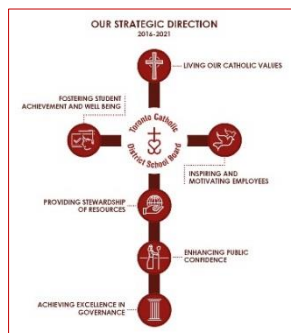
### Vision:

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

### Mission:

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

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



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

T. Robins  
Acting Associate Director  
of Planning and Facilities

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

## **A. EXECUTIVE SUMMARY**

This Information Report provides an overview of participation and content of Catholic School Parent Councils (CSPCs) and their valued contribution to local school matters. The report also offers metrics that quantify the level and quality of engagement between staff and parents.

In the context of the Board's Multi-Year Strategic Plan:

- Living Our Values - Parents will be supported in their integral role of nurturing the relationship between home, school and parish
- Enhancing Public Confidence - Improve communication and consultation, that reflect the mission, vision and values of the board, with our stakeholders

*The cumulative staff time required to prepare this report was 18 hours*

## **B. PURPOSE**

1. The notice for this Policy Metric Report appears on the Master Pending List and Rolling Calendar for the October Board Committee Meeting for Student Achievement and Well-Being.
2. Board Policy S.10 Catholic School Parent Councils states “[an] annual report of CSPC activities will serve as an assessment of the Council’s work to support student achievement and well-being at the school”.

## **C. BACKGROUND**

1. The TCDSB’s Parent Engagement and Communications Departments play a guiding and supporting role to parents and staff in the promotion of effective parent engagement for the purpose of our shared vision of academic excellence and spiritual development.

At the system level, staff from these and other departments work closely with Toronto Ontario Association for Parents in Catholic Education (Toronto – OAPCE) and the Catholic Parent Involvement Committee (CPIC) to support local CSPCs.

2. Ontario Regulation 612 (School Councils and Parent Involvement Committees): “the purpose of school councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents.”

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

### **1. CSPC Annual Activity Report – 2017-18 – Appendices A and B**

Board Policy S. 10, Catholic School Parent Councils states:

The Catholic School Parent Council (CSPC) of each school in the TCDSB will, through the active participation of parents, endeavour to improve student achievement and well-being and to enhance the accountability of the education system to parents. Each CSPC shall function in an advisory role by making recommendations to the principal of the school and, where necessary, to the Board, on any matter in accordance with the Education Act, TCDSB policies and guidelines and operating procedures.

Appendix A is a copy of the Activity Report template that completed by CSPC Chairs at the end of the 2017-18 school year to summarize CSPC membership, meetings, activities and needs.

Appendix B is a summary of the completed Activity Reports. Highlights include:

- 35% Participation in the report completion
- 97% of schools had 6 or more meetings (per policy)
- Over half of responding councils had at least seven parent members
- 60% had a designated OAPCE rep
- fundraising information suggests robust support for academic achievement and parent engagement
- Parents Reaching Out Grant – 132 schools had approved applications – 66% utilization of these funds



## 2. CSPC Meeting (2017-18) Survey – Principals – Appendix C

Board Policy S.10 Regulation (4) states:

The principal will provide information and solicit the views of CSPC on matters concerning:

- i. student achievement and the School Learning Improvement Plan;
- ii. annual funding for parent involvement;
- iii. the school budget;
- iv. school policies and procedures including the code of conduct;
- v. school uniform or dress code.

Accordingly, TCDSB principals were surveyed about the appearance of these topics (i-v above) during their CSPC meetings last year. Appendix C summarizes the responses. Highlights include:

- 145 surveys completed
- 56% report content related to Student Achievement at most or all meetings
- 63% report content related to Annual Funding at most or all meetings
- 69% report content related to School Budget at most or all meetings
- 56% report content related to School Policies and Procedures at most or all meetings
- 28% report content related to Uniform/Dress Code at most or all meetings
- “not at all” responses are very low except school uniform and dress code

## 3. System Activities Supporting CSPCs – Appendix D

Appendix D is documentation of Community Engagement/Outreach Activities from 2017-18 that included participation from the Parent Engagement Department. This information was presented at Regular Board on September 20, 2018 as part of the Communications and Community Engagement Annual Report. In summary:

- The information demonstrates collaboration between school staff, system staff, local parents, CPIC and OAPCE - Toronto

- There is good parent participation in the three events
- There was an excellent range of topics that promote equity, capacity-building and collaboration

#### 4. Further System Initiatives Supporting CSPCs

- April 2018 – adoption of CPIC recommendation “that parent engagement strategies and best practices be standing item at every superintendent/principal meeting(s)”
- Week of April 23, 2018 – Parent Engagement Staff attended and spoke at every area principal meeting and shared resources and practices on the following topics:
  - Safe Schools Plan
  - Parent Involvement Committee Funding (\$500)
  - Parents Reaching Out Grant Funding (\$1000)
  - End of Year CSPC Reporting
  - Block Budget Reporting to CSPC
  - Upcoming Parent Engagement Conference
- Head Start Symposium for Newly Promoted Administrators August 2018  
Superintendent of Parent Engagement presented to group about:
  - CSPC composition
  - CSPC elections
  - CSPC communications
  - CSPC Financial Reporting
  - Overall Importance of Parent Engagement
  - OAPCE – Toronto and CPIC as PE partners
- Coordinator of Parent Engagement Office responds daily to numerous Parent Engagement/CSPC inquiries via phone and email from staff and parents

## **E. METRICS AND ACCOUNTABILITY**

### Action Items for 2018-19:

1. Improved and enhanced communications strategies with parents both within the governance structures and the school community.
2. Improved use of exit surveys following school and Board parent engagement events.
3. Review considerations from Parent Voice Survey (Regular Board - August 23, 2018) – Communication Theme - “Monitor”.
4. Use data enclosed in this report as benchmark for strategy improvement and comparative future reporting.
5. Continue and review system-based activities that support CSPC capacity building
  - CSPC workshops
  - Ongoing in-servicing of staff at Principal meetings and Head Start
  - Collaborate with CPIC and OAPCE – Toronto

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.



(Name of School) Catholic School Parent Council

## TORONTO CATHOLIC DISTRICT SCHOOL BOARD

Annual

Activity Report for the 2017-2018 School Year

<b>A. School Council Members</b>			
<b>Position</b>		<b>Name or Number</b>	
Chair			
Co-Chair/Co-Chair			
Secretary			
Treasurer			
Pastor/Parish Representative			
OAPCE Representative			
Teaching Staff Representative			
Non-Teaching Staff Representative			
Community Member			
Student (Secondary)			
Number of additional Parent Council Members			
<b>B. Dates of CSPC Meetings:</b>			
1.	2.	3.	4.
			5.
			6.
<b>C. Fundraising Activities Supported:</b>			
• Learning Materials		Yes	No
• Arts Activities (Drama, Music, Visual Arts)		Yes	No
• Sports Activities		Yes	No
• Buses		Yes	No
• Celebrations (Sacraments, Graduation, Etc.)		Yes	No
• Humanitarian/Charity		Yes	No
• Other		Yes	No
<b>D. List two CSPC initiatives that supported student achievement and well-being, as per the School's Learning Improvement Plan.</b>			
Initiatives		Brief Description	
<b>E. What supports/information from TCDSB staff would be beneficial to assist your school's Catholic School Parent Council reach its goals?</b>			
1.			
2.			
3.			
<p><i>Thank you to all members of the council, volunteers in sub-committees and school staff for their time and dedication, which contributed to the success of this council in this school year.</i></p>			
CSPC Chair's Signature		Date	

## APPENDIX B - CSPC POLICY METRIC REPORT 2017-18

### TCDSB PRO and PIC Spending, and Report on CSPC Activities

#### PRO Grant:

- 132 schools' applications were approved: 119 were for \$1000.00 and the remainder were for less than \$1000.00
- 66% of the schools used most of the funds

#### PIC Grant:

- Current unused balance - \$310, 687.77 among schools

#### ***Activities and Financial Report for 2017-2018 (35% submission rate)***

Of the 35% that was submitted; the information below is presented

- 55% had 7 or more parents on council
- 60% had an elected/appointed OAPCE Representative
- 97% had 6 or more meetings

Use of Fundraising budget:

- 66% of raised funds supported the purchase of learning materials
- 63% of raised funds supported the Arts
- 54% of raised funds supported sports activities
- 60% of raised funds supported the transportation for events/excursions
- 72% of raised funds supported celebrations (Graduation/Sacraments)
- 51% of raised funds for humanitarian/charity organizations

## APPENDIX C - CSPC POLICY METRIC REPORT 2017-18

### CSPC Meeting (17-18) Survey Results

Number of responses: 145 (Completed by School Principals)

1. During the course of last year's CSPC meetings, how often did you provide information and/or solicit the views of CSPC about the following:

	Every meeting	At most meetings	Twice	Once	Not at all	No response
i. Student achievement and the Social Learning Improvement Plan	23 15.9%	59 40.7%	42 29.0%	17 11.7%	4 2.8%	0 0.0%
ii. Annual funding for parent involvement	22 15.2%	70 48.3%	38 26.2%	12 8.3%	1 0.7%	2 1.4%
iii. The school budget	54 37.2%	46 31.7%	19 13.1%	17 11.7%	7 4.8%	2 1.4%
iv. School policies and procedures including the code of conduct	15 10.3%	66 45.5%	33 22.8%	26 17.9%	4 2.8%	1 0.7%
v. School uniform or dress code	9 6.2%	31 21.4%	52 35.9%	38 26.2%	14 9.7%	1 0.7%

## APPENDIX D - CSPC POLICY METRIC REPORT 2017-18

System Activities Supporting CSPCs (from 2017-18 Communications and Community Engagement Annual Report)

ENGAGEMENT	LEVEL	PURPOSE/GOAL	OUTCOME/IMPACT
September, 2017 TCDSB System and School Parent Engagement Forum	Inform/Engage	TCDSB Parent Engagement Department initiative to welcome new parents/guardians to our Catholic community and to provide them with information regarding programs and strategies for ensure equitable student outcomes.	-100 parents/guardians attended the keynote address: “System and School Parent Engagement: Why It Makes a Difference to Student Success” -Parents/guardians also had the opportunity to participate in one of the following break-out sessions: 1. Parent Engagement: Connecting with our Newcomers 2. Communication: The Grade Representative Approach 3. Secondary School: Staying Engaged with our Teens
October, 2017 TCDSB CSPC Conference	Inform/Engage	TCDSB Parent Engagement Department initiative to develop a series of workshops provide information and resources to new and returning CSPC and Administrators’ on Ministry and TCDSB policies and guidelines in order to lay the foundation for effective governance to support student achievement.	Attended by 160 parents/guardians who participated in target workshops to support effective governance in TCDSB school communities. The three workshops focused on supporting CSPC executive roles: Chair, Treasurer, and Secretary. Included were opportunities for participants to interact and network to share best practices.

## APPENDIX D - CSPC POLICY METRIC REPORT 2017-18

### System Activities Supporting CSPCs (from 2017-18 Communications and Community Engagement Annual Report)

May, 2018 CPIC/OAPCE Conference	Inform/Engage	Parent Engagement Department in collaboration with CPIC and OAPCE organized a mini conference with a focus on providing parents with the skill and knowledge building opportunities to support equity in student outcomes	<p>-90 parents participated in a Social Networking Safety Symposium, followed by workshops on: Special Education; 21st Century Learning; Positive Parenting; <i>Jump Math</i> and Internet Safety</p> <p>-Workshops were video taped and will be uploaded to the TCDSB Parent Portal as a resource for parents who could not attend the conference</p> <p>-Participants also had opportunities to network and solicit information from a variety of agencies that support families and students</p> <p>Student workshops were provided by <i>Scientists in the Schools</i> and staff, as a child minding and student learning opportunity to provide equitable access to participation in the conference to all parents</p>
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## REPORT TO

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

## CATHOLIC PARENT INVOLVEMENT COMMITTEE STAFF ASSESSMENT REPORT 2017-2018

*“For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them” Ephesians 2:10*

Created, Draft	First Tabling	Review
September 24, 2018	October 4, 2018	<a href="#">Click here to enter a date.</a>

J. Wujek, Superintendent of Education Area 5, Parent Engagement

M. Sequeira, Coordinator: International Languages, Parent Engagement and Community Outreach

### INFORMATION REPORT

#### Vision:

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

#### Mission:

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

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



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Associate Director  
of Academic Affairs

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Acting Associate Director  
of Planning and Facilities

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

## **A. EXECUTIVE SUMMARY**

This report outlines the CPIC facilitated and sponsored initiatives for the 2017-2018 academic year. Included is an outline of the parent conferences and workshops, distribution of resources to Catholic School Parent Councils, and monetary sponsorship for parent events.

*The cumulative staff time required to prepare this report was 12 hours*

## **B. PURPOSE**

1. This is an annual standing report.
2. This report complies with the Action After request made on January 28, 2016 that an Annual Information Report on Catholic Parent Involvement Committee activities be added to the rolling calendar. Staff was to report on the statistics of meetings, activities and initiatives undertaken by CPIC.

## **C. BACKGROUND**

CPIC is a parent-led committee of volunteers who work both at the Board and at the Ward level. CPIC members provide information and advice on parent engagement to the school board, create initiatives that promote and facilitate parent engagement, and educate parents to support them in their children's learning at home and/or at school. They collect information and ideas from wards, discuss the information at meetings and disseminate it to parents.

- I. January 28, 2016 - The Catholic Parent Involvement Committee Annual Report was presented at the Regular Board meeting. Arising out of this presentation, the Annual Report was received by the Board and recommendations were made to have a report presented on an annual basis.
- II. June 9, 2016 - Staff presented a report on the meetings, activities and initiatives completed by CPIC during the time period 2014-2015 and 2015-2016 academic years. Outline the context and/or chronology of why the Information Report is before the Board or Standing Committee.

## D. EVIDENCE/RESEARCH/ANALYSIS

**MEETINGS:** CPIC met nine times during the past session.

Meetings took place at the Catholic Teachers' Centre, 2<sup>nd</sup> Floor CEC

Start time 7:00pm

- Inaugural Meeting Monday October 15, 2017
- Meeting #1 Monday, November 20, 2017
- Meeting #2 Monday, December 11, 2017
- Meeting #3 Monday, January 15, 2018
- Meeting #4 Monday, February 12, 2018
- Meeting #5 Monday, April 16, 2018
- Meeting #6 Monday, May 14, 2018
- Meeting #7 Monday, June 18, 2018

Meeting #8 Monday, September 17, 2018 Minutes of meetings held and financial records were made available for public inspection at TCDSB offices, as well as posted on the TCDSB, CPIC website.

### EVENTS:

CPIC SPONSORED EVENTS		
EVENT	DATE	DETAILS
TCDSB Parent Engagement Forum	Sept. 13/17	<ul style="list-style-type: none"><li>• Held at the CEC</li><li>• Focus on the value of parental involvement</li><li>• Networking opportunity</li><li>• Information sessions: best practices; what engagement looks like; and ideas that parents can explore in the future</li></ul>
CSPC Mini Conference	Oct. 23/17	<ul style="list-style-type: none"><li>• Held at the CEC</li><li>• CSPC Roles and Responsibilities Workshops</li><li>• 160 parents participated in 3 workshops organized by TCDSB staff: Chair/Treasurer/Secretary</li><li>• Feedback was provided in Exit Survey that will serve to guide future workshops</li></ul>
TCDSB/OAPCE	Apr. 30/18	<ul style="list-style-type: none"><li>• PRO Grant workshop in partnership with OAPCE</li><li>• Representative for Ministry of Education reviewed application</li><li>• M. Sequeira presented on the application process and use of funds</li></ul>

CPIC SPONSORED EVENTS		
EVENT	DATE	DETAILS
OAPCE Commissioning Parent and Principal Awards	Nov. 6/17	<ul style="list-style-type: none"> <li>Held at the CEC</li> <li>Principal Awards \$500.00</li> <li>Printing of Certificates/Frames \$200.00</li> </ul>
“Social Network & On-line Safety”	Dec. 4/17	<ul style="list-style-type: none"> <li>Madonna CSS</li> </ul>
<b>Screenagers</b> “Screenagers” is a documentary that explores how screen time can lead to possible risks of failing in school, social isolation and digital addiction. Ultimately, the film explores solutions to handle screen time and provides parents with tools to help young people develop self-control and find balance in their digital lives.	Nov. 2/18	Senator O’Connor CCSS
	Jan. 10/18	Senator O’Connor
	March 6/18	Father Serra
	May 28/18	Chaminade
	May 30/18	Mgrs. Percy Johnston
“Mental Awareness - Youth Speak”	Feb. 21/18	Senator O’Connor
Introduction Seminar to the Faith In Our Child Series : “Our Parish, Our Spiritual Goal”	Feb. 13, 23, 26, 27/18	Ward 5, 8, 11
“Lift Jesus Higher Event”	March 3/18	Convention Centre

CPIC – PR0 EVENTS		
EVENT	DATE	DETAILS
CPIC/OAPCE Conference	May 5/18	<ul style="list-style-type: none"> <li>Social Networking Safety – Paul Davis</li> <li>Workshops: Special Education 21<sup>st</sup> Century Learning; Positive Parenting; Jump Math; Internet Safety</li> <li>Science workshop for students</li> <li>Resource Fair</li> <li>Videotaped workshops</li> </ul>

<b>TCDSB (Student Leadership/Staff Development Department)</b>		
Raising Youth Together Free parenting Workshops <ul style="list-style-type: none"> <li>• Effective parent/child communication techniques</li> <li>• Goal-setting, motivation and school engagement</li> <li>• Inspiring teens to take responsibility</li> <li>• How to connect with your child and create an extraordinary relationship</li> <li>• Understanding the teenage mind</li> </ul>	April 18/18	MPJ 35 families: 65 adults, 51 children
	April 20/18	BMTM 65 families: 103 adults, 91 children
	April 23/18	SMT 47 families: 80 adults, 79 children
	April 26/18	JCM 34 families: 65 adults, 48 children

## RESOURCES:

<b>TCDSB CSPC Resources to Improve Communication</b>
<ul style="list-style-type: none"> <li>• Update of CSPC TCDSB Portal Page</li> <li>• TCDSB Information Brochures: ‘Catholic School Parent Councils’, ‘Parent Reaching Out (PRO) Grants’, ‘Parent Involvement Committee (PIC) Grants’, ‘AGM, Elections and Inaugural Meeting’, CSPC Elections: Timeline of Events’, and ‘CSPC End of the Year Checklist’</li> <li>• ‘CSPC Email Information Poster’: access and value of using CSPC TCDSB email account. Poster was emailed and a hard copy was sent via courier to all CSPC chairs</li> </ul>

## MOTIONS:

Motions Presented to the Board of Trustees:

- 1 TCDSB Board Meeting November 16, 2017 - PAR submission to “Suspend The School Closure Process” – Motion Carried
- 2 Motion #17/11-04 that parent engagement strategies and best practices be a standing item at every superintendent/principal meeting(s) – Motion Carried by Board Feb 22, 2018
  - Currently practiced by staff

- 3 Motion #17/11-16 that Staff send a letter with CSPC email information addressed to each CSPC Chair by courier. The letter should include the benefits and value of using the TCDSB assigned email address, as well as how to obtain access and how to forward to their personal email address if desired. A copy of this letter should also be sent to all Principals with a strong header to remind the Principals of the importance of CSPC Chairs using the TCDSB assigned email address. - Motion Carried by Board Feb 22, 2018
  - Enhanced communication on this matter is currently underway
- 4 Motion 17/11-16 that Staff remind Principals that the Safe School Committee at the school level should include the mandated parent representative(s). - Motion Carried by Board Feb 22, 2018
  - Safe Schools Department has communicated this via email to all principals this school year and in person at recent principals' meeting
- 5 Motion #17/12-03 that the Board of Trustees review the secondary school level policy on parent-teacher interviews to confirm that the option of one or two evening is available to parents; and, that Staff ensures that parent(s) are informed about their options and rights to connect with teachers and principals outside of designated interview days. - Motion Carried by Board Feb 22, 2018
  - Under consideration for future discussion, Board Policy A. 33 (Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns) provides proper protocols for positive interactions between all stakeholders, The guiding principles of Board Policy T. 07 Community Engagement also apply
- 6 Motion #18/02-17 that a new process & IT protocol be developed to achieve the following:
  - I. Consistent with the Toronto Catholic PIC recommendation Motion 17/11-16 made on November 20, 2017 and to be acted on by staff every new school year and, the School Board send out via the school principal a personalized letter that informs & instructs the newly elected or returning CSPC chair about the existence, benefits and login information to the CSPC email account. - Motion Carried by Board Feb 22, 2018
    - Enhanced communication on this matter is currently underway

- II. In recognizing that CSPC chairs are not school board employees, they should not be subject to BYOD policies, the school board needs to provide straightforward instructions on the various means to access their CSPC email account and how to set it up as an additional mailbox on the parent's existing: email accounts (examples by way of ActiveSync, etc.), web service, and mobile connect methods and/or on how to forward or proxy, to their personal email. - Motion Carried by Board Feb 22, 2018
- Staff is reviewing a response and plan
  - Revised ActiveSync instructions and tutorials are in creation phase
- III. These instructions should be easily accessible using modern social media methodology like YouTube, Facebook, Video on Parent webpage, et al. – Motion Carried by Board Feb. 22, 2018
- Staff is reviewing a response and plan, such instructions are in the creation phase

## **E. METRICS AND ACCOUNTABILITY**

1. This annual summary of CPIC activities serves as an assessment of the committee's work to support parental engagement at TCDSB.
2. Advice provided to the Board of Trustees and the Director of Education and any action arising out of this advice will be monitored and assessed.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.



**OPENING STATEMENT**

Dear Director of Education, Chair of Trustees, TCDSB Parents and members of the Toronto Community:

The Toronto Catholic Parent Involvement Committee “Toronto Catholic PIC” had a very busy, cooperative and engaging year. Parents are welcome to attend any of our meetings or events. Meetings are normally held on the third Monday of each month other than March, July and August. To be certain of the exact dates and times Toronto Catholic PIC meetings are posted on the TCDSB website. <https://www.tcdsb.org/Board/TrusteesoftheBoard/boardmeeting/Pages/BoardMeeting.aspx>

As you are may be aware, the purpose of your Committee is to promote, support, encourage and enhance parent engagement and parent involvement in our child's or children's education to help improve their academic achievement and well-being.

We are first and foremost a parent-centric body. Our primary means of achieving our purpose and objectives is by providing information and advice on parent engagement and parent involvement to the TCDSB through the Director of Education and the chair of the Board of Trustees.

In addition, we work co-operatively with and support your school councils--CSPCs--through the principals of TCDSB schools and/or the chairs and members of each CSPC to help the members develop skills and acquire knowledge to help them engage parents at the school level.

Finally, we directly undertake activities to help parents of students in TCDSB schools support their children's learning-whether at home or at school. We work to:

- share effective practices to help engage parents, especially parents who may find engagement challenging, in their children's learning;
- identify and reduce barriers to parent engagement;
- help ensure that TCDSB schools create a welcoming environment for parents of its students.
- host events for parents that assist parents to develop or enhance skills and provide resources that will improve academic achievement and well-being.

***All our meetings are open to the public to encourage communication from parents and other members of the Toronto Community.***

We wish to acknowledge the challenging work, dedication and commitment of the many individuals who volunteer their time to contribute to the success of the Committee over the past year. Special thanks are due to the exemplarily efforts of the following Members of the 2017-18 Committee:

- The CPIC Executive Parent Members J. Del Grande (Vice-Chair and Ward 12 Parent Rep), J. Fiorante (Treasurer and Ward 4 Parent Rep), D. Alvares (Ward11 Parent Rep), for the extra meetings, phone calls, text messages, emails etc. that maintained the transparent posture to between meeting decisions including the request for funding decisions.
- J. Del Grande, Vice-Chair for chairing the Budget and Priority Setting Subcommittee, his technical advice during our formal CPIC Meetings, his assistance in ensuring the clarity of the Minutes and Agendas, his speedy answers to text messages, and lending an ear to ideas and concerns.
- J. Fiorante, Treasurer for maintaining the financial records of this Committee.
- D. Hastings (Community Rep 3) for chairing the Nominations and Elections Subcommittee and his attendance and reporting on the Board of Trustee Meetings.
- D. Alvares (Ward11), for the organizing and control of the Screenagers Movie “Growing Up In The Digital Age” which was shown in Ward 11, Ward 1, Ward 3 with the assistance of CPIC





## **TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE ANNUAL REPORT**

For the Academic Year Ending August [Year]

Representatives: A. Canning (Ward 1), M. De Domenico (Ward1), A. Crudo-Perri (Ward4), J. Fiorante (Ward4).

- A. Crudo-Perri (Ward4) and J. Fiorante (Ward4) for quickly accepting the co-chairing of the Conference Subcommittee with little time to prepare for the successful CPIC-OAPCE Summit Event held during May 2018. Thanks also go out to the parents that worked on their team subcommittee.
- R. Oliveros (Ward8), N. Ang (Ward5), B. Xavier (Ward11) for working hard on the “Faith-In-Our-Child” events as well as looking after the CPIC Information and Parent Resource table at the “Lift Jesus Higher Rally”.
- A. Canning (Ward1) and M. De Domenico (Ward1); A. Crudo-Perri (Ward4) and J. Fiorante (Ward4); R. Oliveros (Ward8), N. Ang (Ward5), D. Alvares (Ward11) for their excellent job of attending CSPC meetings in their Wards to follow and promote the mission of Toronto Catholic PIC.
- K. Muthiah (Ward10) for reminding me again why we volunteer our time on this wonderful parent led Committee.

### **COMMITTEE MEMBERS**

Parents, the Toronto Catholic PIC is your Committee with 28 positions to be filled by parents/guardians of students enrolled at a TCDSB school. In odd number years, we hold elections for 12 Parent Members: Ward Representatives open to parents/guardians that either live in or their student attends a TCDSB School in an odd-numbered ward. In even number years, we hold elections for 12 Parent Member: Ward Representatives open to parents/guardians that either live in or their student attends a TCDSB School in an even-numbered ward. Parent Members: Ward Representatives commit to a two-year term or if appointed or elected at a by-election for the period remaining in the term. The remaining 4 Parent Member: At-Large positions are open to all parents/guardians throughout the TCDSB system. These parents/guardians commit to a one-year term or if after October of each year for the term remaining. Parent Member: At-Large positions are elected/appointed by your Committee during one of its meetings.

To locate the Ward, you live in or the Ward that your child or children attend go to the TCDSB website:

[TCDSB New Wards](#)

An election for the Parent Member: Ward Representatives for Odd Numbered Wards was held on Monday October 2, 2017 and By-Elections for unrepresented Even Numbered Wards was held on Wednesday October 4, 2017.

The following parents are the Toronto Catholic PIC Team for the FY2017-18:

Parent Members: Ward Representatives who were elected in each Ward or appointed by your Committee:

Ms. A. Canning (W1), Mr. M. De Domenico (W1), Ms. S. Mastronardi (W2), Mr. G. Feldman (Chair) (W2), Ms. A. Crudo-Perri (W4), Mr. J. Fiorante (Treasurer) (W4), Mr. N. Ang (W5), Mr. P. Matos (W6), Mr. G. Gikas (W6), Mr. J. Augustine (W7), Ms. R. Oliveros (W8), Ms. Y. Yeung (W8), Mr. K. Muthiah (W10), Mr. D. Alvares (Communications) (W11), Mr. B. Xavier (W11), Ms. P. Corpuz (W12), Mr. J. Del Grande (Vice-Chair) (W12).

Parent Members: At-Large that were appointed by the Parent Member: Ward Representatives are: Ms. K Coto (PMAL1).

Community Representative(s) that were appointed by your Committee  
Ms. N. Marriot (CR1), Mr. D. Rodriguez (CR2), Mr. D. Hastings (CR3).



## **TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE ANNUAL REPORT**

For the Academic Year Ending August [Year]

### **COMMITTEE MEETINGS**

The Committee met nine times during the fiscal year.

Meetings were held on the following dates:

- Inaugural Meeting Monday October 15, 2017
- Meeting #1 - Monday, November 20, 2017
- Meeting #2 Monday, December 11, 2017
- Meeting #3 Monday, January 15, 2018
- Meeting #4 Monday, February 12, 2018
- Meeting #5 Monday, April 16, 2018
- Meeting #6 Monday, May 14, 2018
- Meeting #7 Monday, June 18, 2018
- Meeting #8 Monday, September 17, 2018

Minutes of meetings held, and financial records are available for public inspection at the TCDSB's offices at 80 Sheppard Avenue East in Toronto. In addition, Minutes are posted on the TCDSB website.

### **SUBCOMMITTEES & PROJECTS**

Major accomplishments of the Committee in FY2017-18 included the following:

- Motions Presented to the Board of Trustees:
  - November 16, 2017 PARS submission to "Suspend The School Closure Process"
  - Motion #17/11-04 that parent engagement strategies and best practices be a standing item at every superintendent/principal meeting(s)
  - Motion #17/11-16 that Staff send a letter with CSCP email information addressed to each CSCP Chair by courier. The letter should include the benefits and value of using the TCDSB assigned email address, as well as how to obtain access and how to forward to their personal email address if desired. A copy of this letter should also be sent to all Principals with a strong header to remind the Principals of the importance of CSCP Chairs using the TCDSB assigned email address.
  - Motion 17/11-16 that Staff remind Principals that the Safe School Committee at the school level should include the mandated parent representative(s).
  - Motion #17/12-03 that the Board of Trustees review the secondary school level policy on parent-teacher interviews to confirm that the option of one or two evening is available to parents; and, that Staff ensures that parent(s) are informed about their options and rights to connect with teachers and principals outside of designated interview days.
  - Motion #18/02-17 that a new process & IT protocol be developed to achieve the following:
    1. Consistent with the Toronto Catholic PIC recommendation Motion 17/11-16 made on November 20, 2017 and to be acted on by staff every new school year and, the School Board send out via the school principal a personalized letter that informs & instructs the newly elected or returning CSCP chair about the existence, benefits and login information to the CSCP email account.
    2. In recognizing that CSCP chairs are not school board employees, they should not be subject to BYOD policies, the school board needs to provide straightforward instructions on the various means to access their CSCP email account and how to set it up as an additional mailbox on the parent's existing: email accounts (examples by way of ActiveSync, etc.), web

service, and mobile connect methods and/or on how to forward or proxy, to their personal email.

3. These instructions should be easily accessible using modern social media methodology like YouTube, Facebook, Video on Parent webpage, et al.

- Your Committee Funded these TCDSB recognized Parent Engagement Events:
  - OPACE Toronto “Commissioning Ceremony, Parent Volunteer & Principal of Excellence Awards 2017” in the amount of \$700. To recognize all the parents who are nominated from their communities for the contributions to Catholic Education in the TCDSB.
  - Ward 4 Event “Social Networking and Online Safety with Paul Davis” on Monday December 4, 2017 at Madonna CHS up to \$1,000. To educated parents on social media apps and how to navigate them safety with their children.
  - Filipino Heritage Day event at CEC up to \$800. To encourage parents to be more involved at home, at school, or at the Board using the example of the PASSOC Project in Toronto Catholic Schools.
  - OAPCE Trustee All Candidate’s Meeting to be held at the CEC on October 1, 2018 up to \$1,000. To encourage Parents in round table discussions within their wards to ask one on one questions with the Trustee candidates.
  - OPACE Toronto “Commissioning Ceremony, Parent Volunteer & Principal of Excellence Awards 2017” up to \$1,000. To recognize all the parents who are nominated from their communities for the contributions to Catholic Education in the TCDSB and to provide Parent Resource Information.
- Administrative Matters handled:
  - Provided Toronto Catholic PIC Feedback to the Director of Leadership, Collaboration and Governance, Ministry of Education by November 30, 2017
  - Selection of CSPC Members to attend PIC Symposium on April 20-21, 2018.
- Attendance, Presented and/or Disseminated CPIC or Parent Engagement resource information.
  - TCDSB Parent Engagement Forum - September 13, 2017
  - TCDSB CSPC Roles and Workshops – October 23, 2017
  - OAPCE Toronto parent volunteer and principal of excellence awards - November 6. 2017
  - TCDSB PARS Meeting at CEC on November 30, 2017
  - Ward 4 Paul Davis “Social Network & On-line Safety” led by CPIC Reps A. Crudo-Perri (Ward4) & J. Fiorante (Ward4) on December 4, 2017 at Madonna CSS.
  - Ward 11 “Mental Awareness - Youth Speak” led by CPIC Rep D. Alvares (Ward11) on Feb 21, 2018 at Senator O’Connor College School.
  - Introduction Seminar to the Faith In Our Child Series “Our Parish, Our Spiritual Goal” in Ward 8, 5 and 11. Led by CPIC Reps R. Oliveros (Ward8), D. Alvares (Ward11), B. Xavier (Ward11) & N. Ang (Ward5) on February 13, 23, 26 and 27, 2018.
  - “Lift Jesus Higher Event” led by CPIC Rep R. Oliveros (Ward8) on March 3, 2018 at the Toronto Convention Centre.
  - Ward 11 “Screenagers Movie Screening” Led by CPIC Rep D. Alvares (Ward11) on January 10, 2018 at Senator O’Connor College School.
  - Ward 1 South “Screenagers Movie Screening” Led by CPIC Reps M. de Domenico (Ward1) and A. Canning (Ward1) on March 6, 2018 at Father Serra CES.
  - PIC Symposium April 20<sup>th</sup>, and 21<sup>st</sup>, 2018 attended by G. Feldman, Chair (Ward2), J. Fiorante, Treasurer, (Ward4) and up to 5 TCDSB CSPC Members.
  - Ward 1 North “Screenagers Movie Screening” Led by CPIC Rep A. Canning (Ward1) and M. de Domenico (Ward1)

- Toronto Catholic PIC - PRO-Grant Events led by CPIC Rep A. Crudo-Perri on May 5, 2018 at the CEC.
- Ward 3 & 4 “Screenagers Movie Screening” Led by CPIC Reps A. Crudo-Perri (Ward4) and J. Fiorante (Ward4) on May 28, 2018 at Chaminade College School.
- Filipino Heritage Day Event on June 12, 2018 at the CEC.
- Presentations by TCDSB Staff and others
  - Federation of North American Explorers by Mr. Ho and his two children on January 15, 2018.
  - “Dream Big” Event by Ms. T. Pastore, Executive Director of Parents Engaged In Education (PEIE) on January 15, 2018.
  - TCDSB Equity & Inclusive Team informed Toronto Catholic PIC about the TCDSB Policy on May 14, 2018
  - TCDSB Technical Service on OWA email system and cellphone activation on May 14, 2018

The following Subcommittees were established by the Committee:

**Budget & Priority Setting Subcommittee.** The Chair of this Subcommittee is part of the responsibility of the Toronto Catholic PIC Vice-Chair who was Mr. J. Del Grande. The members of this subcommittee were Mr. J. Fiorante, Ms. A. Crudo-Perri and Ms. N. Marriott.

**Governance & Procedure Subcommittee.** The Chair of this Subcommittee Mr. D. Rodriguez who was appointed on Monday October 15, 2017. Members of this Subcommittee were Mr. D. Hastings, Mr. K. Muthiah, Mr. N. Ang and Mr. D. Alvares.

**Nominating & Elections Subcommittee.** The Chair of this Subcommittee Mr. D. Hastings was appointed on Monday October 15, 2017. The members of the Nominating and Elections Subcommittee were: Ms. K. Kota and Mr. N. Ang. The Nominating and Elections Subcommittee was responsible for recruiting Parents for vacant Parent Member roles on Toronto Catholic PIC. Working with Staff on the screening of potential Parent Members. To review other ideas to attract and recruit members for the 2018 Elections.

**Conference Planning Subcommittee.** The coChairs of this Subcommittee Ms. A. Crudo-Perri and Mr. J. Fiorante were appointed on Monday February 12, 2018. This Subcommittee was responsible for the assignment, budgetary control and reporting of the 2016-17 PRO-Grant approved Ward Events. Members were Mr. D. Alvares and Mr. G. Gikas.

The following Ad-hoc Subcommittees were established by your Committee

**Communications & Dissemination Subcommittee** formed Monday October 16, 2017 under the leadership of Mr. D. Alvares. This ad-hoc Subcommittee was tasked with the role of developing Toronto Catholic PIC communication pamphlets, Event Photographs and Video Recording, Parent Handouts, Banners, etc.

**Screenagers Movie Subcommittee** formed at a Special Committee Meeting held on Monday October 16, 2017 under the leadership of Mr. D. Alvares. This ad-hoc Subcommittee was responsible for negotiating a contract with the movie producers to permit screening in 4 or 5 schools within the TCDSB and to ensure that the events followed the format required for a successful showing of the movie to students and then to parents.

**Making Your Voice Heard Subcommittee** formed on Monday October 16, 2017 under the leadership of Mr. J. del Grande. The Subcommittee meetings were handled as breakouts during the formal CPIC meetings so that all members could contribute.





## **TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE ANNUAL REPORT**

For the Academic Year Ending August [Year]

### **FINANCIAL REPORT**

We attach the Financial Report dated August 31, 2018 for your further information

### **SUMMARY/OTHER**

Finally, we would like to wish the best of luck to all Parent candidates who will stand in the Parent Member: Ward Representative's elections to be held on Tuesday October 2, 2018 for Even Ward Candidates and our by-elections on Wednesday October 3, 2018 for the vacant position Odd Ward Candidates. To locate the Ward, you live in or the Ward that your child or children attend go to the TCDSB website: [TCDSB New Wards](#).

Issues that we foresee as being important matters for the consideration of the new Committee following the October 2018 elections include:

- We need to concentrate on Elementary school awareness of CPIC to get longevity.
  - Marketing and Awareness; CPIC members need meet to CSPC chairs twice/year.
  - Is process effective - Elections vs Referral;
  - Motivation to Join;
  - Referral of members, nominations.
- Visit parents at a CSPC meetings as well as visit parents before and after school
- CPIC information on a page that can be provided to parent councils and individuals of
  - What CPIC does,
  - Why a parent would be interested to be part of CPIC,
  - CPIC objectives,
  - CPIC priorities, and
  - Things CPIC has done;
- Continue the work of the "Making Your Voice Heard" Subcommittee on finalizing the triangles into a pamphlet.

The Toronto Catholic Parent Involvement Committee (Toronto CPIC) is a parent-led, Ministry of Education-funded, parent volunteer organization within the TCDSB. Its purpose is to improve student academic achievement and well-being by supporting, encouraging and enhancing meaningful parent engagement. Toronto CPIC partners with TCDSB staff and Trustees and communicates with and supports Toronto Catholic School Advisory Councils to achieve its objectives and focuses on matters that affect more than one school.

Sincerely yours,

Geoffrey Feldman

Chair

September 20, 2018

cc: **Director of Education, Toronto Catholic District School Board**  
**Chair of the Board of Trustees, Toronto Catholic District School Board**

**Year-End Financial Report of the Toronto Catholic Parent Involvement Committee**

<b>CPIC Grant &amp; Expenditure Summary</b>	<b>CPIC 2017-18</b>	<b>PRO GRANT 2017-18</b>
<b>As at August 31, 2018</b>	<b>FR 1394</b>	<b>FR 1417</b>
<b>APPROVED FUNDING</b>	<b>20,106.00</b>	<b>10,000.00</b>
<b>CARRYOVER FROM PREVIOUS YEAR</b>	<b>46,133.49</b>	<b>5,724.51</b>
<b>TOTAL FUNDING</b>	<b>66,239.49</b>	<b>15,724.51</b>
<b>EXPENSES:</b>		
Childcare & Supplies	1,724.25	1,091.35
Election-Parent Recruitment Expenses		
Media Advertising		
Transcriptions		
Mileage	1,041.80	
Parent Resources		
Printing & Supplies	1,021.21	
Promotional Materials	3,056.70	1,679.51
Refreshments - Events		4,442.84
Refreshments - Meeting	2,347.88	
Speaker Expenses	1,467.28	5,123.14
Telecommunication	2,884.96	108.85
Translation Services		
TTC Tokens - Buses		
<b>TOTAL EXPENDITURES</b>	<b>13,544.08</b>	<b>12,445.69</b>
<b>Balance</b>	<b>52,695.41</b>	<b>3,278.82</b>



REPORT TO

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

**LIQUOR WAIVER FOR OUR LADY OF PERPETUAL  
HELP CATHOLIC SCHOOL**

*Ephesians 5:18 - And be not drunk with wine, wherein is excess; but be filled with the Spirit;*

**Created, Draft**

October 23, 2018

Jo-Ann Davis, Trustee Ward 9

**First Tabling**

November 1, 2018

**Review**

[Click here to enter a review date](#)

**RECOMMENDATION REPORT**

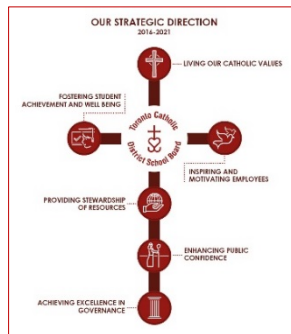
**Vision:**

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

**Mission:**

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

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



R. McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

T. Robbins  
Acting Associate Director  
of Planning and Facilities

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

**A. EXECUTIVE SUMMARY**

Notification was received from Trustee Jo-Ann Davis that the Our Lady of Perpetual Help CSPC is planning a Trivia Night on Thursday, November 22, 2018.

**B. PURPOSE**

A request was received from Our Lady of Perpetual Help Catholic School to serve alcohol at the CSPC Trivia Night, from 6:00 pm to 12 a.m. on Thursday, November 22, 2018 .

**C. BACKGROUND**

Notification was received from Jo-Ann Davis to waive Regulation 6, of Appendix A of the Permits Policy B.R. 05, in order to be able to serve alcohol at Our Lady of Perpetual Help Catholic School on Thursday, November 22, 2018, for the CSPC Trivia night.

**D. STAFF RECOMMENDATION**

Staff recommends that this report be presented for the action of the Board.





## REPORT TO

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

## ELEMENTARY CATHOLIC STUDENT LEADERSHIP IMPACT TEAM (ECSLIT)

*But you, Lord, are a compassionate and gracious God, slow to anger, abounding in love and faithfulness.  
(Psalm 85:15)*

Created, Draft	First Tabling	Review
October 22, 2018	November 1, 2018	<a href="#">Click here to enter a date.</a>
Michael Consul, Student Leadership Resource Teacher, ECSLIT (Elementary Catholic Student Leadership Impact Team) Lori DiMarco, Superintendent of Education, Curriculum Leadership & Innovation Gina Iuliano Marrello, Superintendent of Education, Student Success Michael Caccamo, Superintendent of Education, Area 3 and Nurturing Our Catholic Community		
<b>INFORMATION REPORT</b>		

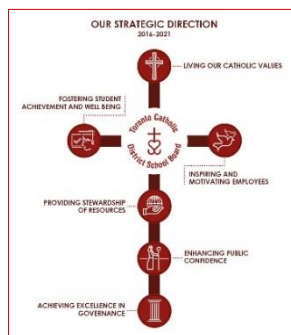
### Vision:

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**Rory McGuckin**  
Director of Education

**D. Koenig**  
Associate Director  
of Academic Affairs

**T. Robins**  
Acting Associate Director  
of Planning and Facilities

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

## **A. EXECUTIVE SUMMARY**

On October 4, 2018, CSLIT Directors of Elementary Affairs held the monthly Elementary Catholic Student Leadership Impact Team (ECSLIT) meeting at the Catholic Education Centre. Twenty-two elementary schools were represented from across the TCDSB composing of 136 students. Seven pillars of focus were identified at last year's secondary school Voices that Challenge conference held in April of 2018. In an attempt to capture elementary student voice, ECSLIT students were asked to rank the importance of each pillar. In addition, ECSLIT students were asked to come up with an issue important to them that was not included on the CSLIT list. ECSLIT wishes to further address and implement these recommendations in order to better serve the elementary students of the TCDSB.

*The cumulative staff time required to prepare this report was 20 hours.*

## **B. PURPOSE**

1. This Information Report is on the Order Paper of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee through an approved motion requesting an annual report for information on the initiatives and activities of the Elementary Catholic Student Leadership Impact Team.
2. The report includes practical activities that elementary schools can perform to support initiatives that would address the recommendations made by elementary students.

## **C. BACKGROUND**

1. Although it has been customary for CSLIT to complete a yearly report based on the findings of their Voices That Challenge conference, this will be the first year that ECSLIT students have been asked for their input in a formal board report.
2. Getting ECSLIT students the opportunity to vote on CSLIT pillars will allow the CSLIT Directors of Elementary Affairs to judge whether these complied pillars of focus are relevant to elementary students. Elementary students will also be given the opportunity to list their own pressing needs.

## D. EVIDENCE/RESEARCH/ANALYSIS

1. Although over 150 secondary students were polled on Sept. 25th, 2018 during CSLIT's first general assembly meeting, the elementary student voice was not directly captured within this process. In order to best serve the needs of our elementary students, an opportunity for them to voice their opinions is necessary. This opportunity was provided to elementary students on October 4th during ECSLIT's first monthly meeting for the 2018-19 school year.
2. Based on the recommendations made by the ECSLIT, the following action plan is being proposed by our elementary student leaders in collaboration with CSLIT's Directors of elementary affairs and the CSLIT Executive. Three pillars of focus will be concentrated on by ESLIT.

Note: The issues listed are not necessarily in order of importance as all are selected as priorities for this year's ECSLIT.

### ECSLIT 2018-2019 Recommended Actions

#### 1. Creating Safe and Inclusive Schools

Being comfortable in school is essential to being a successful student. Elementary students spend a considerable amount of time on devices for schoolwork, entertainment, and communication. ECSLIT students will learn how to recognize online bullying and learn how to better practice online safety. The Directors of Elementary Affairs will host 2 ECSLIT online meeting (December and May) which will focus on internet safety. All elementary schools, even those who do not participate in ECSLIT on a monthly basis, can participate.

At ECSLIT monthly meetings, the Directors of Elementary Affairs will engage the students in activities that elicit feelings of safety and belonging. These activities will be designed to make participants feel loved, welcomed, and appreciated. These same activities, as modelled by the Directors of Elementary Affairs, can be brought back to each ECSLIT school and delivered in elementary classrooms, assemblies, and events. SMILE Camp, and Camp Olympia are other student leadership initiatives where activities as such can be implemented and modeled for elementary students to help them become more *effective communicators* with regards to creating safe and inclusive environments where everyone should be able to *participate* and belong to a community.

The ECSLIT would like to maintain its support for the **Safe Schools Policy**, which helps contribute to a healthy learning environment for all our students. ECSLIT

would like to take a more prominent role in the elementary Safe Schools Symposium moving forward.

## **2. Inclusion and Belonging**

As *Caring Family Members*, our elementary students have shown a deep concern for the support and value of minority groups in our communities. Everyone needs to be treated with *Human Dignity* because everyone is created in the likeness and image of God.

ECSLIT would like to work to support the diverse communities present within the TCDSB. The Directors of Elementary Affairs will attempt to further educate ECSLIT students regarding Indigenous, International, Newcomer, physically and/or mentally challenged, and other marginalized communities.

The Directors of Elementary Affairs will seek out guest speakers and/or workshop facilitators that address the challenges these marginalized communities face and invite them to present at upcoming ECSLIT meetings as well as events such as iLITE, Camp Olympia, and SMILE camp.

To further advocate for Inclusion and Belonging in our Board, the ECSLIT fully supports the *Equity Action Plan* which states the importance of culturally relevant pedagogy. Students should feel represented in the curriculum they learn as well as be taught by staff that represent their culture. At each monthly ECSLIT meeting, one elementary teacher will be asked to share one best practice that models inclusion and belonging. Other supervising teachers can take this activity into their own communities.

The celebration of various TCDSB Heritage Months will be encouraged at each ECSLIT meeting. TCDSB Community relations liaisons will be invited to present at ECSLIT to share ways these heritage months can be celebrated within individual schools as well as promote board wide cultural events in which ECSLIT schools can get involved.

## **3. Environmental Stewardship**

As *Stewards of Creation*, elementary students have expressed concern for the environment and wish to improve the situation. The ECSLIT will promote the use of reusable water bottles in their schools and encourage their use at all elementary school events (school plays/performances, parent/teacher nights, staff meetings).

Water is a sacred gift and a basic human right. Due to the privatization of water and its negative effects on the environment, ECSLIT students want to promote and enforce the TCDSB's Plastic Water Bottle Free initiative. For this reason, although water will be made available at each ECSLIT meeting, no plastic or Styrofoam cups will be provided and students and staff will be encouraged to bring their own reusable bottle to reduce the amount of monthly waste produced.

ECSLIT also recognizes that animal agriculture is the leading cause of greenhouse gases, water consumption, and clear cutting of the Amazon rainforest. The choice of cheese pizza over pepperoni pizza at our monthly meetings will allow for ECSLIT's carbon footprint to be reduced and act as a reminder of the harmful effects that animal agriculture has on the environment.

Lastly, ECSLIT would like to explore elementary school recycling procedures to ensure that our schools are actively carrying out mindful disposing habits (sorting garbage and recycling in their respective bins). ECSLIT would like to have a more prominent role in at the board's Environmental Committee and Eco Conference moving forward.

#### **Additional Topics of Focus**

Elementary students of the ECSLIT were also asked to present other issues that they feel passionately about and that are evident in their schools and greater communities. Multiple social justice issues such as youth homelessness, child soldiers, and education in underdeveloped countries were brought up. Personal issues such as anti-bullying, mental health, and physical health were also presented.

When selecting guest speakers and workshop facilitators for various Catholic Student Leadership events, these topics can be touched upon since they are areas of importance brought forth by our elementary student leaders.

## **E. METRICS AND ACCOUNTABILITY**

1. Students should be stimulated to effect positive change in our world around injustices. Students feel a calling to live out their faith, thus involvement in social justice actions allow them to make their faith visible. The current Student Trustees will be engaging the ECSLIT so that they can work with

various staff to address their specific recommendations. Students feel that board policies must address and be in line with current global social justice issues relevant and important to students.

2. The Student Trustees and ECSLIT will report back to the Board on the impact of their initiatives in their annual report to the Board of Trustees.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.



REPORT TO

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

### TCDSB K-12 PROFESSIONAL DEVELOPMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL BEING 2018-19

*I came to the spring, and said 'O Lord, the God of my master Abraham,  
if now you will only make successful the way I am going!' Genesis 24:42*

Created, Draft	First Tabling	Review
10/15/2018	November 1, 2018	<a href="#">Click here to enter a date.</a>

Lori DiMarco, Superintendent, Curriculum Leadership and Innovation; Academic ICT  
Gina Iuliano Marrello, Superintendent, Student Success

#### INFORMATION REPORT

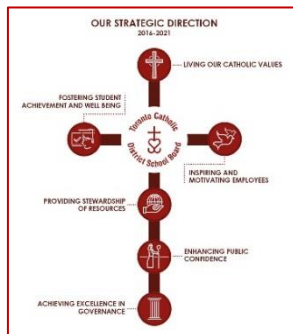
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Associate Director  
of Academic Affairs

T. Robins  
Acting Associate Director  
of Planning and Facilities

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

## A. EXECUTIVE SUMMARY

This Information Report, for consideration of the Board, provides an overview of the central K-12 professional development (PD) plan for teachers. The plan outlines the use of Ministry resources to facilitate professional learning in the TCDSB in order to support student achievement and well-being. The initiatives outlined reflect and support the priorities in the Multi-Year Strategic Plan (MYSP) and the Board Learning Improvement Plan (BLIP). The Professional Learning Plans are found in **Appendices F to T**.

*The cumulative staff time required to prepare this report was 110 hours*

## B. PURPOSE

This annual report outlines the central professional development initiatives to support the Board Learning Improvement Plan.

## C. BACKGROUND

1. **Spring 2018** – Professional development planning begins for the 2018-2019 school year.
2. **Fall 2018** – Plans are revised based on newly analysed data and Ministry funding announcements.
3. **Consultation** occurs with federation partners at joint professional development committees.
4. The professional learning provided in this plan is paid through Ministry funding.
5. Professional development plans for Literacy and Numeracy are informed by data from EQAO. Literacy and Numeracy strategies are embedded throughout the PD plans where applicable.



## D. EVIDENCE/RESEARCH/ANALYSIS

1. Each year, central staff reviews board data with Educational Research staff to determine the progress toward achievement of the priorities outlined in the MYSP and the goals within the BLIP. The professional learning development plan is informed by this analysis of data, incorporating support for key Ministry initiatives.
2. EQAO reports on the following Literacy and Mathematics assessment results as follows:

### Literacy:

- **Grade 3 and 6**  
**Reading Target Skills:** *explicit, implicit, making connections*  
**Writing Question Formats:** *multiple-choice, short writing, long writing*
- **Grade 10**  
**Reading Target Skills:** *explicit, implicit, making connections*  
**Writing Target Skills:** *developing a main idea, organizing information and ideas, using conventions, topic development*
- **Question types:** multiple-choice, open response

### Mathematics

EQAO results for Math Assessments are reported based on **strands** and **achievement chart categories**

- **Grade 3 and 6 Strands:** *number sense and numeration, measurement, geometry & spatial sense, patterning & algebra, data management & probability*
- **Grade 9 Applied Strands:** *number sense and algebra, linear relations, measurement & geometry*
- **Grade 9 Academic Strands:** *number sense and algebra, linear relations, analytic geometry, measurement & geometry*
- **Achievement chart categories:** *knowledge/understanding, thinking, application; communication is not reported on as an achievement chart category because it is embedded in the other categories.*
- **Question types:** multiple-choice, open response

3. EQAO Item Information Report (IIR) analysis reveals the following:

### **Grade 3**

#### **Reading**

- Students performed better on open response items than on multiple-choice questions.
- *Implicit understanding* and *making connections* multiple-choice questions presented the greatest challenge.

#### **Writing**

- Students, in general, performed well on this part of the assessment.
- Short writing and long writing portions of the assessment were particularly strong.

#### **Mathematics**

- Students performed better on open response questions than on multiple-choice items.
- No strand stood out as particularly strong – performance was quite similar to that of the province.
- Performance on *measurement* multiple-choice and open response questions were particularly weak.
- Performance on *thinking* questions was weaker than on other achievement chart categories.

### **Grade 6**

#### **Reading**

- Students performed better on open response items than on multiple-choice questions – however, neither are particularly strong.
- *Making connections* and *implicit* multiple-choice questions presented the greatest challenge.

#### **Writing**

- Students performed best on the short writing portions of the assessment.

#### **Mathematics**

- No strand stood out as particularly strong – performance was below that of the province on all strands.
- Multiple-choice questions were particularly challenging for students.
- Other than the strand of *number sense and numeration*, student performance was particularly weak on all multiple-choice questions.
- No notable differences among achievement chart categories.

## **Grade 9**

### **Applied**

- Both cohorts of students performed better than the province in most strands.
- Students in both cohorts struggled the most on multiple-choice questions related to *measurement and geometry*.
- No notable differences among achievement chart categories.

### **Academic**

- Spring and winter cohorts of students performed similarly on the assessment.
- Students struggled particularly on *measurement and geometry* questions – both multiple-choice and open response.
- No notable differences among achievement chart categories.

## **Grade 10 – OSSLT**

- Students who were unsuccessful on the assessment experienced greater challenges with multiple-choice questions than with open response questions.
- Students who were unsuccessful struggled particularly with multiple-choice questions that assessed their ability to understand *implicitly* stated information and that required *making connections*.

4. **In Appendix A** : The breakdown of results for students in each of the levels of achievement over 5 years shows the following:

## **ELEMENTARY**

### **Grade 3**

#### **Reading**

- Percentage of students at Level 4 has increased
- Percentage of students at Level 3 has remained fairly consistent,
- Percentage of students at Level 2 has increased
- Percentage of students at Level 1 has decreased slightly

#### **Writing**

- Percentage of students at Level 4 has decreased
- Percentage of students at Level 3 has decreased
- Percentage of students at Level 2 has increased
- Percentage of students at Level 1 has remained consistent

## **Math**

- Percentage of students at Level 4 was increasing consistently but has decreased in the last year
- Percentage of students at Level 3 has decreased
- Percentage of students at Level 2 has increased
- Percentage of students at Level 1 has increased

## **Grade 6**

### **Reading**

- Percentage of students at Level 4 has remained fairly consistent
- Percentage of students at Level 3 has increased
- Percentage of students at Level 2 has remained fairly consistent
- Percentage of students at Level 1 has decreased

### **Writing**

- Percentage of students at Level 4 has increased
- Percentage of students at Level 3 has decreased
- Percentage of students at Level 2 has remained fairly consistent
- Percentage of students at Level 1 has remained the same

## **Math**

- Percentage of students at Level 4 has remained fairly consistent
- Percentage of students at Level 3 has decreased
- Percentage of students at Level 2 has remained fairly consistent
- Percentage of students at Level 1 has increased

## **SECONDARY**

### **Grade 9 Applied Math**

- Percentage of students at Level 4 has increased
- Percentage of students at Level 3 has remained fairly consistent
- Percentage of students at Level 2 has decreased
- Percentage of students at Level 1 has remained fairly consistent

### **Grade 9 Academic Math**

- Percentage distribution across levels is fairly consistent

### **Grade 10 OSSLT Applied**

- Percentage of students that were successful has decreased

### **Grade 10 OSSLT Academic**

- Percentage of students that were successful has decreased

5. Cohort data is a collection of data for a group of students for which there is data for more than one year of assessment for the purpose of comparison (i.e. Grade 3 and Grade 6 EQAO results for the same group of students). Cohort Data from the last 5 years is available in **Appendix B**.
6. Central staff support local school professional learning. The current delivery model for professional development hinges on the local identification of professional learning needs. This PD model supports the principal as the instructional leader in the school and provides resources for the school improvement team to implement a school improvement plan that establishes ambitious but realistic student performance standards. The principal will include teachers in instructional improvement work and assist them in developing understanding of powerful and precise assessment and instructional strategies for students
7. All schools are required to complete a Professional Learning Form (**Appendix C**) that describes the school's urgent critical student learning need based on school data analysis. The Professional Learning Form includes the school's plan to address the stated urgent student learning need. A key focus for the 2018-2019 school year will be numeracy across the curriculum, while embedding literacy skills.
8. Code days (release days for teacher professional learning by providing an occasional teacher) will be differentiated based on need, to support the schools in attaining their student learning goals for the 2018-2019 school year (**Appendix D**). Professional learning related to improving teaching practice to address student learning needs will be conducted at each school under the leadership of the principal. Networks based on similar student needs may be formed to allow for greater collaboration among staff. Resource staff will be available to support these schools and any established learning network of schools.
9. Schools will be responsible for submitting a reconciliation form to outline the learning goals and the agenda for the usage of these allocated code days (**Appendix E**). Area Superintendents will monitor the achievement of the learning goals. Schools will provide evidence of student improvement to the Superintendent during their school learning improvement plan discussion sessions, at a midpoint check and at a year-end check.

10. Student Success Learning Networks (SSLN) will promote collaboration between secondary and elementary panels and improve teacher efficacy through cross-panel (grade 7-10 teachers). SSLNs will focus on addressing the group's urgent critical needs in the area of Literacy and Numeracy.
11. To ensure equity of outcomes, Culturally Responsive Teaching and Learning continues to be a focus of all centrally delivered professional learning. It is important to improve student engagement by ensuring that all resources used in our schools and work reflect the identities of our diverse population of students.
12. Assessment for Learning strategies will be reinforced through all centrally provided professional learning to continue to ensure that all student needs are met. Gathered information from these assessment strategies will be used to inform next steps in instruction.
13. Based on our most recent analysis of data, we have identified areas of focus. Outlined below are the key initiatives for **Elementary Literacy**:
  - Fifth Block Primary Literacy Intervention Program: (42 schools - increased significantly from last year) This program was re-written in 2017 to include text and vocabulary to assist with understanding of mathematics and numeracy.
  - Primary Literacy (37 schools that were too small to receive a Fifth Block Allocation): These schools receive the support of resource teachers to introduce strategies from the Fifth Block program into primary classrooms for students who require literacy and numeracy intervention.
  - In-School Support will build teacher capacity through responsive co-planning and co-teaching based on student data.
  - New to K/Primary/Junior Literacy is to assist teachers new to each division with a review of the literacy framework, assessment for learning and small group instruction and to promote Board and Ministry documents and resources that support effective teacher practice (French teachers will also be included)

- New Teacher Induction Plan Literacy Workshop will introduce new teachers to Language expectations, the literacy framework, assessment and strategies for student success

**New this year:**

- Elementary Literacy Symposium is a one-day symposium that will provide the literacy rep from each school with information about board literacy data, unpacking school data and review of various literacy resources and skills, that will lead to in-school support (French teachers will also be included)
- K-12 Innovation Camp will promote innovative literacy practices in reading, writing, and media literacy; foster collaboration and spark creativity through design thinking and real world connections; share promising practices
- Assessment & Small Group Instruction Workshop (3 days) for Gr 3 & 6 teachers from 30 underperforming schools (based on EQAO results) with a focus on assessment for learning and the use of data to inform small group instruction around EQAO practice questions. Emphasis will be on multiple-choice questions, implicit and connection reading questions, thinking & application math questions.
- In-School Support for Elementary Schools for Grades 6, 7, 8: Central Resource Staff to support schools in the implementation of their School Professional Learning Plan by providing schools with release days for resource building, co-planning and co-teaching.
- Teachers New to the Intermediate Division: Central Resource Staff to provide professional learning sessions for teachers new to Grade 7 & 8 that focus on - curriculum expectations, the literacy framework, assessment for learning strategies, and essential literacy resources to inform practice and support student learning.

14. Based on our most recent analysis of data, we have identified areas of focus. Outlined below are the key initiatives for **Elementary Numeracy**:

- Schools identified as requiring intensive support (9) receive the support of a Math Facilitator to assist in identifying learning needs and to work with teachers to implement evidence-based strategies

- Schools identified as requiring increased support (31) and intensive support (9) have of a Numeracy and Literacy Coach assigned to work in Grade 6-8 classes to assist with focused intervention strategies in math and literacy
- Principal Math Instructional Coach to assist Principals in identifying areas of need in mathematics and to plan strategies and professional learning sessions for the staff.
- JUMP math professional learning sessions will be planned for Gr 3 and 6 teachers, Principals and Superintendents from the former JUMP math pilot schools (14) to unpack EQAO data and identify gaps that need to be addressed in the area of thinking and application mathematics questions.
- French Immersion teachers will be receiving Mathologie resources to use in K-2 classes as necessary. Professional learning sessions will be offered to support the implementation of these resources.

#### **New this year:**

- MathUP School supports principals in leading measurable and sustainable whole school improvement in math. Principal professional development is focused on gathering, analysing and quantifying data using a step-by-step process based on evidence and insights drawn from their own students' learning, to inform whole school professional learning. (16 Pilot Schools)
- What to Look For Early Numeracy Development (Alex Lawson): Teachers will focus on understanding fundamental math concepts, including how numbers behave in operations. (24 schools involved in Collaborative Inquiry)
- Focus on Fundamentals Additive and Multiplicative Thinking: Workshops for Grade 3 & 6 teachers. A review of all resources available in schools
- In-School Support for Elementary Schools for Grades 6, 7, 8: Numeracy and Literacy Coaches to support intensive and increased support schools in the implementation of their School Professional Learning Plan by providing schools with release days for resource building, co-planning and co-teaching.



- Assessment Pilot with Grades 6, 7, 8: Using data collected through formative assessment as a tool to learn and inform/refine instruction to meet student needs.

15. Based on our most recent analysis of data, we have identified areas of focus. Outlined below are the key initiatives for **Student Success Secondary (Literacy and Numeracy)**:

Fall Regional Professional Development Sessions: Together with their Area Superintendent, School Improvement Teams (principals, student success teachers, guidance counsellors, special education teachers, numeracy leads, literacy leads, geography teachers, technological education teachers) focus on using data analysis from Literacy and Numeracy sessions to develop their school Professional Learning Plan.

Support for Student Success Learning Networks (SSLN): Central staff will support SSLNs in the area of Literacy and Numeracy.

Student Success Conference: The focus will be on Assessment for Learning in a Culturally Responsive Classroom. Central Literacy and Numeracy staff will provide follow up support in their respective professional learning sessions.

16. Outlined below are the initiatives for **Secondary Literacy**:

**Skill Focus: Reading (Implicit Understanding, Inferencing, Making Connections)**

- Literacy Data Session: Central Resource staff to support school teams in analysing Data and identifying Urgent Critical Need.
- In-School Support: Central Resource staff to support school teams in developing and implementing their School Professional Learning Plans in the area of Literacy.
- OSSLT Preparation: A focus with targeted Collaborative Inquiry schools; embedded in all Literacy PD.
- Literacy Leads and English Heads' Professional Learning Sessions

- The Spoken Word Project: Focusing on social justice issues through oral communication.
- Reading for the Love of It: Conference for Teachers

**New this Year:**

- All secondary schools will take part in a centrally supported Collaborative Inquiry focused on skills to reach the Applied Level Learner (3 days per school, working in groups based on identified strategy).
- Central staff to work with 10 targeted schools that, through an analysis of trend data, require additional support. Teachers will take part in a 5 day Collaborative Inquiry based on local needs with a focus on developing Literacy Skills (3 days of central support in groups, 2 days of in-school support specific to school-based needs).
- Closing the Gap in Literacy: Support above-mentioned targeted schools with a focus on helping students develop literacy skills and strategies to be successful on the OSSLT.

17. Outlined below are the initiatives for **Secondary Numeracy**:

**Strand of Focus: Measurement & Geometry**

- Numeracy Data Session: Central Resource staff to support school teams in analysing Data and identifying Urgent Critical Need.
- In-School Support: Central Resource staff to support school teams in developing and implementing their Professional Learning Plans in the area of Numeracy
- EQAO Grade 9 Applied Assessment Preparation: A focus with all targeted schools and Collaborative Inquiry schools; embedded in all Numeracy PD.
- Numeracy Leads and Math Department Heads professional Learning Sessions
- Monitoring Student Achievement in Applied Level Math Classes: Release days for the Implementation of the Learning Cycle.

- Incorporating Technology in the Classroom: Use technology to engage and support student learning; embedded in Numeracy PD

**New this year:**

- Secondary schools will take part in a centrally supported Collaborative Inquiry focused on locally identified areas of need in terms of strands and processes to reach the Applied Level Learner (3 days per school working in groups based on identified strategies; 2 days of in-school support in Applied Level classrooms).
  - Areas of Focus for Collaborative Inquiry:
    - Spiralling Strategy in Math: Using assessment and instructional strategies that allow for Math strands and curriculum expectations to be interwoven and revisited on multiple occasions during the course of the year. This promotes deeper student understanding of mathematics by allowing them to see relations between strands and to make connections to real world examples.
    - Pre-Applied to Applied Pathway: Students have the option to enrol in MAT1L (Locally Developed Math Course) in Semester One and then MFM1P (Applied Level Math Course) in Semester Two, thereby having Math all year round.
  - Equat10 Pilot - Focused Learning Series: Using an assistive technology tool to support students with special needs in Grade 9 Applied classrooms.
  - Working with Targeted Schools: Central staff to work with targeted schools that, through an analysis of trend data, require additional support; in-class support via co-planning and co-teaching.
18. The K-12 PD plan for 2017-18 is multi-faceted and has the following components:
- a) PD for Teachers K-8 Numeracy (**Appendix F**) and K-6 Literacy (**Appendix G**).
  - b) PD for Teacher 7-12 Numeracy (**Appendix H**) and 7-12 Literacy (**Appendix I**).
  - c) PD to support student and staff well-being (i.e. Stop the Stigma, Mental Health Strategy through our Catholicity, Community, Culture and Caring (CCCC) program, (7-12) (**Appendix J**).

- d) PD for Teachers in the Early Years Program (**Appendix K**).
- e) PD for Teachers in the English Language Learner Program (ELL) (**Appendix L**).
- f) PD for Teachers French (**Appendix M**).
- g) PD for Teachers Outdoor/Health/Physical Education (**Appendix N**).
- h) PD for Teachers in Indigenous Education (**Appendix O**).
- i) PD for Teachers in Music (**Appendix P**).
- j) PD for Pathways Planning (**Appendix Q**).
- k) PD for Safe School(**Appendix R**).
- l) PD for 21<sup>st</sup> Century Learning (**Appendix S**).
- m) PD for Library Teachers and Technicians K-12 (**Appendix T**).

## **E. METRICS AND ACCOUNTABILITY**

1. The development of a new Common Professional Learning Feedback form will allow for the collection of data to determine impact of PD on teacher learning and student achievement (**APPENDIX U**)
2. This year a new School Learning Improvement Plan process has been implemented for all schools:
  - May / June: review school progress and begin goal setting process for 2018-2019
  - September: continue to review school data, determine an urgent critical learning need, set a SMART goal related to their urgent critical learning need and develop a Professional Learning Form
  - September: Regional PD for Secondary Schools to review data
  - October – January: professional learning occurs related to the school's urgent critical learning need and the professional learning need
  - January: Midpoint Check – all Principals will present to a team of reviewers information related to their school plans and progress to date. The reviewers will provide each Principal with feedback to inform next steps.

- February – June: professional learning occurs related to the school's urgent critical learning need and the professional learning need
  - June: End of Year Check – all Principals will present to a team of reviewers information related to their school plans and progress to date. The reviewers will provide each Principal with feedback to inform next steps and begin goal setting for next year.
3. This year a new School Improvement Learning Plan monitoring process will be implemented and supported by Central Superintendents, Associate Director and Director:
- September: Field Superintendents will engage in data analysis and goal setting process with school staff.
  - October: Field Superintendents will review all school plans. School plans will be posted on the school website.
  - October – January: Field Superintendents will participate in professional learning with each staff to ensure that sessions are addressing student needs and school goals
  - January: All academic senior staff, all principals, Coordinators and Ministry Student Achievement Officers will participate in the Midpoint Check by providing feedback to each principal related to their School Learning Improvement Plan, progress to date in addressing student learning needs and next steps
  - February: Principal Instructional Math Coach, Ministry Student Achievement Officers and Field Superintendents will meet with Principals to determine next steps
  - February – June: Field Superintendents will participate in professional learning with each staff to ensure that sessions are addressing student needs and school goals
  - June: All academic senior staff, all principals, coordinators and Ministry Student Achievement Officers will participate in the End of Year Check by providing feedback to each principal related to their School Learning Improvement Plan, progress to date in addressing student learning needs and next steps

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

## All Levels of Achievement over Time

### Reading: Grade 3 and Grade 6

GRADE 3	Reading				
	Below Level 1	Level 1	Level 2	Level 3	Level 4
2013 – 2014	1%	3%	23%	58%	12%
2014 – 2015	1%	3%	25%	56%	14%
2015 – 2016	NP	NP	NP	NP	NP
2016 – 2017	1%	2%	18%	57%	19%
2017 – 2018	<1%	2%	20%	57%	18%

GRADE 6	Reading				
	Below Level 1	Level 1	Level 2	Level 3	Level 4
2013 – 2014	<1%	3%	21%	64%	10%
2014 – 2015	<1%	2%	18%	67%	11%
2015 – 2016	NP	NP	NP	NP	NP
2016 – 2017	<1%	1%	17%	67%	13%
2017 – 2018	<1%	1%	18%	68%	11%

### Writing: Grade 3 and Grade 6

GRADE 3	Writing				
	Below Level 1	Level 1	Level 2	Level 3	Level 4
2013 – 2014	<1%	<1%	15%	73%	8%
2014 – 2015	<1%	1%	17%	72%	7%
2015 – 2016	NP	NP	NP	NP	NP
2016 – 2017	1%	1%	17%	74%	4%
2017 – 2018	1%	1%	20%	71%	4%

GRADE 6	Writing				
	Below Level 1	Level 1	Level 2	Level 3	Level 4
2013 – 2014	<1%	1%	16%	68%	13%
2014 – 2015	<1%	1%	17%	63%	17%
2015 – 2016	NP	NP	NP	NP	NP
2016 – 2017	<1%	1%	15%	63%	19%
2017 – 2018	<1%	1%	15%	59%	21%

**Mathematics: Grade 3 and Grade 6**

<b>GRADE 3</b>	<b>Mathematics</b>				
	<b>Below Level 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>2013 – 2014</b>	<1%	4%	27%	54%	12%
<b>2014 – 2015</b>	1%	4%	30%	51%	13%
<b>2015 – 2016</b>	NP	NP	NP	NP	NP
<b>2016 – 2017</b>	<1%	4%	30%	49%	14%
<b>2017 – 2018</b>	1%	6%	32%	47%	11%

<b>GRADE 6</b>	<b>Mathematics</b>				
	<b>Below Level 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>2013 – 2014</b>	<1%	13%	31%	42%	12%
<b>2014 – 2015</b>	<1%	15%	31%	37%	15%
<b>2015 – 2016</b>	NP	NP	NP	NP	NP
<b>2016 – 2017</b>	<1%	18%	31%	37%	12%
<b>2017 – 2018</b>	1%	20%	30%	35%	11%

Note: NP = “Non-participating” indicates did not participate.

## Mathematics: Grade 9 Applied and Academic

GRADE 9 Applied	Mathematics				
	Below Level 1	Level 1	Level 2	Level 3	Level 4
2013 – 2014	5%	14%	36%	37%	9%
2014 – 2015	4%	14%	36%	34%	10%
2015 – 2016	4%	14%	36%	36%	10%
2016 – 2017	3%	15%	35%	35%	12%
2017 – 2018	5%	15%	30%	37%	12%

GRADE 9 Academic	Mathematics				
	Below Level 1	Level 1	Level 2	Level 3	Level 4
2012 – 2013	<1%	4%	11%	73%	11%
2014 – 2015	<1%	5%	11%	71%	12%
2015 – 2016	<1%	5%	11%	75%	9%
2016 – 2017	<1%	5%	11%	72%	11%
2017 – 2018	<1%	5%	11%	71%	12%

## Ontario Secondary School Literacy Test (OSSLT)

### Fully participating first-time eligible students – Percent Successful

OSSLT	Academic English Course	Applied English Course
2013 – 2014	93%	52%
2014 – 2015	93%	51%
2015 – 2016	91%	48%
2016 – 2017	91%	43%
2017 – 2018	89%	37%



## Tracking a Cohort in the Board

### Reading Intersection by Level - Grade 3 (2014-2015) and Grade 6 (2017-2018)

Reading			Grade 6 in 2017–2018						
Number of Students in the Cohort = 5 103*			Level 4	Level 3	Level 2	Level 1	NE1	No Data	Exempt
Grade 3 in 2014–2015	Level 4	704	41%	58%	1%	0%	0%	1%	0%
	Level 3	2 868	10%	81%	7%	1%	0%	1%	<1%
	Level 2	1 236	<1%	59%	36%	3%	<1%	1%	<1%
	Level 1	143	0%	31%	59%	6%	2%	1%	2%
	NE1	29	0%	31%	52%	7%	3%	0%	7%
	No Data	21	5%	43%	33%	5%	0%	10%	5%
	Exempt	102	0%	18%	25%	5%	1%	1%	51%

#### Highlights - Grade 3 students in 2014-2015 at:

**Level 4:** 58% move to Level 3 in Grade 6

**Level 3:** 10% moved to Level 4, 7% moved to Level 2 in Grade 6

**Level 2:** 59% moved to Level 3 in Grade 6

**Level 1:** 31% moved to Level 3, 59% to Level 2 in Grade 6

### Writing Intersection by Level - Grade 3 (2014-2015) and Grade 6 (2017-2018)

Writing			Grade 6 in 2017–2018						
Number of Students in the Cohort = 5 103*			Level 4	Level 3	Level 2	Level 1	NE1	No Data	Exempt
Grade 3 in 2014–2015	Level 4	359	69%	29%	1%	0%	0%	1%	0%
	Level 3	3 702	24%	66%	9%	1%	<1%	1%	<1%
	Level 2	862	3%	57%	35%	3%	1%	<1%	1%
	Level 1	42	0%	52%	40%	2%	0%	2%	2%
	NE1	15	0%	27%	53%	7%	7%	0%	7%
	No Data	26	8%	50%	19%	4%	8%	8%	4%
	Exempt	97	0%	18%	24%	4%	0%	2%	53%

#### Highlights - Grade 3 students in 2014-2015 at:

**Level 4:** 29% moved to Level 3 in Grade 6

**Level 3:** 24% moved to Level 4, 9% to Level 2 in Grade 6

**Level 2:** 57% moved to Level 3 in Grade 6

**Level 1:** 52% moved to Level 3, 40% moved to Level 2 in Grade 6

## Mathematics Intersection by Level - Grade 3 (2014-2015) and Grade 6 (2017-2018)

Mathematics			Grade 6 in 2017–2018						
Number of Students in the Cohort = 5 291*			Level 4	Level 3	Level 2	Level 1	NE1	No Data	Exempt
Grade 3 in 2014–2015	Level 4	669	47%	45%	6%	1%	0%	1%	<1%
	Level 3	2 722	12%	50%	30%	7%	<1%	<1%	<1%
	Level 2	1 562	1%	16%	43%	38%	1%	1%	<1%
	Level 1	195	0%	5%	22%	67%	4%	1%	2%
	NE1	23	0%	4%	4%	74%	13%	4%	0%
	No Data	24	12%	12%	25%	38%	0%	8%	4%
	Exempt	96	1%	3%	10%	28%	1%	1%	55%

### Highlights - Grade 3 students in 2014-2015 at:

**Level 4:** 45% moved to Level 3; 6% moved to Level 2 in Grade 6

**Level 3:** 30% moved to Level 2; 12% moved to Level 4 in Grade 6

**Level 2:** 38% moved to Level 1; 16% moved to Level 3 in Grade 6

**Level 1:** 22% moved to Level 2; 5% moved to Level 3 in Grade 6

## Intersection by Level - Grade 6 (2014-2015) and Grade 9 (2017-2018)

Applied Course			Grade 9 in 2017–2018					
Number of Students in the Cohort = 1 175*			Level 4	Level 3	Level 2	Level 1	Below Level 1	No Data
Grade 6 in 2014–2015	Level 4	10	40%	60%	0%	0%	0%	0%
	Level 3	145	32%	46%	17%	2%	2%	1%
	Level 2	552	13%	47%	29%	9%	1%	1%
	Level 1	449	3%	25%	35%	27%	8%	2%
	NE1	4	0%	0%	75%	25%	0%	0%
	No Data	9	11%	44%	33%	0%	11%	0%
	Exempt	6	0%	33%	17%	33%	17%	0%

### Applied Mathematics

### Highlights - Grade 6 students in 2014-2015 at:

**Level 3:** 32% moved to Level 4; 17% moved to Level 2 in Grade 9

**Level 2:** 47% moved to Level 3; 13% moved to Level 4; 9% moved to Level 1 in Grade 9

**Level 1:** 35% moved to Level 2; 25% moved to Level 3; 3% moved to Level 4; 8% moved Below Level 1 in Grade 9

## Academic Mathematics

Academic Course			Grade 9 in 2017–2018					
Number of Students in the Cohort = 3 376*			Level 4	Level 3	Level 2	Level 1	Below Level 1	No Data
Grade 6 in 2014–2015	Level 4	677	36%	61%	3%	0%	0%	<1%
	Level 3	1 637	9%	82%	7%	2%	<1%	<1%
	Level 2	943	1%	64%	24%	9%	1%	<1%
	Level 1	105	0%	38%	29%	32%	1%	0%
	NE1	0	0%	0%	0%	0%	0%	0%
	No Data	10	20%	60%	10%	10%	0%	0%
	Exempt	4	0%	75%	25%	0%	0%	0%

## Academic Mathematics

### Highlights - Grade 6 students in 2014-2015 at:

**Level 3:** 9% moved to Level 4 in Grade 9

**Level 2:** 64% moved to Level 3; 9% moved to Level 1 in Grade 9

**Level 1:** 29% moved to Level 2; 38% moved to Level 3 in Grade 9

### Intersection by Outcome - Grade 6 (2014-2015) and OSSLT (2017-2018)

Reading			OSSLT			
Number of Students in the Cohort = 5 455*			Successful	Not Successful	Absent	Deferred
Grade 6	Level 4	591	98%	1%	<1%	1%
	Level 3	3 525	86%	10%	1%	3%
	Level 2	1 122	37%	48%	1%	14%
	Level 1	147	9%	52%	1%	38%
	NE1	6	17%	33%	17%	33%
	No Data	21	67%	24%	0%	10%
	Exempt	43	7%	28%	0%	65%

## Reading

### Highlights - Grade 6 students in 2014-2015 at:

**Level 4:** 98% were successful in Grade 10 OSSLT

**Level 3:** 86% were successful; 10% were not successful in Grade 10 OSSLT

**Level 2:** 37% were successful; 48% were not successful in Grade 10 OSSLT

**Level 1:** 9% were successful; 52% were not successful in Grade 10 OSSLT

Writing			OSSLT			
Number of Students in the Cohort = 5 455*			Successful	Not Successful	Absent	Deferred
Grade 6	Level 4	743	97%	1%	<1%	1%
	Level 3	3 719	81%	15%	1%	4%
	Level 2	879	35%	47%	1%	17%
	Level 1	37	30%	35%	0%	35%
	NE1	12	42%	17%	0%	42%
	No Data	23	61%	22%	4%	13%
	Exempt	42	7%	29%	0%	64%

## Writing

### Highlights - Grade 6 students in 2014-2015 at:

**Level 4:** 97% were successful in Grade 10 OSSLT

**Level 3:** 81% were successful; 15% were not successful in Grade 10 OSSLT

**Level 2:** 35% were successful; 35% were not successful in Grade 10 OSSLT

**Level 1:** 30% were successful; 35% were not successful in Grade 10 OSSLT

# 18/19 PROFESSIONAL LEARNING FORM TEMPLATE

School Name:
Principal Name:
Vice Principal(s):
Superintendent Name:
<b>DATA REVIEW</b>
<p><b>A. CONSIDER ALL DATA</b>          With your School Improvement Team review feedback from June IGNITE presentation and all achievement data.          NOTE: Field Superintendents will be notifying schools with whom they would like to be present when discussing these steps.</p>
<p><b>B. DATA RELEVANT TO NEEDS</b>          After reviewing all of your school student achievement data, ONLY list the data that points to areas of focus for learning needs for students in the boxes below:</p>

Student Achievement Data: (EQAO, CAT4, pass rates, credit accumulation, attendance, etc.)	Perceptual Data: (Survey data, School Climate, etc.)	Demographic Data: (N tiles, etc)	Program Data: (Empower, 5 <sup>th</sup> Block, Taking Stock, SSI, etc.)	Other: (SSLN, EDI, etc.)

DIGGING DEEPER	Professional Learning Planning to support and help achieve the UCLN and Smart goal
<b>C. EQUITY OF OUTCOMES - CHALLENGES</b> What challenges do you face to ensure equity of outcomes for all students (refer to your demographic data, cultural makeup of school, languages spoken, wellness concerns, etc)	<b>J. CULTURALLY RELEVANT AND RESPONSIVE TEACHING AND LEARNING</b> What will you do in order to address the culturally relevant pedagogy needs of your community, outlined in C. and D. above? List strategies
<b>D. EQUITY OF OUTCOMES - LEARNING NEEDS</b> Consider your responses in A-C above; explain what this data tells you about your student's learning needs ie (Our students struggle with .... we know this because (be specific)...)	
<b>E. EQUITY OF OUTCOMES - GAP ANALYSIS</b> List any notable achievement gaps (ie students with IEP not performing as well as students with no IEP ... give examples that show the gap scores IEP 42%, non-IEP 75%). Other examples of gaps include ELL students compared to non-ELL, gender gaps, credit accumulation rates, etc.	
<b>F. FOCUS GROUPS</b> <ul style="list-style-type: none"> <li>Identify groups of students you will monitor – “we will focus on moving students who....” Eg (scoring 2.5-2.9, scoring 2.0-2.9, ELL, IEP, boys, students in poverty, poor attendance....)</li> <li>Identify how many students are in this focus group.</li> </ul> <p>Keep in mind: what's necessary for some is good for all            Keep in mind: that focus groups should not be too narrow (eg. There are 20 students in grade 6 and only 1 student is between 2.5 and 2.9, thus Students achieving between 2.5 and 2.9 would be too narrow of a focus)            Keep in mind: that focus groups do not name individuals</p>	
<b>G. URGENT CRITICAL LEARNING NEED</b> Using no more than 140 characters – based on info in A-G above – list your school's <u>greatest</u> urgent critical student learning need. Please be as specific as possible.	<b>K. NECESSARY CHANGES TO BE ADDRESSED THROUGH PD</b> Based on G. and H. above: What needs to change in order for you to meet your goal

**H. SMART GOAL**

Write a SMART goal to address your school's UCLN --- we will move the focus group from 52% to 72%....

Keep in mind: goal should not be too narrow (eg. There are 20 students in grade 6 and your goal is to move 2% of the students, yet 1 student moving from 2.5 to above 3 would result in a 5% increase to the score. Not only is a 2% increase not representative of your community - it means you are effectively only working to move 1 student, not a group)

Keep in mind: Specific, Measurable, Attainable, Relevant, Timely

<https://www.smartsheet.com/blog/essential-guide-writing-smart-goals>

and address the UCLN? What needs to be done differently in the classroom?

Eg. more emphasis on assessment for learning in the classroom

## REQUIRED PROFESSIONAL LEARNING

**L. STAFF PD CRITICAL NEED**

Using your responses to J. and K., Think of this as the Urgent Critical Learning Need for Staff in order to achieve the Urgent Critical Learning Need for Students.

What professional learning is required in order to support G. and H. above— be specific, list classroom, instructional and assessment strategies...

Eg. a day of PD focused on assessment strategies within a professional learning cycle for all teachers

References:

Learning for All, Ontario Ministry of Education <https://goo.gl/6rQmzl>

High Yield Strategies, Ontario Ministry of Education <https://goo.gl/cDHnB8>

Marzano's High Yield Strategies, Inflexion <https://goo.gl/26SsSb>

**M. PROFESSIONAL DEVELOPMENT PLAN FOR USE OF YOUR ASSIGNED CODE DAYS**

What is your PD plan? When will you do PD? What PD will you do? Who will support your PD? What other professional learning is occurring outside of CODE days?

Eg. On Nov 4, staff will begin a professional learning cycle focused on assessment addressing UCLN, with support from central staff

**Monitoring Professional Learning and Student Achievement****N. MONITORING STUDENT PROGRESS AND PROFESSIONAL DEVELOPMENT**

How will you monitor student learning and achievement?

How will you monitor the effectiveness of professional learning?

What will you monitored?

How often will you monitoring?

Who will you monitor?

Professional Learning Cycles: <https://goo.gl/aJ57nz>

**O. HOW WILL YOU KNOW? ARTEFACT COLLECTION**

What evidence will you collect to show progress in Student Achievement?

What evidence will you collect to show that PD is effective / aligned with goals?



Appendix D																																					
		<u>RMS - FEW INTENSIVE SUPPORT</u> 614300 fnd rsv #1 \$ 60,500.00 CODE 92	<u>RMS - SOME INCREASED SUPPORT</u> 614300 fnd rsv #2 \$59,200 CODE 92	<u>RMS - SUPPORTS FOR ALL</u> 614300 fnd rsv #3 \$198,400 CODE 92	<u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 \$116,280 (38 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October			November			December			January			February			March			April			May			June			Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	by Sch	by Supt
F. Cifelli	Father Serra Catholic School			9	6	12	27	6,885			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	6,885.00	101,235.00
F. Cifelli	Holy Child Catholic School		11		6		17	4,335			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,335.00	
F. Cifelli	Josyf Cardinal Slipyj Elementary School			10	6		16	4,080			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,080.00	
F. Cifelli	Mother Cabrini Catholic School			3	6		9	2,295			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,295.00	
F. Cifelli	Msgr. John Corrigan Catholic School			4	6	12	22	5,610			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	5,610.00	
F. Cifelli	Nativity of Our Lord Catholic School			7	6		13	3,315			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,315.00	
F. Cifelli	St. Andrew Catholic School	49			6		55	14,025			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	14,025.00	
F. Cifelli	St. Angela Catholic School	21			6		27	6,885			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	6,885.00	
F. Cifelli	St. Benedict Catholic School			11	6		17	4,335			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,335.00	
F. Cifelli	St. Dorothy Catholic School	25			6		31	7,905			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	7,905.00	
F. Cifelli	St. Eugene Catholic School		0		6		6	1,530			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	1,530.00	
F. Cifelli	St. Gregory Catholic School			12	6		18	4,590			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,590.00	
F. Cifelli	St. John Vianney Catholic School			6	6		12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.00	
F. Cifelli	St. Jude Catholic School			13	6		19	4,845			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,845.00	
F. Cifelli	St. Marcellus Catholic School		0		6		6	1,530			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	1,530.00	
F. Cifelli	St. Maurice Catholic School		10		6	12	28	7,140			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	7,140.00	
F. Cifelli	St. Roch Catholic School		12		6		18	4,590			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,590.00	
F. Cifelli	St. Stephen Catholic School		14		6		20	5,100			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	5,100.00	
F. Cifelli	Transfiguration Catholic School			7	6	12	25	6,375			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	6,375.00	
F. Cifelli	Venerable John Merlini Catholic School			5	6		11	2,805			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,805.00	
TOTAL		95	47	87	120	48	397	101,235	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	0.0	0.0	0.00	101,235.00	101,235.00

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P. Keyes	All Saints Catholic School			15	6	12	33	8,415			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	8,415.00	108,120.0
P. Keyes	Blessed Archbishop Romero					12	12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.00	
P. Keyes	Holy Angels Catholic School			9	6		15	3,825			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,825.00	
P. Keyes	Immaculate Conception Catholic School		17		6		23	5,865			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	5,865.00	
P. Keyes	Our Lady of Peace Catholic School			11	6		17	4,335			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,335.00	
P. Keyes	Our Lady of Sorrows Catholic School			13	6		19	4,845			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,845.00	
P. Keyes	Our Lady of Victory Catholic School		0		6	12	18	4,590			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,590.00	
P. Keyes	Santa Maria Catholic School	16			6	12	34	8,670			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	8,670.00	
P. Keyes	St. Ambrose Catholic School			6	6		12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.00	
P. Keyes	St. Bernard Catholic School	24			6	12	42	10,710			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	10,710.00	
P. Keyes	St. Clement Catholic School			8	6		14	3,570			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,570.00	
P. Keyes	St. Demetrius Catholic School			4	6		10	2,550			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,550.00	
P. Keyes	St. Elizabeth Catholic School			4	6		10	2,550			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,550.00	
P. Keyes	St. Fidelis Catholic School			10	6		16	4,080			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,080.00	
P. Keyes	St. Francis Xavier Catholic School		18		6		24	6,120			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	6,120.00	
P. Keyes	St. John the Evangelist Catholic School			7	6		13	3,315			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,315.00	
P. Keyes	St. Josaphat Catholic School			3	6	12	21	5,355			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	5,355.00	
P. Keyes	St. Leo Catholic School			6	6		12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.00	
P. Keyes	St. Louis Catholic School			3	6		9	2,295			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,295.00	
P. Keyes	St. Mark Catholic School			4	6		10	2,550			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,550.00	
P. Keyes	St. Matthew Catholic School	39			6		45	11,475			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	11,475.00	
P. Keyes	The Holy Trinity			9	6		15	3,825			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,825.00	
TOTAL		79	35	112	126	72	424	108,120	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	108,120.0	108,120.0

		<div>RMS - FEW INTENSIVE SUPPORT 614300 fnd rsv #1 \$ 60,500.00 CODE 92</div>	<div>RMS - SOME INCREASED SUPPORT 614300 fnd rsv #2 \$59,200 CODE 92</div>	<div>RMS - SUPPORTS FOR ALL 614300 fnd rsv #3 \$198,400 CODE 92</div>	<div>SLIP VISITS 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92</div>	<div>DISTRICT REVIEW SEF 721124 \$116,280 (38 SCHOOLS) 12 DAYS PER SCHOOL CODE 92</div>	TOTAL		October			November			December			January			February			March			April			May			June			Amount Remaining	
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M. Caccamo	Blessed Margherita of Citta' di Castello			5	6		11	2,805			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,805.0	96,390.0			
M. Caccamo	Blessed Sacrament Catholic School			9	6	12	27	6,885			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	6,885.0				
M. Caccamo	Dante Alighieri					12	12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.0				
M. Caccamo	Our Lady of the Assumption		12		6	12	30	7,650			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	7,650.0				
M. Caccamo	Regina Mundi Catholic School			6	6	12	24	6,120			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	6,120.0				
M. Caccamo	St. Andre Catholic School	41			6		47	11,985			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	11,985.0				
M. Caccamo	St. Augustine Catholic School		17		6		23	5,865			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	5,865.0				
M. Caccamo	St. Charles Catholic School			5	6		11	2,805			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,805.0				
M. Caccamo	St. Charles Garnier Catholic School	16			6		22	5,610			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	5,610.0				
M. Caccamo	St. Conrad Catholic School			10	6		16	4,080			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,080.0				
M. Caccamo	St. Francis de Sales Catholic School		0		6		6	1,530			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	1,530.0				
M. Caccamo	St. Jane Frances Catholic School		23		6		29	7,395			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	7,395.0				
M. Caccamo	St. Jerome Catholic School			9	6		15	3,825			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,825.0				
M. Caccamo	St. Margaret Catholic School			11	6		17	4,335			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,335.0				
M. Caccamo	St. Martha Catholic School		8		6		14	3,570			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,570.0				
M. Caccamo	St. Norbert Catholic School			6	6		12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.0				
M. Caccamo	St. Raphael Catholic School			8	6		14	3,570			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,570.0				
M. Caccamo	St. Robert Catholic School			10	6		16	4,080			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,080.0				
M. Caccamo	St. Simon Catholic School			8	6		14	3,570			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,570.0				
M. Caccamo	St. Wilfrid Catholic School		0		6		6	1,530			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	1,530.0				
M. Caccamo	Sts. Cosmas and Damian Catholic School			6	6		12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.0				
TOTAL		57	60	93	120	48	378	96,390	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	96,390.0	96,390.0			

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		<u>RMS - FEW</u> <u>INTENSIVE</u> <u>SUPPORT</u> 614300 fnd rsv #1 \$ 60,500.00 CODE 92	<u>RMS - SOME</u> <u>INCREASED</u> <u>SUPPORT</u> 614300 fnd rsv #2 \$59,200 CODE 92	<u>RMS -</u> <u>SUPPORTS</u> <u>FOR ALL</u> 614300 fnd rsv #3 \$198,400 CODE 92	<u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92	<u>DISTRICT</u> <u>REVIEW</u> SEF 721124 \$116,280 (38 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October			November			December			January			February			March			April			May			June			Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	by Sch	by Supt
P. Aguiar	Annunciation			6	6		12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.0	76,245.0
P. Aguiar	Blessed Trinity Catholic School			3	6		9	2,295			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,295.0	
P. Aguiar	Epiphany of Our Lord Catholic Academy			3	6		9	2,295			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,295.0	
P. Aguiar	Loretto Abbey					12	12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.0	
P. Aguiar	Our Lady of Guadalupe Catholic School			3	6		9	2,295			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,295.0	
P. Aguiar	Our Lady of Wisdom Catholic School			6	6		12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.0	
P. Aguiar	Precious Blood Catholic School			8	6		14	3,570			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,570.0	
P. Aguiar	St. Agnes Catholic School			5	6		11	2,805			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,805.0	
P. Aguiar	St. Antoine Daniel Catholic School			7	6	12	25	6,375			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	6,375.0	
P. Aguiar	St. Bonaventure Catholic School			10	6	12	28	7,140			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	7,140.0	
P. Aguiar	St. Cyril Catholic School			6	6		12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.0	
P. Aguiar	St. Edward Catholic School			8	6	12	26	6,630			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	6,630.0	
P. Aguiar	St. Gabriel Catholic School		9		6		15	3,825			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,825.0	
P. Aguiar	St. Gerald Catholic School			5	6		11	2,805			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,805.0	
P. Aguiar	St. Henry Catholic School			4	6		10	2,550			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,550.0	
P. Aguiar	St. Isaac Jogues Catholic School			6	6		12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.0	
P. Aguiar	St. Kateri Tekakwitha Catholic School			4	6		10	2,550			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,550.0	
P. Aguiar	St. Kevin Catholic School		0		6		6	1,530			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	1,530.0	
P. Aguiar	St. Matthias Catholic School			5	6		11	2,805			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,805.0	
P. Aguiar	St. Monica Catholic School			5	6		11	2,805			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,805.0	
P. Aguiar	St. Paschal Baylon Catholic School			12	6		18	4,590			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,590.0	
P. Aguiar	St. Timothy Catholic School			10	6		16	4,080			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,080.0	
TOTAL		0	9	116	126	48	299	76,245	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	76,245.0	76,245.0

Appendix D																																					
		<u>RMS - FEW INTENSIVE SUPPORT</u> 614300 fnd rsv #1 \$ 60,500.00 CODE 92	<u>RMS - SOME INCREASED SUPPORT</u> 614300 fnd rsv #2 \$59,200 CODE 92	<u>RMS - SUPPORTS FOR ALL</u> 614300 fnd rsv #3 \$198,400 CODE 92	<u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92	<u>DISTRICT REVIEW</u> SEF 721124 \$116,280 (38 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October			November			December			January			February			March			April			May			June			Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	by Sch	by Supt
J. Wujek	Blessed Pope Paul VI Catholic School		10		6		16	4,080			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,080.0	80,835.0
J. Wujek	D'Arcy McGee Catholic School		5		6		11	2,805			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,805.0	
J. Wujek	Holy Family Catholic School			4	6		10	2,550			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,550.0	
J. Wujek	James Culnan Catholic School			9	6		15	3,825			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,825.0	
J. Wujek	St. Alphonsus Catholic School			4	6		10	2,550			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,550.0	
J. Wujek	St. Anthony Catholic School			6	6		12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.0	
J. Wujek	St. Bruno Catholic School			3	6		9	2,295			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,295.0	
J. Wujek	St. Cecilia Catholic School			11	6		17	4,335			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,335.0	
J. Wujek	St. Clare Catholic School			7	6		13	3,315			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,315.0	
J. Wujek	St. Helen Catholic School			7	6	12	25	6,375			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	6,375.0	
J. Wujek	St. James Catholic School	6			6		12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.0	
J. Wujek	St. John Bosco Catholic School			5	6		11	2,805			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,805.0	
J. Wujek	St. Luigi Catholic School		4		6	12	22	5,610			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	5,610.0	
J. Wujek	St. Mary of the Angels Catholic School			4	6		10	2,550			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,550.0	
J. Wujek	St. Nicholas of Bari Catholic School		0		6		6	1,530			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	1,530.0	
J. Wujek	St. Pius X Catholic School			9	6	12	27	6,885			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	6,885.0	
J. Wujek	St. Rita Catholic School		3		6		9	2,295			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,295.0	
J. Wujek	St. Sebastian Catholic School			4	6		10	2,550			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,550.0	
J. Wujek	St. Thomas Aquinas Catholic School		18		6	12	36	9,180			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	9,180.0	
J. Wujek	St. Vincent de Paul Catholic School			6	6		12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.0	
J. Wujek	Stella Maris Catholic School			6	6	12	24	6,120			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	6,120.0	
TOTAL		6	40	85	126	60	317	80,835	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	80,835.0	80,835.0

Appendix D																																					
		<div>RMS - <u>FEW</u> INTENSIVE SUPPORT 614300 fnd rsv #1 \$ 60,500.00 CODE 92</div>	<div>RMS - <u>SOME</u> INCREASED SUPPORT 614300 fnd rsv #2 \$59,200 CODE 92</div>	<div>RMS - SUPPORTS FOR ALL 614300 fnd rsv #3 \$198,400 CODE 92</div>	<div><u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92</div>	<div><u>DISTRICT REVIEW</u> SEF 721124 \$116,280 (38 SCHOOLS) 12 DAYS PER SCHOOL CODE 92</div>	TOTAL		October			November			December			January			February			March			April			May			June			Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	by Sch	by Supt
J. Shanahan	Canadian Martyrs Catholic School			6	6		12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.0	71,910.0
J. Shanahan	Holy Cross Catholic School			6	6		12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.0	
J. Shanahan	Holy Name Catholic School			5	6	12	23	5,865			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	5,865.0	
J. Shanahan	Holy Rosary Catholic School			5	6		11	2,805			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,805.0	
J. Shanahan	Our Lady of Lourdes Catholic School			10	6		16	4,080			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,080.0	
J. Shanahan	Our Lady of Perpetual Help School			6	6		12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.0	
J. Shanahan	POPE FRANCIS St. Luke Catholic School			4	6	12	22	5,610			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	5,610.0	
J. Shanahan	St. Anselm Catholic School			6	6	12	24	6,120			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	6,120.0	
J. Shanahan	St. Brigid Catholic School			11	6		17	4,335			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,335.0	
J. Shanahan	St. Catherine Catholic School			3	6		9	2,295			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,295.0	
J. Shanahan	St. Denis Catholic School			5	6		11	2,805			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,805.0	
J. Shanahan	St. Francis of Assisi Catholic School		5		6		11	2,805			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,805.0	
J. Shanahan	St. John Catholic School			7	6		13	3,315			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,315.0	
J. Shanahan	St. John XXIII Catholic School		7		6		13	3,315			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,315.0	
J. Shanahan	St. Joseph Catholic School		7		6	12	25	6,375			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	6,375.0	
J. Shanahan	St. Mary Catholic School			6	6		12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.0	
J. Shanahan	St. Michael Catholic School			3	6		9	2,295			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,295.0	
J. Shanahan	St. Michael's Choir (Jr) School			3	6	12	21	5,355			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	5,355.0	
J. Shanahan	St. Paul Catholic School			3	6		9	2,295			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,295.0	
TOTAL		0	19	89	114	60	282	71,910	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	71,910.0	71,910.0	

		<u>RMS - FEW</u> <u>INTENSIVE</u> <u>SUPPORT</u> 614300 fnd rsv #1 \$ 60,500.00 CODE 92	<u>RMS - SOME</u> <u>INCREASED</u> <u>SUPPORT</u> 614300 fnd rsv #2 \$59,200 CODE 92	<u>RMS -</u> <u>SUPPORTS</u> <u>FOR ALL</u> 614300 fnd rsv #3 \$198,400 CODE 92	<u>SLIP VISITS</u> 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92	<u>DISTRICT</u> <u>REVIEW</u> SEF 721124 \$116,280 (38 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October			November			December			January			February			March			April			May			June			Appendix D  Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	by Sch	by Supt
K. Malcolm	Blessed Pier Giorgio Frassati			6	6		12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.0	69,360.0
K. Malcolm	Francis Libermann						0	0			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	0.0	
K. Malcolm	Holy Spirit Catholic School			7	6	12	25	6,375			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	6,375.0	
K. Malcolm	Jean Vanier					12	12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.0	
K. Malcolm	Our Lady of Grace Catholic School			4	6		10	2,550			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,550.0	
K. Malcolm	Prince of Peace Catholic School			5	6		11	2,805			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,805.0	
K. Malcolm	Sacred Heart Catholic School			4	6		10	2,550			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,550.0	
K. Malcolm	St. Aidan Catholic School			5	6		11	2,805			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,805.0	
K. Malcolm	St. Albert Catholic School			7	6		13	3,315			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,315.0	
K. Malcolm	St. Barnabas Catholic School			5	6		11	2,805			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,805.0	
K. Malcolm	St. Bartholomew Catholic School			3	6		9	2,295			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,295.0	
K. Malcolm	St. Bede Catholic School			3	6		9	2,295			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,295.0	
K. Malcolm	St. Elizabeth Seton Catholic School		4		6	12	22	5,610			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	5,610.0	
K. Malcolm	St. Florence Catholic School			3	6		9	2,295			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,295.0	
K. Malcolm	St. Gabriel Lalemant Catholic School			3	6		9	2,295			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,295.0	
K. Malcolm	St. Ignatius of Loyola Catholic School			3	6		9	2,295			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,295.0	
K. Malcolm	St. Lawrence Catholic School			7	6	12	25	6,375			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	6,375.0	
K. Malcolm	St. Marguerite Bourgeoys			3	6		9	2,295			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,295.0	
K. Malcolm	St. Nicholas Catholic School		0		6		6	1,530			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	1,530.0	
K. Malcolm	St. Rene Goupil Catholic School			3	6	12	21	5,355			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	5,355.0	
K. Malcolm	St. Sylvester Catholic School			3	6		9	2,295			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,295.0	
K. Malcolm	St. Victor Catholic School			5	6		11	2,805			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,805.0	
K. Malcolm	The Divine Infant Catholic School			3	6		9	2,295			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,295.0	
TOTAL		0	4	82	126	60	272	69,360	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	69,360.0	69,360.0

		<div>RMS - FEW INTENSIVE SUPPORT 614300 fnd rsv #1 \$ 60,500.00 CODE 92</div>	<div>RMS - SOME INCREASED SUPPORT 614300 fnd rsv #2 \$59,200 CODE 92</div>	<div>RMS - SUPPORTS FOR ALL 614300 fnd rsv #3 \$198,400 CODE 92</div>	<div>SLIP VISITS 3 DAYS SS \$126,000 3 DAYS SEF \$126,000 CODE 92</div>	<div>DISTRICT REVIEW SEF 721124 \$116,280 (38 SCHOOLS) 12 DAYS PER SCHOOL CODE 92</div>	TOTAL		October			November			December			January			February			March			April			May			June			Amount Remaining	
Superintendent	School	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	# of Release Days	Amount	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	Teacher	ECE	Total Cost	by Sch	by Supt			
S. Campbell	Cardinal Leger Catholic School			6	6		12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.0	81,090.0			
S. Campbell	Immaculate Heart of Mary School			3	6	12	21	5,355			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	5,355.0				
S. Campbell	Our Lady of Fatima Catholic School			13	6		19	4,845			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,845.0				
S. Campbell	St. Agatha Catholic School			8	6		14	3,570			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,570.0				
S. Campbell	St. Barbara Catholic School		10		6		16	4,080			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	4,080.0				
S. Campbell	St. Boniface Catholic School			5	6		11	2,805			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,805.0				
S. Campbell	St. Brendan Catholic School			9	6		15	3,825			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,825.0				
S. Campbell	St. Columba Catholic School		0		6		6	1,530			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	1,530.0				
S. Campbell	St. Dominic Savio Catholic School			4	6		10	2,550			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,550.0				
S. Campbell	St. Dunstan Catholic School			4	6		10	2,550			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,550.0				
S. Campbell	St. Edmund Campion Catholic School			4	6		10	2,550			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,550.0				
S. Campbell	St. Jean de Brebeuf Catholic School			3	6	12	21	5,355			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	5,355.0				
S. Campbell	St. Joachim Catholic School			5	6	12	23	5,865			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	5,865.0				
S. Campbell	St. John Paul II					12	12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.0				
S. Campbell	St. Malachy Catholic School			5	6		11	2,805			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,805.0				
S. Campbell	St. Maria Goretti Catholic School			16	6	12	34	8,670			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	8,670.0				
S. Campbell	St. Martin de Porres Catholic School			6	6		12	3,060			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,060.0				
S. Campbell	St. Richard Catholic School			7	6		13	3,315			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,315.0				
S. Campbell	St. Rose of Lima Catholic School			8	6		14	3,570			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,570.0				
S. Campbell	St. Theresa Shrine Catholic School			3	6		9	2,295			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,295.0				
S. Campbell	St. Thomas More Catholic School			5	6		11	2,805			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	2,805.0				
S. Campbell	St. Ursula Catholic School		8		6		14	3,570			0.00			0.00			0.00			0.00			0.00			0.00			0.00			0.00	3,570.0				
TOTAL		0	18	114	126	60	318	81,090	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	81,090.0	81,090.0			
COMPLETE TOTAL		237	232	778	984	456	2,687	685,185	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	685,185	685,185			





# K-12 CODE 92 Professional Learning Reconciliation Form (PLRF) 2018-2019

SCHOOL NAME		Sup. Area	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> Monsignor Fraser Principal Name:
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Please send the completed copy to your Area Superintendent AND if math related your math resource teacher, well in advance of using any Code Days.

Code Days will only be granted once a plan is approved by the Area Superintendent.

WHEN SAVING THIS FORM TO SEND TO SUP, PLEASE USE FOLLOWING NAMING CONVENTION:

DATE (in format YYMMDD) PLRF School Name (no punctuation) EXAMPLE: 181024 PLFR St

John the Evangelist

*The Ministry of Education requires a report back on funds allocated to schools for professional learning activities. This form is a monitoring tool that central staff will use for describing the evidence of learning in our schools. Please complete the form to describe the professional learning you provided to your staff to address your student learning needs.*

## Professional Learning (PL) Session Date:

Name of teachers participating in the PD session	Grade for each teacher Or specify DECE	Code to be used (1/2 day or full)	Comment
2 Teacher Code 92 days = 3 DECE Code days			
1.			
2.			
3.			
4.			
5.			
6.			

## PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Urgent Critical Learning Need	
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SMART Goal	
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Focus of this particular PL session for staff (attach agenda)	
How will the PL provided support your school's urgent critical learning need?	
Who else will support this day? (ie. Math Facilitator, Resource Teacher, etc)	
Next steps	

**CC: Area Superintendent AND Math Resource Teacher (Area 1&2 – Lucas Vetta, Area 3&4 – Margaret Quinn, Area 5&6 – Bart Vanslack, Area 7&8 – Earl Totten)**

## 2018-2019 TCDSB PROFESSIONAL LEARNING PLAN

**Department: Numeracy K-8**

BLIP Goal(s)	Central Department Initiative	Details and Timeline	G Grades	S # of schools	T # of teachers	D # of Days	Monitoring
<b>Achieving excellence:</b>  Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously and will be recognized as among the best in the world.	MathUP School	MathUP School supports principals in:  Leading measurable and sustainable whole-school improvement in mathematics Gathering, analyzing, and quantifying data to promote whole-school professional learning Using a step-by-step process based on evidence and insights drawn from their own students' learning	K-8	16	231	694 (231 x 3 days)	Data Collection: <ul style="list-style-type: none"> <li>• Exit Cards</li> <li>• Online Surveys for Teachers</li> <li>• Online Surveys for Students</li> <li>• Structured discussions with Service Providers</li> </ul>
	What to Look For	Working in Hubs (four schools per hub and region) grade 1 and 2 teachers will participate in a Collaborative Inquiry around the Alex Lawson research on early numeracy development. Four sessions in total. During these sessions teachers will focus on understanding fundamental math concepts, including how numbers behave in operations.	1-2	16	2	128 (16 x 2 x 4 days)	

	JUMP	Developed and implemented by JUMP facilitators Grade 3 and 6 teachers will engage in an inquiry of the fundamentals of math and how to integrate these strategies using JUMP. Six half day sessions	3 & 6	14	70	210 (70 x 3 days)	
	Gr 3/6 PD	Grade 3 and 6 teachers focus on the fundamentals of math - Additive and Multiplicative Thinking. Also identify how to use school base resources to assist in improving student achievement in numeracy. Resources to be discussed:  Mathology PRIME What to Look For JUMP Fundamentals Leaps and Bounds	3 & 6	138	1	276 (138 x 1 x 2 days)	

(Sept) Total Projected Number of Code Days to be Used: 1308	(June) Final Total of Code Days Used:
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## 2018-2019 TCDSB PROFESSIONAL LEARNING PLAN

**Department: LITERACY K-8**

Based on trends identified in EQAO scores in Reading and Writing, we will focus on reasoning skills for inferring and making connections. Our work will be grounded in assessment for and as learning to inform targeted instruction in small groups. As a team, we will use targeted, small group instruction to improve student achievement in identified areas of need through intentionally building capacity of effective teacher practice in literacy.

BLIP Goal(s)	Central Department Initiative	Details and Timeline	G Grades	S # of schools	T # of teachers	D # of Days	Monitoring
<b>Curriculum Teaching and Learning: A Focus on Assessment</b>	<b>In School Support</b>	<ul style="list-style-type: none"> <li>Support schools in reviewing data, identifying literacy gaps</li> <li>Developing literacy strategies in response to those gaps</li> <li>Meet with local school improvement teams (SIT) to assess literacy needs to support: Reading, Writing, Communication and Media Literacy Skills</li> <li>Work with teams to create meaningful assessment that drives instruction (Whole class Instruction and Small Group Instruction)</li> <li>Work with Kindergarten Educators to create strategies for developing literacy behaviours through play</li> </ul> <p><b>Timeline:</b> Ongoing to Spring 2019</p>	K - 6	N/A	N/A	N/A	Data Collection:  Exit Cards  Online Surveys for Teachers
<b>Curriculum Teaching and Learning: A Focus on Assessment</b>	<b>Primary Literacy Support</b>	<ul style="list-style-type: none"> <li>Support Primary teachers in selected schools that do not have a 5th Block program</li> <li>use job-embedded professional learning to improve student literacy achievement</li> <li>increase teacher knowledge of evidence-based instructional strategies</li> <li>Support for Primary classes in selected schools, based on Data (5 year EQAO trend)</li> <li>3, 6, or 9 session visits</li> </ul> <p><b>Timeline:</b> Ongoing to Spring 2019</p>	1-3	selected by Research Department	as determined by school	N/A	Data Collection:  Online Surveys for Teachers  Online Surveys for Principals

Curriculum Teaching and Learning: A Focus on Assessment	Elementary Literacy Symposium	<ul style="list-style-type: none"> <li>• Literacy Reps from all elementary schools will be invited to participate in a Literacy Symposium</li> <li>• Reinforce TCDSB Literacy Framework and Documents</li> <li>• Inspire Literacy Reps and restore liaison role</li> <li>• Strengthen the incorporation of Global Competencies (i.e., skilled communication, knowledge construction, etc.)</li> <li>• Break Out Sessions based on literacy needs identified by schools and teams</li> </ul> <p>Topics Include:</p> <ul style="list-style-type: none"> <li>• unpacking the literacy framework</li> <li>• readers workshop</li> <li>• writers workshop</li> <li>• Small Group Instruction and Assessment</li> <li>• integrated curriculum</li> </ul> <p><b>Timeline:</b> November 2018</p>	K-8	166	1	166 (166 x 1 day)	Data Collection: Common Feedback Form
Curriculum Teaching and Learning: A Focus on Assessment	Literacy Innovation Camp K - 12	<ul style="list-style-type: none"> <li>• voluntary one-day workshop led by TCDSB teachers</li> <li>• promote innovative literacy practices (e.g., integrated curriculum, design thinking, real world connections)</li> <li>• foster collaboration and spark creativity</li> </ul> <p><b>Timeline:</b> April 2019 (Saturday session)</p>	K - 12	open to all schools	up to 75	N/A	Exit Cards  Online Surveys for Teachers

<b>Curriculum Teaching and Learning: A Focus on Assessment</b>	<b>Assessment and Small Group Instruction Workshop</b>	<ul style="list-style-type: none"> <li>• collaborative inquiry to support EQAO literacy skills</li> <li>• 3 half-day sessions per division</li> <li>• review and analyse EQAO data</li> <li>• identify areas of need</li> <li>• develop targeted support</li> <li>• highlight literacy/numeracy connections through focussing on comprehension strategies</li> <li>• targeting schools that are not Intensive Support or JUMP Math</li> <li>• schools will be identified using grade 3 and 6 reading and writing EQAO results</li> </ul> <p><b>Timeline:</b> Ongoing to Spring 2019</p>	3 and 6	30 Schools selected based on EQAO trends	3	90 (30 x 3 x 1 day)	Common Feedback Form
<b>Curriculum Teaching and Learning: A Focus on Assessment</b>	<b>New To K/Primary/Junior Literacy</b>	<ul style="list-style-type: none"> <li>• workshop for teachers (LTO and Permanent) who are new to a division.</li> <li>• introduction to curriculum expectations, the literacy framework, assessment and strategies for student success</li> <li>• familiarize teachers with essential literacy resources to inform practice</li> </ul> <p><b>Timeline:</b> Fall 2018</p>	K 1 - 3 4-6  (3 sessions, 1 for each division)	as required	50	150 (50 x 3 days)	Common Feedback Form
<b>Curriculum Teaching and Learning: A Focus on Assessment</b>	<b>NTIP</b>	<ul style="list-style-type: none"> <li>• introduce new teachers to Language expectations, the literacy framework, assessment and strategies for student success</li> <li>• familiarize teachers with essential literacy resources to inform practice</li> </ul> <p><b>Timeline:</b> Nov 6, and Nov 8, 2018</p>	1-8				funded by NTIP

(Sept) Total Projected Number of Code Days to be Used: 406

(June) Final Total of Code Days Used:

## 2018-2019 TCDSB PROFESSIONAL LEARNING PLAN

**Department: Numeracy Gr 7 - 12****Strand of Focus: Measurement & Geometry**

BLIP Goal(s)	Central Department Initiative	Details and Timeline	G Grades	S # of schools	T # of teachers per School	D # of Days	Monitoring
<b>Curriculum, Teaching and Learning: A Focus on Assessment</b>  By June 2021, student achievement in literacy and numeracy will improve in:  EQAO Students achieving Levels 3/4: - Junior Math: 47% to 53% - Grade 9 Applied Math: 49 to 55%	<b>Assist schools in developing and implementing School Professional Learning Plans</b>  <b>Participants:</b> All Secondary Schools	<b>Numeracy Data Session:</b> Analyzing data (school achievement and EQAO Data) to identify student needs to inform school planning; focus on assessment for learning, equity and inclusive education (CRRP) and monitoring student achievement.  <i>Timeline - One session in the fall</i>	9-12	32	2	64 (32 x 2 x 1 day)	Common Feedback Forms
	<b>Participants:</b> All Secondary Schools	<b>In-School Support for Secondary Schools:</b> Supporting the development and implementation of School Professional Learning Plans.  <i>Timeline - As requested, throughout the year</i>	9-12	32	1	32	Anecdotal Feedback
	<b>Participants:</b> Targeted Elementary Schools (Intense and Increased Support Schools, as identified by the Ministry)	<b>In-School Support for Elementary School:</b> Supporting intensive and increased support schools in the implementation of School Professional Learning Plan by providing schools with resources, co-planning and co-teaching from Numeracy and Literacy Coaches.  <i>Timeline - Up to 4 days per school, as requested, throughout the year</i>	6-8	40	1	160 (40 x 4 days)	Anecdotal Feedback, Student Achievement Data (when available)



<b>Curriculum, Teaching and Learning: A Focus on Assessment</b>  By June 2021, student achievement in literacy and numeracy will improve in:  EQAO Students achieving Levels 3/4: - Grade 9 Applied Math: 49 to 55%	<b>Monitoring Student Achievement in Applied Level Courses</b>  <b>Participants:</b> All Secondary Schools	<b>Additional Support for Applied Level Math Classes:</b> Additional code days for occasional teachers to provide in-classroom support to Grade 9 Applied Math classes to support EQAO.  <i>Timeline - Up to 10 days per semester (up to 20 total per school year), as requested by schools throughout the year</i>	9 Ap.	32	1	640 (32 x 20 days )	Student Achievement Data (when available)
	<b>Participants:</b> All Secondary Schools	<b>Monitoring Achievement in Applied Level Math Sessions:</b> Providing schools with support as they monitor and track student progress to inform next steps to improve achievement utilizing pre and post assessment data.  <i>Timeline - 2 sessions (one session per semester)</i>	9-10 Ap	32	3	192 (32 x 3 x 2 days)	Common Feedback Forms
	<b>Participants:</b> Targeted Secondary Schools based on 2017-2018 EQAO School Results	<b>In-School Support in Applied Math Classes</b> Providing classroom support (co-planning and co-teaching) by central resource teachers for schools that have been identified as requiring more intense support based on EQAO trend data. (No Codes Days required)  <i>Timeline - As requested, throughout the year</i>	9 Ap.	4	Varies per school)	0 (No codes required)	Anecdotal Feedback, Student Achievement Data (when available)

<p><b>Curriculum, Teaching and Learning: A Focus on Assessment</b></p> <p>By June 2021, student achievement in literacy and numeracy will improve in:</p> <p>EQAO Students achieving Levels 3/4: - Junior Math: 47% to 53% - Grade 9 Applied Math: 49 to 55%</p> <p><b>School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p> <p>By June 2021, there will be an increase in positive responses regarding the level of inquiry-based professional learning, staff collaboration and engagement, guided by culturally relevant and responsive pedagogy in:</p> <p>-Teacher Voice Surveys (based on a range of questions): 67%-76% to 75%-85% - Administrator Voice Surveys (based on a range of questions): 55%-70% to 65%-80%</p>	<p><b>Collaborative Inquiry</b> <i>Strand specific focus for the Collaborative inquiries will be based on school EQAO Item Information Reports (IIR)</i></p> <p><b>Participants:</b> Targeted Secondary Schools based on EQAO trend data and school interest</p> <p><b>Participants:</b> Targeted Secondary Schools currently implementing or interested in implementing the Grade 9 pre-applied to applied pathway</p> <p><b>Participants:</b> Targeted Elementary Schools based on EQAO trend data and school interest</p>	<p><b>Spiraling:</b> Investigating and incorporating spiraling as a classroom practice to increase student achievement in Grade 9 Applied classes. This initiative will include: professional development, co-teaching, co-planning and resource building.</p> <p><i>Timeline: 5 sessions per school 3 Group Sessions: November, December, April 2 In-school support sessions</i></p> <p><b>Pre-Applied to Applied Pathway:</b> Investigating Locally Developed Mathematics as a pre-applied pathway for students to meet with success in Applied Mathematics. This initiative will include: monitoring student achievement, developing resources and implementation of the program.</p> <p><i>Timeline: 5 sessions per school 3 Group Sessions: October, November, February 2 In-school support sessions</i></p> <p><b>Assessment Pilot:</b> Utilising evidence through formative assessment to learn and adjust instruction to better meet student needs.</p> <p><i>Timeline: 5 sessions per school 3 Group Sessions: Two in November, January 2 In-school support sessions</i></p>	<p>9 Ap.</p> <p>9 Ap.</p> <p>6-8</p>	<p>8</p> <p>10</p> <p>8</p>	<p>2</p> <p>3</p> <p>3</p>	<p>80 (8 x 2 x 5 days)</p> <p>150 (10 x 3 x 5 days)</p> <p>120 (8 x 3 x 5 days)</p>	<p>Common Feedback Forms, Student Achievement Data (when available)</p> <p>Common Feedback Forms, Student Achievement Data (when available)</p> <p>Common Feedback Forms, Student Achievement Data (when available)</p>
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<p><b>School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p> <p>By June 2021, there will be an increase in positive responses regarding the level of inquiry-based professional learning, staff collaboration and engagement, guided by culturally relevant and responsive pedagogy in:</p> <p>-Teacher Voice Surveys (based on a range of questions): 67%-76% to 75%-85%</p>	<p><b>Cultivate and Develop Math Leadership to build capacity in schools</b></p> <p><b>Participants:</b> All Secondary Schools</p>	<p><b>Math Leadership Meetings:</b> Numeracy Leads and Mathematic Department Heads will engage and collaborate in learning sessions that may include the following topics:</p> <ul style="list-style-type: none"> <li>• Supporting newcomers and ELLs</li> <li>• Indigenous Education and Math</li> <li>• Culturally Relevant and Response Pedagogy</li> <li>• Integrating Technology</li> <li>• Supporting Special Education students</li> <li>• Sharing promising practices</li> <li>• Monitoring Student achievement</li> <li>• Other topics based on feedback from sessions</li> </ul> <p><i>Timeline: 3 Sessions - November, February, May</i></p>	9-12	32	2	192 (32 x 2 x 3 days)	Common Feedback Forms
<p><b>Curriculum, Teaching and Learning: A Focus on Assessment</b></p> <p>By June 2021, student achievement in literacy and numeracy will improve in:</p> <p>EQAO Students achieving Levels 3/4: - Grade 9 Applied Math: 49 to 55%</p> <p><b>School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p>	<p><b>Focused Learning Series</b></p> <p>(Assistive Technology Team / Numeracy Team)</p> <p><b>Participants:</b> Targeted Secondary Schools based on EQAO trend data, and Grade 9 Special Education Student populations and school interest</p>	<p><b>EquatIO Pilot:</b> Utilising the EquatIO extension (an assistive technology tool) to support special education students in Grade 9 Applied classrooms. This initiative will include: professional development for teachers, training for students and support for classroom implementation.</p> <p><i>Timeline: 5 sessions per school 2 Group Sessions 3 In-school support sessions (No Code Days)</i></p>	9 Ap.	4	3	24 (4 x 3 x 2 days)	Common Feedback Forms, Student Achievement Data (when available)

<b>School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b>  By June 2021, there will be an increase in the level of inquiry-based professional learning, staff collaboration, and engagement guided by culturally relevant and responsive pedagogy:  - Evidence of participation in job-embedded collaborative inquiry will be shared by superintendents, administrators, central special services and curriculum staff , and classroom teachers (e.g., artefacts, student work, presentations, SO visits, student data, feedback forms): 2017-2018 baseline	<b>SSLN - Student Success Learning Network</b>  (Literacy Team/ Numeracy Team)	SSLN groups - teachers and principals actively participate in cross-panel SSLN learning sessions, to improve student achievement. Session topics will reflect the individual needs of each SSLN grouping.  <i>Timeline: 3 sessions per SSLN grouping</i>	7-10	31	20	1860 (31 x 20 x 3 days)	Field SOs to Monitor
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(Sept) Total Projected Number of Code Days to be Used: 3,514	(June) Final Total of Code Days Used:
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## 2018-2019 TCDSB PROFESSIONAL LEARNING PLAN

**Department: LITERACY 7-12**

**Strand of Focus: Reading (Implicit Understanding, Inferencing, Making Connections)**

[illegible]

- On giving and receiving timely feedback on how to improve their work, positive response will increase from 62% to 75% in secondary Student Voice		<b>Groups Include:</b>  English Department Head / Teacher Student Success Teacher Special Education Teacher Religion Department Head / Teacher  <ul style="list-style-type: none"> <li>Developing literacy strategies in response to those gaps</li> <li>Work with school teams to plan and implement the use of assessment for learning strategies to meet student needs</li> </ul> <b>Timeline:</b> Ongoing Throughout the Year					
<b>Curriculum, Teaching and Learning: A Focus on Assessment</b>	<b>Cross Curricular Literacy Curriculum OSSLT Links</b>  <b>Based on OSSLT: Item Information Report (IIR)</b>  <b>Participants: Targeted Schools</b>	<ul style="list-style-type: none"> <li>Support teachers in Collaborative Inquiry</li> <li>These sessions are designed for English, Grade 9 Geography, Special Education and Religion teachers to explore the links between respective curriculum and OSSLT test expectations.</li> <li>Promote strategies and target skills to maximize student success, To support gaps in skill development</li> <li>support based on OSSLT trend data</li> <li>To support student needs in order to improve/address past EQAO scores</li> <li>5 full-day sessions</li> <li>Three group sessions</li> <li>Two In school support sessions</li> <li>up to 4 teachers per school</li> <li>to address and support OSSLT</li> </ul> <b>Timeline:</b> November/December 2018	9-10	10	4	200 (10 x 4 x 5 days)	Common Feedback Form
<b>Curriculum, Teaching and Learning: A Focus on Assessment</b>	<b>OSSLT Readiness</b>  <b>Based on EQAO School</b>	<ul style="list-style-type: none"> <li>Release days to support school Literacy Teams to prepare for OSSLT, based on local school need</li> </ul>	9-12	32	4	128 (32 x 4 x 1 day)	Google Form Survey

<p>-OSSLT results for students in Applied English will increase from 37% to 43%</p> <p>- On giving and receiving timely feedback on how to improve their work, positive response will increase from 62% to 75% in secondary Student Voice</p>	<p><b>Report for 2017/2018</b></p> <p><b>TCDSB Board Results</b> Indicate areas of need:</p> <ol style="list-style-type: none"> <li>1) Inferring</li> <li>2) Multiple Choice</li> <li>3) Making Connections</li> </ol> <p><b>Participants: All Schools</b></p>	<ul style="list-style-type: none"> <li>School teams meet to identify needs to prepare students for OSSLT</li> <li><b>Teachers supporting OSSLT administration</b></li> <li>School Principal &amp; Secondary Literacy</li> </ul> <p><b>Timeline:</b> Ongoing Throughout the Year</p>					<p>Post OSSLT</p> <p>April 2019</p>
<p><b>School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p> <p>- On satisfaction with involvement in decisions that affect their work, positive responses will increase from about 60%-70% on Teacher Voice and Administrator Voice Surveys</p>	<p><b>Reading for the Love of it</b></p> <p><b>Participants: All Schools</b></p>	<ul style="list-style-type: none"> <li>Provide release day for one teacher from each elementary and two teachers from each secondary school to attend</li> <li>Conference cost also covered (Secondary)</li> <li>Promote good literacy practices</li> <li>Offer diverse selection of PD topics</li> </ul> <p><b>Timeline:</b> February 21 and 22, 2019</p>	7-12	230 (All Secondary and Elementary Schools)	1	230 (230 x 1 x 1 day)	Online Surveys for Teachers
<p><b>Curriculum Teaching and Learning: A Focus on Assessment:</b></p>	<p><b>Elementary Literacy Symposium</b></p>	<ul style="list-style-type: none"> <li>Literacy Reps from all elementary schools will be invited to participate in a Literacy Symposium</li> <li>Reinforce TCDSB Literacy Framework</li> <li>Inspire Literacy Reps and restore liaison role</li> <li>Strengthen the incorporation of Global Competencies (i.e., skilled</li> </ul>	7-8	elementary schools	80	80 (80 x 1 day)	Online Surveys for Teachers

		<p>communication, knowledge construction, etc.)</p> <ul style="list-style-type: none"> <li>• Presentation (Keynote Speaker)</li> <li>• Break Out Sessions based on literacy needs identified by schools and teams</li> </ul> <p>Topics Include:</p> <ul style="list-style-type: none"> <li>• effective literacy practice</li> <li>• assessment to drive instruction</li> <li>• integrated curriculum</li> <li>• inquiry</li> </ul> <p><b>Timeline:</b> Fall 2018</p>					
<p><b>School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p> <p>- On satisfaction with involvement in decisions that affect their work, positive responses will increase from about 60%-70% on Teacher Voice and Administrator Voice Surveys</p>	<p><b>Literacy Leads PLC</b></p> <p><b>Participants: All Schools</b></p>	<ul style="list-style-type: none"> <li>• One full Day PD unpacking the Adolescent Literacy Guide November 12, 2018 Location: St. Conrad</li> <li>• Work with literacy leads to create and implement a cross curricular plan for literacy</li> <li>• 3 meetings per year 2:00- 4:00pm</li> <li>• <b>Literacy Leads</b> invited to participate in discussion/PD around targeted feedback from literacy leads and identified areas of need</li> <li>• Promising Practices</li> <li>• Strategies</li> <li>• Dissemination of BLIP, Ministry policies, new literacy initiatives</li> </ul> <p><b>Timeline:</b> Ongoing Throughout the Year</p>	9-12	32	1	32 (32 x 1 x 1 day)	Common Feedback Form
<p><b>School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p> <p>- On satisfaction with involvement in decisions</p>	<p><b>English Department Heads Meeting</b></p> <p><b>Participants: All Schools</b></p>	<ul style="list-style-type: none"> <li>• One full Day PD unpacking the Adolescent Literacy Guide November 12, 2018 Location: St. Conrad</li> <li>• <b>English Department Heads</b> invited to collaborate on best practices, curriculum, resources, etc. - topics</li> </ul>	9-12	32	1	32 (32 x 1 x 1 day)	Common Feedback Form



that affect their work, positive responses will increase from about 60%-70% on Teacher Voice and Administrator Voice Surveys		<p>based on feedback from participating DHs</p> <ul style="list-style-type: none"> <li>• 3 meetings per year 2:00 - 4:00 pm</li> <li>• Promising Practices</li> <li>• Strategies</li> <li>• Dissemination of BLIP, Ministry policies, new pedagogical initiatives</li> </ul> <p><b>Timeline:</b> Ongoing Throughout the Year</p>					
<b>Curriculum, Teaching and Learning: A Focus on Assessment</b>	<p><b>The Spoken Word Project 7 - 12</b></p> <p><b>Participants: All Schools</b></p>	<ul style="list-style-type: none"> <li>• in-class support</li> <li>• connecting social justice to literacy expectations</li> <li>• communicate with meaning and purpose to an audience through a central performance</li> <li>• Students use design thinking to respond to a world issue using Spoken Word.</li> <li>• Examine real world issues through a Social Justice lens</li> <li>• Use Catholic Graduate Expectations.</li> <li>• develop research skills</li> <li>• use design thinking and to construct knowledge of real-world issue encompassing all strands of the Literacy Curriculum</li> <li>• students will “communicate – that is, read, listen, view, speak, write, and represent – effectively and with confidence”</li> </ul> <p>(Ontario Language Curriculum 1-8 2006 p. 4)</p> <p><b>Timeline:</b> Ongoing to Spring 2019</p>	7-12	16 (2 schools per area)	2	16 (16 x 1 x 1 day)	<p>Exit Cards</p> <p>Online Surveys for Teachers</p> <p>Feedback form from students</p>
<b>Curriculum Teaching and Learning: A Focus on Assessment:</b>	<p><b>New To Intermediate Literacy</b></p> <p><b>Participants: All Schools</b></p>	<ul style="list-style-type: none"> <li>• workshop for teachers (LTO and Permanent) who are new to a division.</li> <li>• introduction to curriculum expectations, the literacy</li> </ul>	7-8	50	1	50 (50 x 1 x 1 days)	Common Feedback Form

		<p>framework, assessment and strategies for student success</p> <ul style="list-style-type: none"> <li>familiarize teachers with essential literacy resources to inform practice</li> </ul> <p><b>Timeline:</b> Fall 2018</p>					
Curriculum Teaching and Learning: A Focus on Assessment	<p><b>Literacy Innovation Camp</b></p> <p><b>Participants: All Schools</b></p>	<ul style="list-style-type: none"> <li>voluntary one-day workshop led by TCDSB teachers</li> <li>promote innovate literacy practices (e.g., integrated curriculum, design thinking, real world connections)</li> <li>foster collaboration and spark creativity</li> </ul>	any	all schools	up to 75		Common Feedback Forms
<p><b>Curriculum, Teaching and Learning: A Focus on Assessment</b></p> <p>-OSSLT results for students in Applied English will increase from 37% to 43%</p> <p>- On giving and receiving timely feedback on how to improve their work, positive response will increase from 62% to 75% in secondary Student Voice</p>	<p><b>Closing the Gap in Literacy - EPO Funding</b></p> <p><b>Based on five-year OSSLT results (FTE)</b></p> <p><b>Participants: Targeted Schools</b></p>	<ul style="list-style-type: none"> <li>Ministry funded Initiative to support students who require additional support to prepare for the OSSLT</li> <li>Supporting teachers to use data and assessment to inform teaching and small group instruction in order to improve success rate on OSSLT</li> <li>Collaborative Inquiry - 3 days of meeting, plus additional days for</li> <li>Resource teachers to support participating teachers in-class schools selection will be based on data (5 year trend on OSSLT) in addition to teachers from other schools who are interested.</li> </ul> <p><b>Timeline:</b> Ongoing to Spring 2019</p>	Grade 10 English Teachers	10	3	120 (10 x 3 x 4 days)	Common Feedback Forms

(Sept) Total Projected Number of Code Days to be Used: 1450

(June) Final Total of Code Days Used:

**2018-2019 TCDSB PROFESSIONAL LEARNING PLAN**  
**Department: Catholic, Community, Culture and Caring**

BLIP Goal(s)	Central Department Initiative	Details and Timeline	G Grades	S # of schools	T # of teachers	D # of Days	Monitoring
<p><b>School and Classroom Leadership - Professional Learning, Collaboration, and Engagement:</b></p> <p>By June 2021, there will be an increase in positive responses regarding the level of inquiry-based professional learning, staff collaboration and engagement, guided by culturally relevant and responsive pedagogy</p> <p><b>Pathways Planning and Programming - Student Engagement and Well-Being:</b></p> <p>By June 2021, there will be an increase in positive responses regarding</p> <ul style="list-style-type: none"> <li>students' understanding of themselves as learners and</li> </ul>	Safe Schools Department	<p>Various Sessions:</p> <p>Domestic Sex Trafficking of Youth - Trauma-informed Prevention &amp; Intervention</p> <p>De-Escalation</p> <p>Mean Girls and Cliques</p> <p>Stand Up to Social Cruelty, Bullying and Injustice</p> <p>Empathy, the Social Emotion</p> <p>Cyber Bullying and Internet Safety</p> <p>Digital Footprint Navigation</p> <p>The Class Meeting: an effective means of scaffolding your positive classroom climate</p> <p>Safe School Transition Planning</p> <p>Strategies to Promote Healthy Relationships and a Positive School Climate</p> <p>Gang Awareness and Hate Motivated Behaviour in Schools</p> <p>Addressing Challenging Behaviour in Secondary Schools</p> <p>Understanding Progressive Discipline &amp; Safe and Accepting Schools Teams</p> <p>Self-Regulation</p> <p>Connecting with Parents and Caregivers</p> <p>Trauma: Impact and Interventions</p> <p>Practical Tools to Enhance Students' Social and</p>	9 - 12	32	Teachers may attend 3 sessions per year	200	All participants complete an evaluation at the end of each Professional Learning Module to provide feedback and to inform future professional learning topics.

well-being • Secondary students' self image (based on a range of questions)		Emotional Skills Understanding and Addressing Aggressive Relationships Threatening, Worrisome Behaviours and Interventions Mindfulness, Meditation & Contemplation Threat Assessment Training (Part I) Threat Assessment Training (Part II) RCMC Training Facilitator (Part I) RCMC Training Coordinator (Part II) RCMC Refresher Restorative Conflict Mediation Circle (RCMC) Coordinator's Meeting Shadowbox Training & Refresher					
<b>Pathways Planning and Programming - Student Engagement and Well-Being:</b>  By June 2021, there will be an increase in positive responses regarding <ul style="list-style-type: none"> <li>students' understanding of themselves as learners and well-being</li> <li>Secondary students' self image (based on a range of questions)</li> </ul>	Safe Schools Department	Safe School Student Ambassador Symposiums 1 incorporate student	9 - 12	32	1 per school	64 (32X2 days)	Students and mentors provide feedback at the end of each symposium. Safe Schools Department reviews perceptual data from student surveys to identify topics for future symposium.
<b>School and Classroom Leadership - Professional</b>	SLIP Regional meetings	(Sep. 27 and 28 and April (dates TBD))	9-12	32	300	600	Student Success Department data

<b>Learning, Collaboration, and Engagement:</b>  By June 2021, there will be an increase in the level of inquiry-based professional learning, staff collaboration, and engagement guided by culturally relevant and responsive pedagogy that informs instructional approaches to enhance student learning and achievement in all classrooms		Unpacking school data from MSMV surveys, Teacher Voice Board Learning Improvement Plan (BLIP)/School Effectiveness Framework (SEF) survey, EQAO, OSSLT, Data Integration Platform (DIP), Item Information Report (IRR), and Canadian Achievement Test (CAT) data Implementation of Board Multi-Year Strategic Plan (MYSP) initiatives by continuing to focus on Fostering Student Achievement and Well Being: <ul style="list-style-type: none"> <li>To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations.</li> <li>To support our students' ability to apply critical and innovative thinking in all subjects</li> <li>To create welcoming, healthy and equitable learning environments for all students</li> </ul> Discussion on implementing school cross curricular literacy and numeracy strategies/plans through Culturally Responsive Pedagogy lens				(300 x 2 days)	collection: <ul style="list-style-type: none"> <li>Standard Student Success Department feedback form</li> </ul>
<b>School and Classroom Leadership - Professional Learning, Collaboration, and Engagement:</b>  By June 2021, there will be an increase in the level of inquiry-based professional learning, staff collaboration, and engagement guided by culturally relevant and responsive pedagogy that informs instructional approaches to enhance student learning and achievement in all classroom	Student Success Conference	(November 28 and 29 and April) School Student Success teams participate in professional dialogue on the topic of Assessment with a focus on Culturally Responsive Pedagogy.	9-12	32	350	700 (350x2 days)	Student Success Department data collection: <ul style="list-style-type: none"> <li>Standard Student Success Department feedback form</li> </ul>
<b>Pathways, Planning and Programming - Student Engagement and Well-Being:</b>	Stop the Stigma Symposium - Elementary Schools	(Dec. 3) Mental Health and Wellness initiatives aimed at supporting school communities in developing mental health awareness, promotion and anti-stigma activities	7-8	54	54x2 =108	108	Standard Student Success Department feedback form

By June 2021, there will be an increase in "Stop the Stigma" Mental Health and Well-being initiatives							
<b>Pathways, Planning and Programming - Student Engagement and Well-Being:</b>  By June 2021, there will be an increase in positive responses regarding Secondary students' self image	Stop the Stigma Symposium - Secondary Schools	(Dec. 5) Mental Health and Wellness initiatives aimed at supporting school communities in developing mental health awareness, promotion and anti-stigma activities	9-12	32	64 32x2	100	Standard Student Success Department feedback form
<b>Pathways, Planning and Programming - Student Engagement and Well-Being:</b>  By June 2021, there will be an increase in "Stop the Stigma" Mental Health and Well-being initiatives from 34 to 80 elementary schools	Stop the Stigma Elementary Training Days	(March 2019) Mental Health and Wellness initiatives aimed at supporting school communities in developing mental health awareness, promotion and anti-stigma activities	9-12	20	40 20x2	40	Standard Student Success Department feedback form
<b>School and Classroom Leadership - Professional Learning, Collaboration, and Engagement:</b>  By June 2021, there will be an increase in the level of inquiry-based professional learning, staff collaboration, and engagement guided by culturally relevant and responsive pedagogy that informs instructional approaches to enhance student learning and achievement in all classrooms	Student Success Teacher In-Services	(Oct. 4, Nov. 1, Jan. 17, Feb. 25, April 11, May 23) Review the role including responsibilities and duties of the Student Success Teacher, review Ministry Report Taking Stock as well as providing a timeline and sharing of resources. Connect teachers to board resources (assistive technology), departments (Special Education (PATs and SafeTALK), Partnership Development, Catholic Social Justice Committee, Community Relations) and to community and college partnerships and to provide updates on programs and pathways options available to students (SWAC, Dual Credit, Licence to Lean (L2L), Continuous Intake Co-op (CIC), myBlueprint, College Bridge programs.	9-12	32	192	192	Student Success Resource Teacher data collection: <ul style="list-style-type: none"> <li>Online Google Form survey</li> <li>Standard Student Success Department feedback form</li> </ul>

<p><b>School and Classroom Leadership - Professional Learning, Collaboration, and Engagement:</b></p> <p>By June 2021, there will be an increase in the level of inquiry-based professional learning, staff collaboration, and engagement guided by culturally relevant and responsive pedagogy that informs instructional approaches to enhance student learning and achievement in all classrooms</p>	Credit Recovery Teachers In-Services	(Sep. 25 and Feb. 26) Review the role of the Credit Recovery teacher including responsibilities and duties of the Credit Recovery, Credit Recovery models, sharing of board resources and other resources available to teachers, sharing of promising practices, review of online blended learning platform including Google Classroom, Desire to Learn by Brightspace, as methods to engage and teach Credit Recovery Students.	9-12	32	32	32	<p>Student Success Resource Teacher data collection:</p> <ul style="list-style-type: none"> <li>• Online Google Form survey</li> <li>• Standard Student Success Department feedback form</li> </ul>
<p><b>School and Classroom Leadership - Professional Learning, Collaboration, and Engagement:</b></p> <p>By June 2021, there will be an increase in the level of inquiry-based professional learning, staff collaboration, and engagement guided by culturally relevant and responsive pedagogy that informs instructional approaches to enhance student learning and achievement in all classrooms</p>	New Elementary School On-boarding in-service for Stop the Stigma	(Oct. 18) Review the role of the Stop the Stigma Team mentor including the responsibilities and duties of the mentor. Board and Ministry resources as well as promising practices will be shared.	7-8	16	32	32	<p>Student Success Resource Teacher data collection:</p> <ul style="list-style-type: none"> <li>• Online Google Form survey</li> <li>• Standard Success Department Feedback form</li> </ul>
<p><b>School and Classroom Leadership - Professional Learning, Collaboration, and Engagement:</b></p> <p>By June 2021, there will be an increase in the level of inquiry-based professional learning, staff collaboration, and engagement guided by culturally relevant and responsive pedagogy that</p>	SST Advisory Committee Meeting	(Oct., Jan, April, May) Sharing of promising practices and resources, discuss the challenges of the role of Student Success Teacher, and planning for upcoming Student Success meetings	9-12	5	5	10	Structured discussions with Student Success Teachers

informs instructional approaches to enhance student learning and achievement in all classrooms							
<b>Pathways, Planning and Programming - Student Engagement and Well-Being:</b>  By June 2021, there will be an increase in the level of participation in Pathways Programming	Re-engagement Team Meetings	(Nov. and March) Discuss strategies to streamline the gathering of student data and strategies to reach out to students, resources available to re-engagement for both students and teachers, alternative programs and college bridge programs available to students, Ministry Taking Stock report	9-12	n/a	4	no code days required	Structured discussions with Re-engagement Teachers
<b>Pathways, Planning and Programming - Student Engagement and Well-Being:</b>  By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners and well-being	Suicide Risk Awareness	Professional Learning for building mentally healthy and engaging classroom environments through increasing awareness and understanding of suicide risk in students.  SAFETalk is an evidence-based program that aligns with Catholic values in the care, dignity and respect for human life particularly for those who are vulnerable.  Over the course of their training, safeTALK participants will learn to: <ul style="list-style-type: none"> <li>• Notice and respond to situations where suicide thoughts might be present</li> <li>• Recognize that invitations for help are often overlooked</li> <li>• Move beyond the common tendency to miss, dismiss, and avoid suicide</li> <li>• Apply the TALK steps: Tell, Ask, Listen, and KeepSafe</li> <li>• Know how to connect someone with thoughts of suicide to them for further help</li> </ul> SafeTALK is open to all full-time TCDSB employees and will be offered on all PD days.	k - 12	TB D	30 X 7 sessions = 210	210 days (delivered on designated PD days)	Chief of Mental Health Strategy and Staff Well-being to collect data using feedback form



<p><b>Pathways, Planning and Programming - Student Engagement and Well-Being:</b></p> <p>By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners and well-being:</p>	<p>Effective intervention with persons who have thoughts of suicide</p>	<p>Professional Learning for building mentally healthy and engaging classroom environments through increasing the skills to effectively intervene with those who have thoughts of suicide.</p> <p>Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety.</p> <p>Over the course of their two-day workshop, ASIST participants learn to:</p> <ul style="list-style-type: none"> <li>• Understand the ways that personal and societal attitudes affect views on suicide and interventions</li> <li>• Provide guidance and suicide first aid to a person at risk in ways that meet their individual safety needs</li> <li>• Identify the key elements of an effective suicide safety plan and the actions required to implement it</li> <li>• Appreciate the value of improving and integrating suicide prevention resources in the community at large</li> <li>• Recognize other important aspects of suicide prevention including life-promotion and self-care</li> </ul> <p>ASIST is available to all full-time TCDSB social work, psychology, guidance, vice-principals and principals.</p>	<p>k - 12</p>	<p>TB D</p>	<p>30 x 2 sessions = 60</p>	<p>60 days (delivered on designated PD days)</p>	<p>Chief of Mental Health Strategy and Staff Well-being to collect data using feedback form</p>
<p><b>Pathways, Planning and Programming - Student Engagement and Well-Being:</b></p> <p>By June 2021, there will be an increase in positive responses regarding</p>	<p>Professional Learning series for building safe, inclusive and engaging classroom environments,</p>	<p>This workshop addresses mental health promotion and why this is important. Developing an understanding of the Tiered model of support and why mental health literacy, skills, attitudes and habits are important in promoting mental health in the classroom.</p>	<p>k - 12</p>	<p>TB D</p>	<p>50 x 2 sessions = 100</p>	<p>100 days (delivered on designated PD days)</p>	<p>Chief of Mental Health Strategy and Staff Well-being to collect feedback form</p>

students' understanding of themselves as learners and well-being:							
<b>School and Classroom Leadership - Professional Learning, Collaboration, and Engagement:</b>  By June 2021, there will be an increase in positive responses regarding staff well-being	Professional development sessions for staff focused on the best practices for supporting personal well-being.	A Professional Learning series to build strength and well-being through increased awareness of personal mental health, understanding of coping strategies and building of emotional resilience.	k - 12	TB D	50 x 2 session = 100	100 days (delivered on designated PD days)	Chief of Mental Health Strategy and Staff Well-being to collect feedback form
<b>Nurturing our Catholic Community</b>  <b>Student Engagement &amp; Well-being</b>  "All schools will nurture Catholic Social Teachings (Human Dignity, Preferential Option for the Poor and Vulnerable, Solidarity) that form the heart and foundation for our students in all classrooms"  By June 2020, there will an increase in the number of elementary and secondary schools (20 total) using the 7 Habits within their classrooms to help foster the development of student leadership skills that will enable students to be more effective communicators, goal-setters, collaborative contributors, and global citizens while maintaining a healthy well being.	7 Habits teacher training and certification  The 7 Habits holistic approach will equip teachers to teach students leadership skills that will enable students to take a more active role in creating opportunities for others to nurture our Catholic community while engaging fellow students to do the same.	2 day teacher PD Annual training with a waiting list from last and previous years  Teachers certified to teach 7 Habits material at their schools.  Teachers given a class set of 7 Habits books and a 7 Habits facilitators kit (teaching manuals, DVDs, resources, props)  Based on last year's feedback, the overnight training model at Teen Ranch (F evening to Sunday lunch) was a huge success. I will contact Teen Ranch for possible dates. If there is interest in this model and dates available, code days will not be needed rather Teen Ranch conference cost as per 2017-18.	6-12	20	40	40 (20x2 days)	Feedback forms  Post training debrief  Post training survey with regards to implementation  Participation numbers via google forms

<p><b>Nurturing our Catholic Community</b></p> <p><b>Student Engagement &amp; Well-being</b></p> <p>“All schools will nurture Catholic Social Teachings (Human Dignity, Preferential Option for the Poor and Vulnerable, Solidarity) that form the heart and foundation for our students in all classrooms”</p> <p>These workshops will equip teachers to teach students leadership skills that will enable students to take a more active role in creating opportunities for others to nurture our Catholic community while engaging fellow students to do the same.</p> <p>Increase number of participating high schools from 26 to 30. (10 per camp)</p> <p>Elementary 36 to 45. (15 per camp)</p>	<p>Olympia Sports Camp - Teacher PD</p> <p>Job embedded PD. Teachers at camp to supervise students but it's also an opportune time to deliver professional development and network with like-minded educators</p>	<p>6 camps (3 elementary, 3 secondary), in May</p> <p>Teacher workshop provided at camp based on topics brought forth by previous participants</p> <p><b>**Workshop facilitator will also be asked to provide a student workshop while at camp</b></p> <p>Guests speaker from various charities and organizations (Sharelife, Development and Peace, AFL, WE, Trek for Teens, etc) are invited to camp to expose both teachers and staff to various social justice issues and schools are encouraged to faith into action by bringing the Catholic Social Teachers and Ontario Graduate Expectations to life.</p>	6-12			0	<p>Feedback forms</p> <p>Post camp debrief</p> <p>Participation numbers via google forms</p>
<p>Nurturing our Catholic Community</p> <p>Student Engagement &amp; Well-being</p> <p>“All schools will nurture Catholic Social Teachings (Human Dignity, Preferential</p>	<p>iLITE Conference</p> <p>Voices that Challenge Conference</p> <p>Job embedded PD. Teachers attending the conference to supervise students but it's also</p>	<p>4 one day elementary conferences (Jan 2019)</p> <p>1 day secondary conference (April 2019)</p> <p>Teacher PD session offered while students participate in their own workshops</p>	<p>6-8</p> <p>9-12</p>	<p>70</p> <p>30</p>	<p>140</p> <p>45</p>	<p>no code days required</p>	<p>Online Feedback forms</p> <p>Post conference debrief</p> <p>Participation numbers via google forms</p>

<p>Option for the Poor and Vulnerable, Solidarity) that form the heart and foundation for our students in all classrooms”</p> <p>These workshops will equip teachers to teach students leadership skills that will enable students to take a more active role in creating opportunities for others to nurture our Catholic community while engaging fellow students to do the same.</p> <p>Number of participating schools at capacity. Maintain max level of participation.</p>	<p>an opportune time to deliver professional development and network with like-minded educators</p>	<p><b>**Workshop facilitator will also be asked to provide a student workshop while at the conference</b></p> <p>Guests speaker from various charities and organizations (Sharelife, Development and Peace, AFL, WE, Trek for Teens, etc) are invited to each conference to expose both teachers and staff to various social justice issues and schools are encouraged to faith into action by bringing the Catholic Social Teachers and Ontario Graduate Expectations to life.</p>					
<p>Nurturing our Catholic Community Student Engagement</p> <p>“All schools will nurture Catholic Social Teachings (Human Dignity, Preferential Option for the Poor and Vulnerable, Solidarity) that form the heart and foundation for our students in all classrooms”</p> <p>Best practice sharing will equip teachers to teach students leadership skills that will enable students to take a more active role in creating opportunities for others to nurture our Catholic community while</p>	<p>ECSLIT monthly meetings</p> <p>Job embedded PD. Teachers at the CEC to supervise students but it's also an opportune time to deliver professional development and network with like-minded educators</p>	<p>Monthly meetings held the first Thursday of every month at the CEC (4:30-6:30)</p> <p>One or more teachers are selected to share and model a best practice with the group. Teachers are encouraged to implement this best practice at their own schools.</p> <p>Guests speaker from various charities and organizations (Sharelife, Development and Peace, AFL, WE, Trek for Teens, etc) are invited to ECSLIT monthly meetings to expose both teachers and staff to various social justice issues and schools are encouraged to faith into action by bringing the Catholic Social Teachers and Ontario Graduate Expectations to life.</p>	6-8	25	35	0 no code days required	<p>Feedback forms</p> <p>Post training debrief</p> <p>Post training survey with regards to implementation</p> <p>Participation numbers via google forms</p>

engaging fellow students to do the same.							
Number of participating schools at capacity. Maintain max level of participation.							
<b>Home, School and Parish: Nurturing Our Catholic Community</b>  There will be an increase from 58% to 70% in school submissions for culminating celebrations (The Toronto Catholic Family Film Festival, Parish Family Day, and Spotlight on Your School, in support of the Pastoral Plan).	<b>Pastoral Plan In-service 'we Belong at TCDSB'</b>	<ul style="list-style-type: none"> <li>Recap of previous pastoral plan, <i>Together With One Voice, Family, Parish and School</i>. Focus on the year 'we Belong', as part of the new pastoral plan, Rooted in Christ.</li> </ul> <b>Timeline:</b> September 25, 26, 27, October 2,4 2018	K - 12	200 (168 elementary ) (32 secondary)	1	200	<ul style="list-style-type: none"> <li>Common Feedback forms</li> <li>Tracking of attendance through Google Forms</li> </ul>
<b>Home, School and Parish: Nurturing Our Catholic Community</b>  There will be an increase in attendance of Gr. 4 teacher's participation in the Growing in Faith, Growing in Christ religion program in services from 58% to 68%. .	<b>Gr. 4 In-Service of Growing in Faith, Growing in Christ Religion Program</b>	<ul style="list-style-type: none"> <li>Continue to provide ongoing curriculum support, through implementation of Gr. 4 Growing in Faith, Growing in Christ program, Secondary School curriculum, and Gr. 11 World Religions online database program.</li> </ul> <b>Timeline:</b> October 11, 16, 17, 18 2018	Gr. 4 Teachers	166	1	166 (166x1x1 day)	<ul style="list-style-type: none"> <li>Common Feedback forms</li> <li>Tracking of attendance through Google Forms</li> </ul>
<b>Home, School and Parish: Nurturing Our Catholic Community</b>  -By June 2021, there will be increased engagement in centrally developed initiatives that promote Catholic values in Catholic initiatives".	<b>Christian Meditation (Hoping to Pilot in Secondary Schools this year)</b>	<ul style="list-style-type: none"> <li>Continue to design and implement faith-based initiatives, which promote innovation and 21C competencies with the Catholic Social Teachings, and Catholic Graduate Expectations as a focus.</li> </ul> <b>Timeline:</b> 2 days in January and 2 follow-up days in April	K-12			150	<ul style="list-style-type: none"> <li>Common Feedback forms</li> <li>Tracking of attendance through Google Forms</li> <li>Follow-up visits</li> </ul>
<b>Home, School and Parish: Nurturing Our Catholic Community</b>	<b>Development and Peace Educators' Day</b>	<ul style="list-style-type: none"> <li>Continue to design and implement faith-based initiatives, which promote innovation and 21C competencies with the Catholic Social</li> </ul>	7-12			60	<ul style="list-style-type: none"> <li>Common Feedback forms</li> <li>Tracking of</li> </ul>

By June 2021, there will be increased engagement in centrally developed initiatives that promote Catholic values in Catholic initiatives".		Teachings, and Catholic Graduate Expectations as a focus.					attendance through Google Forms
<b>Home, School and Parish: Nurturing Our Catholic Community</b>  By June 2021, there will be increased engagement in centrally developed initiatives that promote Catholic values in Catholic initiatives".	<b>Catholic School Chaplains of Ontario Conference 2019</b>	<ul style="list-style-type: none"> <li>Continue to design and implement faith-based initiatives, which promote innovation and 21C competencies with the Catholic Social Teachings, and Catholic Graduate Expectations as a focus.</li> </ul>	9-12	32	1	32	<ul style="list-style-type: none"> <li>Common Feedback forms</li> <li>Tracking of attendance through Google Forms</li> </ul>
<b>Home, School and Parish: Nurturing Our Catholic Community</b>  By June 2021, there will be increased engagement in centrally developed initiatives that promote Catholic values in Catholic initiatives".	<b>Religion Department Heads Retreat</b>	<ul style="list-style-type: none"> <li>Continue to design and implement faith-based initiatives, which promote innovation and 21C competencies with the Catholic Social Teachings, and Catholic Graduate Expectations as a focus.</li> </ul>	9-12	32	1	32	<ul style="list-style-type: none"> <li>Common Feedback forms</li> <li>Tracking of attendance through Google Forms</li> </ul>
<b>Home, School and Parish: Nurturing Our Catholic Community</b>  By June 2021, there will be increased engagement in centrally developed initiatives that promote Catholic values in Catholic initiatives".	<b>Chaplaincy Leaders Retreat</b>	<ul style="list-style-type: none"> <li>Continue to design and implement faith-based initiatives, which promote innovation and 21C competencies with the Catholic Social Teachings, and Catholic Graduate Expectations as a focus.</li> </ul>	9-12	32	1	32	<ul style="list-style-type: none"> <li>Common Feedback forms</li> <li>Tracking of attendance through Google Forms</li> </ul>
						3270	

(Sept) Total Projected Number of Code Days to be Used: 3268

(June) Final Total of Code Days Used:

## 2018-2019 TCDSB PROFESSIONAL LEARNING PLAN

**Department: Early Years**

BLIP Goal(s)	Central Department Initiative	Details and Timeline	G Grades	S # of schools	T # of teachers	D # of Days	Monitoring
<b>Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b>	<b>Primary Math Support</b>  <b>Funding source: Curriculum, Leadership and Innovation</b>	<ul style="list-style-type: none"> <li>• Use a collaborative inquiry professional learning approach with 8 schools to address the questions, How can we focus on the fundamentals of math learning? How can we accurately and equitably assess mathematical thinking in the early years?</li> <li>• focus on the fundamentals of math by learning about the numeracy developmental continuum to explore early math strategies and foundational key ideas</li> <li>• examine mathematical strategies to solve calculation problems</li> <li>• use the continuum to support understanding of how numbers behave</li> <li>• unpack Alex Lawson's book <u>What to Look For</u> to develop understanding of student thinking in early numeracy and gather data</li> <li>• use the continuum to identify specific students with learning</li> </ul>	Grade 1 and 2	8	16	64 (16x4days)	<ul style="list-style-type: none"> <li>• Pilot use the Ministry app, Spiral (in beta) to monitor success of the framework of Collaborative Inquiry</li> <li>• Online pre-survey</li> <li>• Exit Cards</li> <li>• Online Surveys for Teachers</li> </ul>

		<p>gaps and plan next instructional steps</p> <ul style="list-style-type: none"> <li>• co-teach and co-plan</li> <li>• consider ways to build capacity at their schools by mentoring others at their school and other teachers at the Board</li> </ul> <p>Collaboration between EY and Math Dept.</p> <p>Timeline: September to Spring 2019</p>					
<p><b>Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p>	<p><b>New to Combined Grade (Kindergarten and Grade 1) Support</b></p> <p><b>Funding source: Curriculum, Leadership and Innovation</b></p>	<ul style="list-style-type: none"> <li>• use Alex Lawson's book <u>What to Look For</u> to develop understanding of student thinking and key ideas in mathematics</li> <li>• develop understanding of the early numeracy math continuum</li> <li>• focus on the child developmental continuum to build understanding of the early learner (i.e. cognition, physical, communication, language and literacy, social and emotional domains and skills</li> <li>• develop knowledge of the learning trajectory from Kindergarten to Grade 1</li> <li>• explore evidence-based pedagogical approaches like play-based learning to support</li> </ul>	<p>Combined Senior Kindergarten and Grade 1 teachers</p>	22	22	44 (22x2days)	<ul style="list-style-type: none"> <li>• Online pre-survey</li> <li>• Exit Cards</li> <li>• Online Surveys for Teachers</li> </ul>



		<p>equity and culturally responsive practices</p> <p>Collaboration between EY, French, Math and Literacy</p> <p>Timeline: October to March 2019</p>					
<p><b>Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p>	<p><b>Introduction to STEAM PD</b></p> <p><b>Funding source: Curriculum, Leadership and Innovation</b></p>	<ul style="list-style-type: none"> <li>educators will be introduced to STEAM and Makerspace pedagogy supporting the integration of Science, Numeracy and the Arts</li> <li>using a Collaborative Inquiry approach, teachers will develop their own provocation</li> <li>use design thinking model</li> <li>explore the connection between STEAM and the new global competencies</li> <li>consider how STEAM can create equity and be culturally responsive</li> <li>consider the role of assessment and STEAM</li> </ul> <p>Collaboration between EY, STEAM, 21C , Science and Math</p> <p>Timeline: January to May 2019</p>	Grade 1	30	30	60 (30x2days)	<ul style="list-style-type: none"> <li>Online pre-survey</li> <li>Exit Cards</li> <li>Online Surveys for Teachers</li> </ul>
<p><b>Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom</b></p>	<p><b>OPAL pilot</b></p> <p><b>Funding source: <u>Student Success (approved by Board)</u></b></p>	<ul style="list-style-type: none"> <li>pilot OPAL (Outdoor Play and Learning) program at the TCDSB schools during recesses and other outdoor learning opportunities</li> </ul>	K-8	5	54	54 (54x1day)	<ul style="list-style-type: none"> <li>Online pre-survey</li> <li>Exit Cards</li> <li>Online Surveys for Teachers</li> <li>Working together</li> </ul>

<b>Leadership: Professional Learning, Collaboration, and Engagement</b>		<ul style="list-style-type: none"> <li>educators will be supported in uncovering literacy, science, math, thinking skills and global competencies in play</li> <li>through the OPAL program, children will engage in freely-chosen play with “loose parts” (tools, boxes, spare tires, fabric, etc.) in order to explore their imaginations, their physicality, their friendships and the world around them</li> </ul> <p>Collaboration between EY, Math, Literacy, Physical Education, 21C, STEAM and Science</p> <p>Timeline: October to June 2019</p>					<p>with Research, staff will develop a survey to take baseline data and follow-up to measure student well-being and the effects of play</p>
<b>Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b>	<b>DECE Professional Development Symposium</b>  <b>Funding Source: ETFO/Early Learning Program as per Ministry Transfer Payment 2017-2018</b>	<ul style="list-style-type: none"> <li>professional learning symposium for all DECEs</li> <li>keynote by Dr. Jean Clinton</li> <li>variety of workshops facilitated by TCDSB staff and outside experts</li> <li>learning focus Four Frames of Kindergarten Program (Demonstrating Literacy and Numeracy Behaviours, Self-Regulation and Well-Being, Belonging and Contributing, and Problem Solving and Innovating)</li> <li>topics include self-regulation, pedagogical documentation, special needs, outdoor play, math etc.</li> </ul>	Kindergarten	all ele.	up to 500	1	<ul style="list-style-type: none"> <li>Online pre-survey</li> <li>Exit Cards</li> <li>Online Surveys for Educators</li> </ul>

		<p>Collaboration between EY, ETFO and a variety of outside facilitators and TCDSB resource and classroom educators</p> <p>Timeline: December 7, 2018</p>					
<p><b>Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p>	<p><b>Designated Early Childhood Educator and Classroom Teacher Partner PD</b></p> <p><b>Funding Source: Early Learning Program as per 2017-2018 Ministry transfer payment</b></p>	<ul style="list-style-type: none"> <li>professional learning opportunity for each DECE to work with their classroom teacher partner</li> <li>focus on the child developmental continuum to build understanding of the early learner (i.e. cognition, physical, communication, language and literacy, social and emotional domains and skills)</li> <li>focus on the <i>The Kindergarten Program, 2016</i></li> <li>explore <i>Growing Success: The Kindergarten Addendum</i></li> <li>explore evidence-based pedagogical approaches like play-based learning to support equity and culturally responsive practices</li> <li>delve into the Ministry document <i>Exploring Interprofessional Collaboration and Ethical Leadership</i></li> </ul> <p>Collaboration between EY, ETFO and TCDSB teachers and ECEs</p> <p>Timeline: November to May 2018</p>	Kindergarten	40	80 (40 ECE and 40 OCT)	240 (80x3days)	<ul style="list-style-type: none"> <li>Online pre-survey</li> <li>Exit Cards</li> <li>Online Surveys for Educators</li> </ul>

<b>Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b>	<b>Pedagogical Leadership Series</b>  <b>Funding source: Curriculum, Leadership and Innovation</b>	<ul style="list-style-type: none"> <li>• continue the work of this PLC series</li> <li>• in year 2, continue to look at numeracy through the lens of play</li> <li>• consider how we might build capacity for play-based pedagogy across the Early Years</li> <li>• consider how a play-based environment supports equitable and culturally responsive practices</li> <li>• use the newly-acquired Mathology resource and/or Alex Lawson's book <u>What to Look For</u></li> </ul> <p>Collaboration between EY,French, Literacy, Math</p> <p>Timeline: January to May 2019</p>	Grade 1 and 2	6	6	18 (6x3days)	<ul style="list-style-type: none"> <li>• Online pre-survey</li> <li>• Exit Cards</li> <li>• Online Surveys for Teachers</li> </ul>
				279	708	481	

(Sept) Total Projected Number of Code Days to be Used: 481

(June) Final Total of Code Days Used:

## 2018-2019 TCDSB PROFESSIONAL LEARNING PLAN

**Department: ELL**

BLIP Goal(s)	Central Department Initiative	Details and Timeline	G Grades	S # of schools	T # of teachers	D # of Days	Monitoring
<b>Curriculum Teaching and Learning: A focus on assessment</b>  On assessment for, as, and of learning, positive response will increase from 74% - 84% to 80% - 90% on elementary Teacher Voice survey	<b>Collaborative Inquiry: Building Capacity with Steps to English Proficiency (STEP)</b>  -Curriculum -Assessments -Strategies and Approaches -Resources	- provide a 2 day professional learning opportunity to ESL/ELL teachers on effective teaching strategies and scaffolds as well as assessment practices for ELLs, STEP, and the use of the ELL Companion. - support evidence informed inquiry and instructional practices focused on improving achievement and language acquisition for ELLs - collaborative facilitation between ELL/21C/Research  Funded by Student Success/MISA/ELL Gains	1 - 8	50	1	100 (50 x1x 2 days)	<ul style="list-style-type: none"> <li>Common Feedback form</li> <li>Online Surveys for Teachers</li> </ul>
<b>Curriculum Teaching and Learning: A focus on assessment</b>  On OSSLT there will be an increase from 37% to 43% of success for students in applied English	<b>Collaborative Inquiry: Building Capacity with Steps to English Proficiency (STEP)</b>  -Curriculum -Assessments -Strategies and Approaches -Resources	- provide a 2 day professional learning opportunity to content area teachers focused on building capacity with STEP, instructional strategies and scaffolds to support ELLs, and effective assessment of ELLs - support evidence informed inquiry and instructional practices focused on improving achievement and language acquisition for ELLs - collaborative facilitation between ELL/21C/Research  Funded by Student Success/MISA/ELL Gains	9 - 12	30	1	60 (30x1x 2 days)	<ul style="list-style-type: none"> <li>Common Feedback form</li> <li>Online Surveys for Teachers</li> </ul>

<p><b>Curriculum Teaching and Learning: A focus on assessment</b></p> <p>On EQAO, scores in Junior Math, there will be an increase from 46% to 52% of students achieving Level 3/4</p>	<p><b>Collaborative Inquiry: Binogi Pilot Project</b></p> <p>-Curriculum -Assessments -Strategies and Approaches -Resources</p>	<p>This pilot project will focus on the use of Binogi as a resource to support Arabic speaking Grade 6 ELLs in mathematics and science. Binogi staff will provide the teacher training. ELL, Research, Mathematics and Literacy Resource teaches will support this pilot project.</p> <p>This pilot project will run from mid October 2018 until June 2019</p> <p>Collaborative project with ELL, Research, Mathematics, and Literacy teams</p> <p>Funded by Student Success</p>	Grade 6	St. Andrew	10  3 Gr. 6 6 ESL 1 Spec. Ed	10 (1x10x 1 day)	<ul style="list-style-type: none"> <li>Common Feedback form</li> <li>Online Surveys for Teachers</li> <li>Classroom visits</li> </ul>
<p><b>Curriculum Teaching and Learning: A focus on assessment</b></p> <p>On assessment for, as, and of learning, positive response will increase from 74% - 84% to 80% - 90% on elementary Teacher Voice survey</p>	<p><b>Collaborative Inquiry: Steps to English Proficiency (STEP) framework for Kindergarten educators</b></p> <p>-Curriculum -Assessments -Strategies and Approaches -Resources</p>	<p>Through a 3 day collaborative inquiry, Kindergarten teachers will explore the K-STEP framework as a tool to support instruction and ongoing assessment of ELLs in their classroom.</p> <p>- support evidence informed inquiry and instructional practices focused on improving achievement and language acquisition for ELLs</p> <p>Collaborative facilitation between ELL and Early Years</p> <p>Funded by Student Success and Early Years</p>	Kindergarten and ESL/ELL	ES with high numbers of ELLs in K	3 (selected)	75 (25 x 3 x 1 day)	<ul style="list-style-type: none"> <li>Common Feedback form</li> <li>Online Surveys for Teachers</li> <li>Classroom visits</li> </ul>
<p><b>Curriculum Teaching and Learning: A focus on assessment</b></p> <p>On assessment for, as, and of learning, positive response will increase from 74% - 84% to 80% -</p>	<p><b>Mental Health and Well Being: Support teachers who are new to ESL/ELL</b></p> <p>-Curriculum -Assessments -Strategies and Approaches -Resources</p>	<p>New to ESL/ELL Elementary Teachers with an ESL portfolio are invited to a one-day hands-on session. Topics include: ELL Companion, ELL Tracking form, STEP, programming for ELLs and resources. Ongoing support at the school level is also provided.</p>	4 - 8	Variable	25	25 (25x1 day)	<ul style="list-style-type: none"> <li>Common Feedback form</li> <li>Online Surveys for Teachers</li> </ul>

90% on elementary Teacher Voice survey		Funded by Student Success					
<b>Pathways, Planning, and Programming: Student Engagement and Well-Being</b>  On awareness and use of the TCDSB Student Mental Health Strategy, there will be an increase from 75% - 86% to 80% - 90% on the Teacher Voice Surveys	<b>Mental Health and Well Being: Suicide Risk Awareness and Newcomer Mental Health</b> All schools will nurture Catholic Social Teachings that form the heart and foundation for our students in all classrooms.	Professional Learning for building mentally healthy and engaging classroom environments through increasing awareness and understanding of suicide risk in students. (SAFEtalk evidence-based program) Collaboration between ELL and TCDSB's Mental Health Team Funded by Student Success and Mental Health	7 -12	Schools with high ELL international student and refugee populations will be invited	50	50	<ul style="list-style-type: none"> <li>Common Feedback form</li> <li>Online Surveys for Teachers</li> </ul>
<b>School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b>  On satisfaction with involvement in decisions that affect their work, positive responses will increase from 65% - 75% to 70% - 80% on Teacher Voice Surveys	<b>Mental Health and Well Being: Provide self-selected learning opportunities for ESL/ELL teachers</b>	Provide a professional learning opportunity through participation in the Celebrating Linguistic Diversity Conference at OISE. This conference is hosted by TDSB and is scheduled for spring 2019  Funded by Student Success	K - 12	Upon request	50	50 (50 x 1 day)	<ul style="list-style-type: none"> <li>Online Surveys for Teachers</li> </ul>
<b>School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b> On collaborative instruction and job embedded inquiry – based professional	<b>Collaborative Inquiry: Support administrators as instructional leaders as they address urgent critical needs with educators through their PLP</b>	-educator inquiry focused on student learning and dilemma of practice -different structures responsive to individual schools (i.e. individual school & division; grouping schools together, etc.)	K - 12	Upon request	Upon request	Variable - dependent on access to release time at local level	<ul style="list-style-type: none"> <li>Online surveys for teachers</li> <li>School and classroom visits</li> <li>Common Feedback form</li> </ul>

learning, positive responses will increase from 55% - 70% to 65% - 80% on Administrator Voice surveys							
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(Sept) Total Projected Number of Code Days to be Used: 370	(June) Final Total of Code Days Used:
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## 2018-2019 TCDSB PROFESSIONAL LEARNING PLAN

**Department: French K-12**

BLIP Goal(s)	Central Department Initiative	Details and Timeline	G Grades	S # of schools	T # of teachers	D # of Days	Monitoring
<b>Curriculum Teaching and Learning: A Focus on Assessment:</b>	<b>In School Support</b>	<ul style="list-style-type: none"> <li>Based School/ Educator request</li> <li>Developing effective classroom strategies in response to those needs</li> <li>Meet with local school improvement teams (SIT) to assess single track French Immersion Elementary schools</li> <li>Meet with Secondary Department heads and their team members to assess program development / ressources updates and retention strategies</li> <li>Work closely with the Literacy Department to promote, primarily in the immersion programs, meaningful assessment that drives instruction (Whole class Instruction and Small Group Instruction)               <ul style="list-style-type: none"> <li>Create opportunities for FSL educators to collaborate with English-language colleagues</li> <li><i>teaching-centered and teacher-directed professional development.</i></li> </ul> </li> </ul> <p><b>Timeline:</b> Ongoing to Summer 2019</p>	K-12	As required	As required	up to 25 code days total (based on needs and initiative)	Data Collection: <ul style="list-style-type: none"> <li>Online Surveys for Teachers /Google Forms</li> <li>Online Surveys for Students</li> </ul>
<b>Curriculum Teaching and Learning: A Focus on Assessment:</b>	<b>Pedagogical Leadership Series</b>  <b>Collaboration between EY and French</b>	<ul style="list-style-type: none"> <li>continue the work of this PLC series</li> <li>in year 2, continue to look at numeracy through the lens of play</li> <li>consider how we might build capacity for play-based pedagogy across the Early Years</li> <li>consider how a play-based environment supports equitable and culturally responsive practices</li> </ul> <p>use the newly-acquired Mathology resource and/or Alex Lawson's book What to Look For</p>	Grade 1 & 2	Lottery 6 schools	3	18 (6 x 3 x 1 day)	<ul style="list-style-type: none"> <li>Exit Cards</li> <li>Online Surveys for Teacher</li> </ul>

<b>Curriculum Teaching and Learning: A Focus on Assessment:</b>	<b>Providing support for students with special education needs in FSL programs</b>	<ul style="list-style-type: none"> <li>Support Primary French teachers in French immersion with schools where needs exceed the work of the sole special education teacher in the school</li> <li>increase teacher knowledge of differentiation strategies, assistive technology, effective practices, etc. through workshops</li> <li>Involve FSL teachers in the planning and implementation of a student's IEP where appropriate</li> </ul> <p><b>Timeline:</b> Ongoing to Spring 2019</p>	K-12	50 schools as required	50 teachers as required	50 (50 x 1 day)	<ul style="list-style-type: none"> <li>Exit Cards</li> <li>Online Surveys for Teachers</li> </ul>
<b>Curriculum Teaching and Learning: A Focus on Assessment</b>	<b>French and Numeracy: Mathologie Professional Development for FI Teachers</b>	<ul style="list-style-type: none"> <li>What Is Mathology?</li> <li>The Teaching Model</li> <li>Exploring the Learning Progression</li> <li>The Activity Kit</li> <li>Math Little Books</li> <li>Planning with Mathology</li> </ul> <p><b>Timeline:</b> October 26, 2018</p>	K-2	19 F/I Schools	2 per school	38 (19 x 2 x 1 day)	<ul style="list-style-type: none"> <li><b>One day feedback form</b></li> </ul>
<b>Curriculum Teaching and Learning: A Focus on Assessment:</b>	<b>French attends Elementary Literacy Contact Symposium</b>	<ul style="list-style-type: none"> <li>Literacy Leads from all elementary schools will be invited to participate in a Literacy Symposium</li> <li>Reinforce TCDSB Literacy Framework</li> <li>Inspire Literacy leads and restore liaison role</li> <li>Strengthen the incorporation of Global Competencies (i.e., skilled communication, knowledge construction, etc.)October 10, 2018</li> <li>Presentation (Keynote Speaker)</li> <li>Break Out Sessions based on literacy needs identified by schools and teams</li> </ul> <p>Topics Include:</p> <ul style="list-style-type: none"> <li>effective literacy practice</li> <li>assessment to drive instruction</li> <li>integrated curriculum</li> <li>inquiry</li> </ul> <p><b>Timeline:</b> October 10, 2018</p>	K-8	19 F/I Schools	19 FI teachers	38 (19 x 2 x 1 day)	<p>Data Collection:</p> <ul style="list-style-type: none"> <li>Exit Cards</li> <li>Online Surveys for Teachers</li> <li>Online Surveys for Students</li> </ul>

Curriculum Teaching and Learning: A Focus on Assessment:	FSL Parent Outreach Session K - 12	<ul style="list-style-type: none"> <li>voluntary one-day workshop led by French language support innovators</li> <li>Promote awareness of French resources and services in French</li> <li>Liaise with Francophone communities and promote student participation in French cultural activities, immersion opportunities</li> </ul>	K - 8	201 Invited		201 days	<ul style="list-style-type: none"> <li>Exit Cards</li> <li>Online Surveys for Teachers</li> <li>Online Surveys for Students</li> </ul>
		<b>Timeline:</b> Elementary September 2018 (Saturday session)  Secondary (February 2019)	7-12				
Curriculum Teaching and Learning: A Focus on Assessment:	New To K/Primary/Junior Literacy in collaboration with French	<ul style="list-style-type: none"> <li>workshop for teachers (LTO and Permanent) who are new to a division.</li> <li>introduction to curriculum expectations, the literacy framework, assessment and strategies for student success</li> <li>familiarize teachers with essential literacy resources to inform practice</li> </ul>	K  1 - 3	as required  up to 20	1 teacher	20 (20 x 1 x 1 day)	<ul style="list-style-type: none"> <li>Exit Cards</li> <li>Online Surveys for Teachers</li> <li>Online Surveys for Students</li> </ul>
		<b>Timeline:</b> Fall 2018	4-6				
Curriculum Teaching and Learning: A Focus on Assessment:	DEL F Correcteur/Correctrice Training	<p>one-week training for 4 elementary and 6 secondary teachers</p> <ul style="list-style-type: none"> <li>increase knowledge of CEFR principles and DELF certification</li> </ul> <b>Timeline:</b> 5 days in January	7-12	10 schools	10 teachers from various programs core Extended/Immersion	50 (10 x 5 days)	
Curriculum Teaching and Learning: A Focus on Assessment	French Department Heads Meetings	<ul style="list-style-type: none"> <li>introduction to my BluePrint in French</li> <li>promotion of authentic French experiences outside of the classroom</li> <li>review of best practices and implementation of new resources</li> </ul> <b>Timeline:</b> 3x per year	9-12	32 schools	32 Department Heads, 1 from each school  1 full-day meeting	32 (32 x 1 day)	

		<b>Nov/Feb/May</b>			2 meetings from 1-3 pm		
<b>After School Book Club/ Conversational French</b>	<b>Staff Initiative /French language building</b>	<ul style="list-style-type: none"> <li>• Monthly After school sessions with staff</li> <li>• promote collaboration and opportunities to build on knowledge through networking</li> <li>• ongoing professional learning opportunities in French</li> </ul>	K-12	As requires	Core/ Extended and Immersion	N/A	<ul style="list-style-type: none"> <li>• Exit Cards</li> <li>• Online Surveys for Teachers</li> <li>• Online Surveys for Students</li> </ul>

(Sept) Total Projected Number of Code Days to be Used: 145 days	(June) Final Total of Code Days Used:
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2018-2019 TCDSB PROFESSIONAL LEARNING PLAN  
**Department: Outdoor/Health/Physical Education**

BLIP Goal(s)	Central Department Initiative	Details and Timeline	G Grades	S # of schools	T # of teachers per school	D # of Days	Monitoring
<p><b>Curriculum Teaching and Learning: A focus on assessment</b></p> <p>On assessment for, as, and of learning, positive response will increase from 74% - 84% to 80% - 90% on elementary Teacher Voice survey</p> <p><b>Student Engagement and Well-Being</b></p> <p>- On opportunities for authentic experience and experiential learning in all classrooms, schools and community programs, positive responses will increase from 70% to 80% on secondary Teacher Voice surveys</p>	<p><b>NTIP: Support for new HPE Teachers:</b></p>	<p>November 28th at Our Lady of Fatima</p> <p><b><u>Main Focus:</u></b></p> <p>-Curriculum Strands (Active Living, Healthy Living, Movement Competence)</p> <p>-Integration of Mathematics and Language skills/strategies in Health and Physical Education</p> <p>-OPHEA Safety guidelines will be a focus</p> <p>-Assessment/Evaluation Tools/Strategies</p> <p>-Classroom Management Strategies/Approaches</p> <p>-Experiential Learning Lessons/Units will be created and shared</p>	K-6	20	1	20 (20 x 1 x 1 day)	-Online Surveys for Teachers

<p><b>Curriculum Teaching and Learning: A focus on assessment</b></p> <p>On assessment for, as, and of learning, positive response will increase from 74% - 84% to 80% - 90% on elementary Teacher Voice survey</p> <p><b>Student Engagement and Well-Being</b></p> <p>-On student understanding of themselves as learners, positive responses will increase from the 70% to 80% range to 75% to 85% on the secondary Student Voice surveys</p>	<p><b>HPE Dept. Heads In-Service</b></p>	<p><b><u>Main Focus:</u></b></p> <ul style="list-style-type: none"> <li>-Curriculum Strands, Assessment/Evaluation tools</li> <li>-Mental Health Connections to Healthy Eating, Physical Activity, Critical thinking skills</li> <li>-Physical Activities that enhance inclusive environments</li> <li>-Team building/student leadership initiatives focused on inclusion, developing self-confidence and understanding/acceptance of oneself and others.</li> </ul>	<p>9-12</p>	<p>33</p>	<p>1</p>	<p>33 (33 x 1 x 1 day)</p>	
<p><b>Curriculum Teaching and Learning: A focus on assessment</b></p> <p>-On assessment for, as, and of learning, positive response will increase from 74% - 84% to 80% - 90% on elementary Teacher Voice survey</p> <p>-On EQAO, scores in Junior Math, there will be an increase from 46% to 52% of students</p>	<p><b>Health and Physical Education Conference</b></p>	<ul style="list-style-type: none"> <li>-Various workshops will provide opportunities for Teachers to learn how to engage students physically and collectively.</li> <li>-Various workshops on the integration of Math to enhance learning.</li> <li>-Various workshops will provide inclusive activities designed to enhance</li> </ul>	<p>K-6</p>	<p>150</p>	<p>1</p>	<p>150 (150 x 1 x 1 day)</p>	

achieving Level 3/4  <b>Student Engagement and Well-Being</b>  -On student understanding of themselves as learners, positive responses will increase from the 70% to 80% range to 75% to 85% on the secondary Student Voice surveys		community and in turn student well-being. -Various workshops will provide opportunities for Health Teachers to enhance well-being through healthy eating, critical thinking, healthy relationships, enhanced mental health.					
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(Sept) Total Projected Number of Code Days to be Used: 203

(June) Final Total of Code Days Used:

2018-2019 TCDSB PROFESSIONAL LEARNING PLAN  
**Department: Indigenous Education**

1= BLIP Goal(s)	Central Department Initiative	Details and Timeline	G Grades	S # of schools	T # of teachers per School	D # of Days	Monitoring
<b>A. Curriculum, Teaching and Learning: A Focus on Assessment</b> Engage in collaborative, inquiry-based professional learning focused on assessment for learning	Indigenous Education	October - provide 4 half day and 1 full day workshops to support instruction and assessment for indigenizing the the New History and Social Studies curriculum	4 to 8 and 10	75	2	300  (75 x 2 x 2 days)	Monitor effectiveness of professional learning opportunities using digital feedback forms
<b>B. Curriculum, Teaching and Learning: A Focus on Assessment</b> Embed fair and equitable assessment practices through a culturally responsive approach in all professional learning	Indigenous Education	After School Indigenous Education PLC for Teachers with the AGO's Indigenous Department					Monitor effectiveness of professional learning opportunities using digital feedback forms
<b>C. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b> Create conditions that promote collaborative learning cultures (e.g., time to meet, talk, plan, build empathy, trust and respect) and to share and analyze evidence of student learning and assessment;	Indigenous Education	April Teacher Symposium at the Native Canadian Center of Toronto Teachings that give a framework of cooperation based on genuine peace, respect and friendship with Aboriginal Peoples and help to redefine the relationship of trust and forgiveness between Indigenous and non-Indigenous	K to 12	100	11	100  (100x1x1 day)	Monitor effectiveness of professional learning opportunities using digital feedback forms



(Sept) Total Projected Number of Code Days to be Used:405	(June) Final Total of Code Days Used:
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## 2018-2019 TCDSB PROFESSIONAL LEARNING PLAN

**Department: Music**

BLIP Goal(s)	Central Department Initiative	Details and Timeline	G Grades	S # of schools	T # of teachers per day	D # of Days	Monitoring
<p><b>A. Home, Parish, School: Nurturing our Catholic Community</b> Continue to design and implement faith-based initiatives, which promote innovation and 21C competencies with the Catholic Social Teachings as a focus.</p> <p><b>B. Curriculum, Teaching and Learning: A Focus on Assessment</b> Embed fair and equitable assessment practices through a culturally responsive approach in all professional learning</p> <p><b>D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b> Engage in professional learning focused on inquiry, equity, and culturally responsive school and classroom practices;</p>	Vocal Music	November - provide a one day workshop to support instruction and assessment	K-6	ALL	30	30 (30 x 1 day)	Monitor effectiveness of professional learning opportunities using digital feedback forms

<p><b>A. Home, Parish, School: Nurturing our Catholic Community</b> Continue to design and implement faith-based initiatives, which promote innovation and 21C competencies with the Catholic Social Teachings as a focus.</p> <p><b>B. Curriculum, Teaching and Learning: A Focus on Assessment</b> Embed fair and equitable assessment practices through a culturally responsive approach in all professional learning</p> <p><b>D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b> Engage in professional learning focused on inquiry, equity, and culturally responsive school and classroom practices;</p>	Instrumental Music - Band	November - provide a one day workshop to support instruction and assessment	6/7-8	ALL	30	30 (30 x 1 day)	Monitor effectiveness of professional learning opportunities using digital feedback forms
<p><b>A. Home, Parish, School: Nurturing our Catholic Community</b> Continue to design and implement faith-based initiatives, which promote innovation and 21C competencies with the Catholic Social Teachings as a focus.</p>	Instrumental Music - Strings	November - provide a one day workshop to support instruction and assessment.	6/8	ALL	15	15 (15 x 1 day)	Monitor effectiveness of professional learning opportunities using digital feedback forms

<b>B. Curriculum, Teaching and Learning: A Focus on Assessment</b> Embed fair and equitable assessment practices through a culturally responsive approach in all professional learning <b>D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b> Engage in professional learning focused on inquiry, equity, and culturally responsive school and classroom practices;							
<b>B. Curriculum, Teaching and Learning: A Focus on Assessment</b> Embed fair and equitable assessment practices through a culturally responsive approach in all professional learning <b>D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b> Create conditions that promote collaborative learning cultures (e.g., time to meet, talk, plan, build empathy, trust and respect)	Secondary Music	October PD Session for Semester One content to be determined in response to expressed Teacher need and Board directives	9-12	ALL	15	15 (15 x 1 day)	Monitor effectiveness of professional learning opportunities using digital feedback forms
<b>A. Home, Parish, School: Nurturing our Catholic Community</b> Continue to design and implement faith-based	Secondary Music	March PD Session for Semester Two -	9-12	ALL	15	15 (15 days x 1 day)	Monitor effectiveness of professional learning opportunities using digital feedback forms

<p>initiatives, which promote innovation and 21C competencies with the Catholic Social Teachings as a focus.</p> <p><b>B. Curriculum, Teaching and Learning: A Focus on Assessment</b></p> <p>Embed fair and equitable assessment practices through a culturally responsive approach in all professional learning</p> <p><b>D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b></p> <p>Create conditions that promote collaborative learning cultures (e.g., time to meet, talk, plan, build empathy, trust and respect) and to share and analyze evidence of student learning and assessment;</p>		<p>content to be determined in response to expressed Teacher need and Board directives.</p>					
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(Sept) Total Projected Number of Code Days to be Used: 105

(June) Final Total of Code Days Used:

## 2018-2019 TCDSB PROFESSIONAL LEARNING PLAN

**Department: Pathways****BLIP Area of Focus: Pathways, Planning and Programming: Student Engagement and Well-Being**

BLIP Goal(s)	Central Department Initiative	Details and Timeline	G Grades	S # of schools	T # of teachers per school	D # of Days	Monitoring
<b>Pathways, Planning and Programming: Student Engagement and Well-Being</b>  By June 2021, there will be an increase in the level of participation in Pathways Programming: SHSM (Grade 11 & 12 students): 14% to 25%	Support for potential new SHSM applications	<ul style="list-style-type: none"> <li>September to December</li> <li>Meet with school teams to increase capacity for preparing a school application for a SHSM program</li> <li>including local coaching meetings</li> </ul>	11, 12	10	3	30 (10 x 3 x 1 day)	<b>Anecdotal feedback</b>
<b>Pathways, Planning and Programming: Student Engagement and Well-Being</b>  By June 2021, there will be an increase in the level of participation in Pathways Programming: SHSM (Grade 11 & 12 students): 14% to 25%	SHSM planning day for newly approved programs	<ul style="list-style-type: none"> <li>May-June</li> <li>School teams work through an implementation planning template to ensure that all elements of SHSM deliverables are put in place for following year</li> </ul>	11, 12	8	4	32 (8 x 4 x 1 day)	<b>Common feedback form</b>

<b>Pathways, Planning and Programming: Student Engagement and Well-Being</b>  By June 2021, there will be an increase in the level of participation in Pathways Programming: SHSM (Grade 11 & 12 students): 14% to 25%	New lead teachers symposia	<ul style="list-style-type: none"> <li>Generally ministry run and supported in May</li> </ul>	11, 12	8	2	16 (8 x 2 x 1 day)	<b>Anecdotal feedback</b>
<b>Pathways, Planning and Programming: Student Engagement and Well-Being</b>  By June 2021, there will be an increase in the level of participation in Pathways Programming: SHSM (Grade 11 & 12 students): 14% to 25%	SHSM kick off for all existing programs	<ul style="list-style-type: none"> <li>Full day learning session on October 2nd;</li> <li>sharing best practices;</li> <li>Capacity building co-learning activities; team building opportunities to support cohesion within school teams</li> <li>opportunity to meet with partner vendors</li> </ul>	11,12	all schools	100 (from 68 programs)	100 (100 x 1 day)	<b>Common Feedback Forms</b>
<b>Pathways, Planning and Programming: Student Engagement and Well-Being</b>  By June 2021, there will be an increase in the level of participation in Pathways Programming: SHSM (Grade 11 & 12 students): 14% to 25%	SHSM ongoing school-based team meetings	<ul style="list-style-type: none"> <li>September to June,</li> <li>school-embedded review and support meetings aimed at building capacity and sustainability</li> </ul>	11, 12	28	2	56 (28 x 2 x 1 day)	<b>Anecdotal feedback</b>

<b>Pathways, Planning and Programming: Student Engagement and Well-Being</b>  By June 2021, there will be an increase in the level of participation in Pathways Programming: SHSM (Grade 11 & 12 students): 14% to 25%	SHSM myBlueprint planner teacher in-service	<ul style="list-style-type: none"> <li>November and December</li> <li>SHSM school teams will be supported through professional learning sessions regarding tracking and monitoring SHSM students through to SHSM diploma completion using myBlueprint as a tool.</li> </ul>	11, 12	15	1	15 (15 x 1 x 1 day)	<b>Common Feedback Form</b>
<b>Pathways, Planning and Programming: Student Engagement and Well-Being</b>  By June 2021, there will be an increase in the level of participation in Pathways Programming: Dual Credit usage of allocations (filling allocations): 56% to 70%	Dual Credit sessions for Secondary School teachers	<ul style="list-style-type: none"> <li>Post-secondary planning: Through the lens of Dual Credit Conference</li> <li>one full day learning session for Secondary School teachers (date to be determined)</li> <li>increase capacity for identifying potential Dual Credit and SWAC students in their school communities.</li> </ul>	11,12	32	3	96 (32 x 3 x 1 day)	<b>Common Feedback Form</b>
<b>Pathways, Planning and Programming: Student Engagement and Well-Being</b>  By June 2021, there will be an increase in the level of participation in Pathways Programming: Dual Credit usage of allocations (filling allocations): 56% to 70%	CGTAT Stepping Stones to Post-Secondary Forum (initiative by colleges and school boards to develop and enhance educators' awareness of SCWI programming for students at risk of not completing their OSSD or having interest in OYAP programming.)	<ul style="list-style-type: none"> <li>October 10, 2018</li> <li>Secondary counsellors are invited to Centennial College for the opportunity to engage in workshops and seminars around Dual Credit models and recruitment, and to learn about college transition programs.</li> </ul>	9-12	Offered to all secondary schools (up to 15 spots allowed)	15	15 (15 x 1 day)	<b>Anecdotal feedback</b>



<p><b>Pathways, Planning and Programming: Student Engagement and Well-Being</b></p> <p>By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners:</p> <p>myBlueprint</p> <ul style="list-style-type: none"> <li>• 57% to 70% in elementary;</li> <li>• 52% to 70% in secondary</li> </ul> <p>TeacherVoice surveys</p> <ul style="list-style-type: none"> <li>• Students build on experiences to explore and reflect upon interests, strengths, skills, education, and career/life aspirations (based on a range of responses): 69% - 72% to 75% to 80%</li> </ul>	<p>Guidance Professional Learning/Trillium Training for teachers new to Guidance</p>	<p>Joint effort with Pathways and Trillium team to help build capacity in teachers new to the guidance role at the start of each semester.</p>	<p>9-12</p>	<p>Varies</p>	<p>15</p>	<p>30 (15 x 2 days)</p>	<p><b>Anecdotal feedback</b></p>
<p><b>Pathways, Planning and Programming: Student Engagement and Well-Being</b></p> <p>By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners:</p> <p>myBlueprint</p> <ul style="list-style-type: none"> <li>• 57% to 70% in elementary;</li> <li>• 52% to 70% in secondary</li> </ul>	<p>On-going learning inservicing of Guidance Department Heads</p>	<p>Areas of focus, issues of concern, Trillium compliance, and implementation of Guidance initiatives (October to June)</p>	<p>9-12</p>	<p>32</p>	<p>1</p>	<p>192 (32 x 1 x 6 days)</p>	<p><b>Anecdotal feedback and Common Feedback Form</b></p>

<p>Teacher Voice surveys</p> <ul style="list-style-type: none"> <li>Students build on experiences to explore and reflect upon interests, strengths, skills, education, and career/life aspirations (based on a range of responses): 69% - 72% to 75% to 80%</li> </ul>							
<p><b>Pathways, Planning and Programming: Student Engagement and Well-Being</b></p> <p>By June 2021, there will be an increase in the level of participation in Pathways Programming:</p> <p>SHSM (Grade 11 &amp; 12 students): 14% to 25%</p> <p>Dual Credit usage of allocations (filling allocations): 56% to 70%</p> <p>Central co-op placements: 160 to 210 students</p> <p>OYAP: 465 to 495</p> <p>Experiential Learning: 35 to 70 school projects</p> <p>By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners:</p> <p>myBlueprint</p> <ul style="list-style-type: none"> <li>52% to 70% in secondary</li> </ul>	<p>Career Studies Teachers' Symposium</p>	<p>In Semester 2, a professional learning and sharing day for teachers of Career Studies will be offered. The professional learning will be an opportunity for teachers to explore the expected release of new curriculum in this subject area.</p>	10	32	2	64 (32 x 2 x 1 day)	<p><b>Common Feedback Form</b></p>

<b>Pathways, Planning and Programming: Student Engagement and Well-Being</b>  By June 2021, there will be an increase in usage of online tools that promote students' understanding of themselves as learner: All About Me: Primary Division: 3% to 15% Junior Division: 9% to 20%	Pathways, Grades K-6	Beginning in October through to February, teachers in Gr K-6 will be invited to a half-day learning session regarding the continuation of CPS policy and the implementation of the All About Me Portfolio.	K-6	166 schools	50	50 ( 50 x 2)	<b>Common Feedback Form</b>

<p><b>Pathways, Planning and Programming: Student Engagement and Well-Being</b></p> <p>By June 2021, there will be an increase in usage of online tools that promote students' understanding of themselves as learner:</p> <p>All About Me: Primary Division: 3% to 15% Junior Division: 9% to 20%</p> <p>By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners:</p> <p>myBlueprint</p> <ul style="list-style-type: none"> <li>57% to 70% in elementary</li> </ul>	<p>Elementary Guidance Professional Learning</p>	<p>Areas of focus, issues of concern, and implementation of Guidance initiatives (October to June)</p>	<p>K-8</p>	<p>-</p>	<p>12</p>	<p>0</p>	<p><b>Anecdotal feedback</b></p>
<p><b>Pathways, Planning and Programming: Student Engagement and Well-Being</b></p> <p>By June 2021, there will be an increase in the level of participation in Pathways Programming:</p> <p>SHSM (Grade 11 &amp; 12 students): 14% to 25%</p> <p>Dual Credit usage of allocations (filling allocations): 56% to 70%</p> <p>OYAP: 465 to 495</p>	<p>Online Course Selection, Grade 8 to Grade 9</p>	<p>Throughout semester 2, school counsellors, administrators, and other staff will be provided with opportunities to build capacity in supporting students with online course selection</p>	<p>7-12</p>	<p>Open to elementary and secondary staff</p>	<p>4 areas x 10 elementary feeder schools</p>	<p>40 (4 x 10 x 1 day )</p>	<p><b>Anecdotal feedback</b></p>

<p><b>Pathways, Planning and Programming: Student Engagement and Well-Being</b></p> <p>By June 2021, there will be an increase in the level of participation in Pathways Programming:  SHSM (Grade 11 &amp; 12 students): 14% to 25%  Dual Credit usage of allocations (filling allocations): 56% to 70%  Central co-op placements: 160 to 210 students  OYAP: 465 to 495  Experiential Learning: 35 to 70 school projects</p> <p>By June 2021, there will be an increase in usage of online tools that promote students' understanding of themselves as learner:  All About Me:  Primary Division: 3% to 15%  Junior Division: 9% to 20%</p> <p>By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners:</p> <p>myBlueprint</p> <ul style="list-style-type: none"> <li>57% to 70% in elementary;</li> <li>52% to 70% in secondary</li> </ul> <p>TeacherVoice surveys</p> <ul style="list-style-type: none"> <li>Students build on</li> </ul>	<p>Professional Learning within a Professional Conference: OSCA</p>	<p>In November, teacher counsellors in the Secondary or Elementary panel may register to participate, over the course of 3 days, in lectures, workshops, seminars relating to Guidance-related initiatives.</p>	<p>K-12</p>	<p>1 per secondary school, and</p> <p>12 elementary guidance counsellors</p>	<p>32 Secondary schools</p> <p>Elementary no release required</p>	<p>64 (32 x 1 x 2 days)</p>	<p><b>Anecdotal feedback</b></p>
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experiences to explore and reflect upon interests, strengths, skills, education, and career/life aspirations (based on a range of responses): 69% - 72% to 75% to 80%							
<b>Pathways, Planning and Programming: Student Engagement and Well-Being</b>  By June 2021, there will be an increase in the level of participation in Pathways Programming: OYAP: 465 to 495 students	OYAP Build Days, Women Entering Non-Traditional Trades (WENTT), Skills Canada, and Indigenous centered conferences focusing on the skilled trades, will all contribute to the overall growth of the program.	Throughout the year a series of conferences, workshops, seminars, trade shows, lunch n' learns, and tours will be offered to all students and staff of the TCDSB. Every month of the year will be sprinkled with events and activities that will engage the participant with information and hands on activities including steering committee meetings relevant to all OYAP initiatives. Skills Canada Provincial competitions will see over 100 teachers mentor over 300 TCDSB students in over 50 different competitive categories.	4 - 12	all elementary & secondary schools are invited	5 - 10	110	<b>Common Feedback Form</b>
<b>Pathways, Planning and Programming: Student Engagement and Well-Being</b>  By June 2021, there will be an increase in the level of participation in Pathways Programming:  Central co-op placements: 160 to 210 students.	Beginning of Year Inservice - supporting teacher knowledge & student impact	1 day conference; sessions sharing best practices, curriculum updates and ministry and sector updates including OSBIE, Ministry of Labour (beginning of school year)  Timeline: one day in the fall	11 - 12	32 schools	60	60 (60 x 1 day)	<b>Common Feedback Form</b>

<b>Pathways, Planning and Programming: Student Engagement and Well-Being</b>  By June 2021, there will be an increase in the level of participation in Pathways Programming:  Central co-op placements: 160 to 210 students.	Student Cooperative Education Learning Plan tool workshops - building teacher capacity & supporting program integrity	2 workshops/semester aimed at increasing teacher fluency with the Co-op Writer program  Timeline: one day at the beginning of each semester	11 - 12	32	20	40 (20 x 2 days)	<b>Common Feedback Form</b>
<b>Pathways, Planning and Programming: Student Engagement and Well-Being</b>  By June 2021, there will be an increase in the level of participation in Pathways Programming:  Central co-op placements: 160 to 210 students.	On-going Learning - building program capacity & supporting teacher leadership	regular teacher inservicing re: curriculum, assessment, pedagogy, teaching strategies and resources (approx 6 inservices during the year) Focus on the New Coop Curriculum  Timeline: on going during the year	11 - 12	32	60	360 (60 x 6 days)	<b>Common Feedback Form</b>
<b>Pathways, Planning and Programming: Student Engagement and Well-Being</b>  By June 2021, there will be an increase in the level of participation in Pathways Programming:  Central co-op placements: 160 to 210 students.	OCEA (Ontario Cooperative Education Association)	OCEA board affiliation and conference registration for one coop teacher per secondary school	11 - 12	32	30	30 (30 x 1 day)	<b>Anecdotal Feedback</b>

<b>Pathways, Planning and Programming: Student Engagement and Well-Being</b>  By June 2021, there will be an increase in the level of participation in Pathways Programming	Creating Pathways to Success for Exceptional Students through Work Experience One day conference	Continue to build on work began last year which included: Board Procedures & Best Practices, Ministry of Education Requirements, Transition Planning, Health & Safety, and Risk Management. Participants will engage in active discussions about: the growing area of experiential learning, its importance in transition planning, and programming opportunities for special education students. Participants will be part of a Google Classroom as a collaborative sharing collective. Presenters will include students, parents, invited guests and TCDSB staff.	11 - 12	30	1	30 (30 x 1 x 1 day)	<b>Common Feedback Form</b>
<b>Pathways, Planning and Programming: Student Engagement and Well-Being</b>  By June 2021, there will be an increase in the level of participation in Pathways Programming:  Experiential Learning: 35 to 70 school projects.	TCDSBEL - Project Days	In November, there will be an inservice to explain the Experiential Learning cycle (in depth) and showcase TCDSBEL projects from previous years. Participants will then have an opportunity to craft their own Experiential Learning projects to support and extend classroom learning.	K-12	30	1	30 ( 30 x 1 x 1 day)	<b>Common Feedback Form</b>
<b>Pathways, Planning and Programming: Student Engagement and Well-Being</b>  Teacher Voice surveys <ul style="list-style-type: none"> <li>Students build on experiences to explore and reflect upon interests, strengths, skills and education and career/life</li> </ul>	Ongoing job-embedded support for all TCDSBEL projects.	Two days of support for each TCDSBEL project to help with the planning and implementation of each project. The board's Experiential Learning Resource Teacher will support classroom teachers in strategizing how to best share their learning with their school, area and the rest of the board.	K-12	30	1	60 (30 x 1 x 2 days)	<b>Common Feedback Form</b>



aspirations (based on a range of responses): 69% - 72% to 75% - 90%							
<b>Pathways, Planning and Programming: Student Engagement and Well-Being</b>  By June 2021, there will be an increase in the level of participation in Pathways Programming: OYAP: 465 to 495 students	Professional learning within provincial conference: OCTE	Affiliation with OCTE allows for participation of Technological Educators at provincial conference and Leadership Conference. May	9-12	8	1	16 (8 x 1 x 2 days)	<b>Anecdotal Feedback</b>
<b>Pathways, Planning and Programming: Student Engagement and Well-Being</b>  By June 2021, there will be an increase in the level of participation in Pathways Programming: OYAP: 465 to 495 students	Ongoing Professional Learning Sessions for teachers of Technological Education.	Areas of focus will be assessment (as, for and of), numeracy, collaborative inquiry and implementation of Tech Safety for Technological Educators. Experiential learning and pathway opportunities will continue to be explored. On-going support and sharing of best practices. Combination of half and full day Professional Learning Sessions throughout 2018-2019 teachers will be invited to four opportunities.	9-12	32	25	75 (25 x 3 days)	<b>Common Feedback Form</b>

(Sept) Total Projected Number of Code Days to be Used: 1610	(June) Final Total of Code Days Used:
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2018-2019 TCDSB PROFESSIONAL LEARNING PLAN  
**Department: Safe Schools**

BLIP Goal(s)	Central Department Initiative	Details and Timeline	G Grade s	S # of schools	T # of teachers	D # of Days	Monitoring
<p><b>School and Classroom Leadership - Professional Learning, Collaboration, and Engagement:</b></p> <p>By June 2021, there will be an increase in positive responses regarding the level of inquiry-based professional learning, staff collaboration and engagement, guided by culturally relevant and responsive pedagogy</p> <p><b>Pathways Planning and Programming - Student Engagement and Well-Being:</b></p> <p>By June 2021, there will be an increase in positive responses regarding</p> <ul style="list-style-type: none"> <li>students' understanding of themselves as learners and well-being</li> </ul>	Safe Schools Department	<p>Various Sessions:</p> <p>Domestic Sex Trafficking of Youth - Trauma-informed Prevention &amp; Intervention</p> <p>De-Escalation</p> <p>Mean Girls and Cliques</p> <p>Stand Up to Social Cruelty, Bullying and Injustice</p> <p>Empathy, the Social Emotion</p> <p>Cyber Bullying and Internet Safety</p> <p>Digital Footprint Navigation</p> <p>The Class Meeting: an effective means of scaffolding your positive classroom climate</p> <p>Safe School Transition Planning</p> <p>Strategies to Promote Healthy Relationships and a Positive School Climate</p> <p>Gang Awareness and Hate Motivated Behaviour in Schools</p> <p>Addressing Challenging Behaviour in Secondary Schools</p> <p>Understanding Progressive Discipline &amp; Safe and Accepting Schools Teams</p> <p>Self-Regulation</p> <p>Connecting with Parents and Caregivers</p> <p>Trauma: Impact and Interventions</p> <p>Practical Tools to Enhance Students' Social</p>	9 - 12	32	Teachers may attend 3 sessions per year	200	All participants complete an evaluation at the end of each Professional Learning Module to provide feedback and to inform future professional learning topics.

<ul style="list-style-type: none"> <li>Secondary students' self image (based on a range of questions)</li> </ul>		and Emotional Skills Understanding and Addressing Aggressive Relationships Threatening, Worrisome Behaviours and Interventions Mindfulness, Meditation & Contemplation Threat Assessment Training (Part I) Threat Assessment Training (Part II) RCMC Training Facilitator (Part I) RCMC Training Coordinator (Part II) RCMC Refresher					
<b>Pathways Planning and Programming - Student Engagement and Well-Being:</b>  By June 2021, there will be an increase in positive responses regarding <ul style="list-style-type: none"> <li>students' understanding of themselves as learners and well-being</li> <li>Secondary students' self image (based on a range of questions)</li> </ul>	Safe Schools Department	Restorative Conflict Mediation Circle (RCMC) Coordinator's Meeting Shadowbox Training & Refresher Student Ambassador Symposiums 1 incorporate student	9 - 12	32	1 per school	64 (32X2 days)	Students and mentors provide feedback at the end of each symposium. Safe Schools Department reviews perceptual data from student surveys to identify topics for future symposium.

(Sept) Total Projected Number of Code Days to be Used: 264

(June) Final Total of Code Days Used:

2018-2019 TCDSB PROFESSIONAL LEARNING PLAN  
**Department: 21st Century Learning**

BLIP Goal(s)	Central Department Initiative	Details and Timeline	G Grades	S # of schools	T # of teachers	D # of Days	Monitoring
<ul style="list-style-type: none"> <li>On EQAO scores in Junior Math, there will be an increase from 46% to 52% of students achieving Level 3/4</li> <li>On EQAO scores in Grade 9 Applied Math, there will be an increase from 49% to 55% of students achieving Level 3/4</li> </ul>	<b>21C Innovators Lead Learners Planning</b> <b>Day 1</b> Digital Tools, Privacy and the Acceptable Use Policy PD <b>Day 2</b> NeXt Lesson/Global Competencies/Ontario Catholic Schools Graduate Expectations, 3D Printing <b>Day 3</b> Robotics STEAM	Our planning team will comprise three lead teachers per area and the 21st Century Learning team. As a planning team, we will design and facilitate two full day sessions for participating teachers. Our sessions will focus on fostering 21st Century Learning skills and competencies and STEAM (Science, Technology, Engineering, Arts, and Mathematics).  Our planning team will meet three times: Session 1 November-December Session 2 January-March Session 3 May-June	K-12	12	1	36  (12 x 1 x 3 days)	<ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry</li> </ul>
<ul style="list-style-type: none"> <li>On EQAO scores in Junior Math, there will be an increase from 46% to 52% of students achieving Level 3/4</li> <li>On EQAO scores in Grade 9 Applied Math, there will be an increase from 49% to 55% of students achieving Level 3/4</li> </ul>	<b>21C School Innovators</b> <b>Day 1</b> Digital Tools, Privacy and the Acceptable Use Policy PD <b>Day 2</b> NeXt Lesson/Global Competencies/Ontario Catholic Schools Graduate Expectations, 3D Printing, Robotics, STEAM	As a planning team, we will design and facilitate two full day sessions for participating teachers. Our sessions will focus on fostering 21st Century Learning skills and competencies and STEAM (Science, Technology, Engineering, Arts, and Mathematics) As well, our collective and individual learning will centre on an inquiry focus.  2 sessions per Area: Session 1 November-December Session 2 January-March	K-12	196	1	392  (196 x 1 x 2 days)	<ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry</li> </ul>
<ul style="list-style-type: none"> <li>On OSSLT, there will be an increase from 37% to 43% of students</li> </ul>	<b>Device Training</b> <b>Day 1</b> Cloudbook/Chromebook training PD Makey-Makey PD	Our schools have a variety of devices, like laptops, chromebooks, cloudbooks, and iPads that support technology enabled learning. This training aims to support teachers as they adopt technology and integrate into their	K-12	20	1	120  (20 x 1 x 6 days)	<ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning opportunities using standard feedback forms</li> </ul>

<ul style="list-style-type: none"> <li>success in the applied course</li> <li>On giving and receiving timely feedback on how to improve their work, positive response will increase from 62% to 75% in secondary Student Voice</li> </ul>	<p>Epson Projector Training <b>Day 2</b> MDM and VPP refresher iPad Training <b>Day 3</b> AR/VR training PD Arduino PD</p>	<p>classroom. Our sessions will help teachers become familiar with a variety of devices and how they connect to curriculum.</p> <p>One of each session type per Semester: Semester 1</p> <ul style="list-style-type: none"> <li>Day 1 October</li> <li>Day 2 November</li> <li>Day 3 December-January</li> </ul> <p>Semester 2</p> <ul style="list-style-type: none"> <li>Day 1 February</li> <li>Day 2 March</li> <li>Day 3 April-May</li> </ul>					and evidence of collaborative inquiry
<ul style="list-style-type: none"> <li>On OSSLT, there will be an increase from 37% to 43% of students success in the applied course</li> <li>On giving and receiving timely feedback on how to improve their work, positive response will increase from 62% to 75% in secondary Student Voice</li> </ul>	<p><b>Assessment/Blended Learning/Coding/STEAM/Minecraft</b> <b>Day 1</b> Brightspace portfolio app PD Assessment through google apps <b>Day 2</b> Minecraft PD OneNote Training <b>Day 3</b> Maker Day PD OSMO/Robotics</p>	<p>Our sessions will focus on how students can document their learning, create portfolios, and collaborate with students and teachers on a variety of activities. The main themes being highlighted are assessment, engagement, and fostering 21st century learning skills and competencies.</p> <p>One Series per Semester: Semester 1</p> <ul style="list-style-type: none"> <li>Day 1 October</li> <li>Day 2 November</li> <li>Day 3 December-January</li> </ul> <p>Semester 2</p> <ul style="list-style-type: none"> <li>Day 1 February</li> <li>Day 2 March</li> <li>Day 3 April-May</li> </ul>	k-12	20	1	120 (20 x 1 x 6 days)	<ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry</li> </ul>
<ul style="list-style-type: none"> <li>On EQAO scores in Junior Math, there will be an increase from 46% to 52% of students achieving Level 3/4</li> <li>On EQAO scores in Grade 9 Applied Math, there will be an increase from 49% to 55% of students achieving Level 3/4</li> </ul>	<p><b>Google Camp</b> Google Camp Catering, Gifts for Presenters, Miscellaneous costs Google certification</p>	<p>On October 27th 2018 TCDSB Staff participate in a day of professional learning solely focused on promising practices and applications of Google Apps of Education. This will be our first ever Google Camp, but it will be in response to our growing usage of G Suite. As well, many of our teachers have expressed an interest in learning more about how G Suite can support all learners, while fostering skills in our students that are needed in our modern world.</p>	K-12	TBD	200	Saturday, no code days	<ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry</li> </ul>

<ul style="list-style-type: none"> <li>On OSSLT, there will be an increase from 37% to 43% of students success in the applied course</li> <li>On giving and receiving timely feedback on how to improve their work, positive response will increase from 62% to 75% in secondary ioStudent Voice</li> </ul>	<b>Catholic Education Centre Based Professional Development</b> Hour of Code Skype Training Digital Learning Day	<p>October - May</p> <p>We celebrate many special moments at the Catholic Education Centre, and this year the 21st Century Learning department will continue to do so starting with our third round of Hour of Code. During our TCDSB event students and staff participate in a coding activity. There are numerous reports that indicate a shortage in computer programmers, and events like this try to spark an interest in Computer Science in our students. As part of Computer Science Education week, we will host a teacher and their students to the CEC. During our time together most of the TCDSB staff at the CEC engage with students and also complete some coding!</p> <p>There are many ways to communicate, but Skype for Business takes online communication to new possibilities. Our sessions with central staff will help them leverage this communication tool to extend there office beyond the CEC, while being able to video conference, record, and share with others.</p> <p>Digital Learning Day is a day that TCDSB celebrates everything digital that has impacted on learning in the classroom. Our 21st Century Learning team hosts a full day of activities and engaging our TCDSB staff using Twitter, Outlook, Google Classroom, and the Virtual Learning Environment. Our goal is create a platform to share promising practices and leverage digital tools that enhance teaching and learning.</p>	K-12	1	1	1 (1 teacher x 1 day for Hour of Code)  (No Code days for Skype as it is for Central Staff)  (No Code days for Digital Learning Day as this is virtual PD)	<ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry</li> </ul>
<ul style="list-style-type: none"> <li>On EQAO scores in Junior Math, there will be an increase from 46% to 52% of students achieving Level ¾</li> <li>On EQAO scores in Grade 9 Applied Math, there will be an increase from</li> </ul>	<b>21Camp (Spring 2019)</b> 21Camp	<p>May</p> <p>This year will be 21Camp 4.0! Our day of professional learning centers on TCDSB coming together to share promising practices that foster 21st Century Learning skills and competencies. Not only will plenty of learning take place as teachers participate in teacher-led breakout sessions, but plenty of networking takes place and teacher's build their personal learning network.</p>	k-12	TBD	150	Saturday, no code days	<ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry</li> </ul>

49% to 55% of students achieving Level 3/4							
<ul style="list-style-type: none"> <li>On EQAO scores in Junior Math, there will be an increase from 46% to 52% of students achieving Level ¾</li> <li>On EQAO scores in Grade 9 Applied Math, there will be an increase from 49% to 55% of students achieving Level 3/4</li> </ul>	<b>Partially Funded Professional Development in Partnership with The Learning Partnership</b> Dragon's Nest support (1/2) Coding Quest (1/2) iCubed (1/2) Entrepreneurial Adventure (1/2)	October-May  Our 21st Century Learning team continues to partner with many departments and external organizations on a variety of learning opportunities.  Our partnership with The Learning Partnership allows us to co-plan and co-facilitate sessions that are focused on Coding (Coding Quest Gr. 3-5), iCubed Investigate! Invent! Innovate! (Gr.7 ) that is focused on Problem Solving, Innovation and Ontario Curriculum, Entrepreneurial Adventure (K-12) that fosters the entrepreneur in our students, and Dragon's Nest (Secondary) which is an experiential learning program.	k-12	TBD	60  (15 teachers for each event)	60  (15 x 4 days)	<ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry</li> </ul>
<b>A. Home, Parish, School: Nurturing our Catholic Community</b> Continue to design and implement faith-based initiatives, which promote innovation and 21C competencies with the Catholic Social Teachings as a focus.  <b>B. Curriculum, Teaching and Learning: A Focus on Assessment</b> Engage in collaborative, inquiry-based professional learning focused on assessment for learning	Elementary STEAM (Science, Technology, Engineering, Arts, Math)  Maker Space Professional Learning Series	November- May  As the TCDSB continues to develop STEAM programming within its schools, this series of sessions aims to build awareness, capacity, and a collaborative approach to STEAM programming.  Day 1 - Introduction to the Maker Space and STEAM philosophy. At the end of our day, teachers will return to their schools with a STEAM challenge to explore in their communities  Day 2 - Building upon day 1, teachers will continue to explore the challenge and through collaborative support teachers will be able to design STEAM programming. At the end of day 2, teachers are asked to design a locally developed STEAM challenge prior to day 3.  Day 3 - Each teacher will have the opportunity to share promising practices in STEAM programming that foster 21st century	K-8	20	1	60  (20 x 1 x 3 days)	<ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry</li> </ul>

		learning skills and competencies.					
<p><b>C. Pathways, Planning and Programming: Student Engagement and Well-Being</b> Increase communication regarding the value of experiential learning</p> <p><b>D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b> Engage in professional learning focused on inquiry, equity, and culturally responsive school and classroom practices;</p>	Secondary STEAM (Science, Technology, Engineering, Arts, Math)	<p>November-May</p> <p>As the TCDSB continues to develop STEAM programming within its schools, this series of sessions aims to build awareness, capacity, and a collaborative approach to STEAM programming.</p> <p>Day 1 - A general discussion on how STEAM programming is being developed within each school. Teachers will have the opportunity to share promising practices, and reflect on challenges.</p> <p>Day 2 - A discussion about enrichment opportunities, excursions and guest speakers. Establishing design principles for STEAM programming through collaborative professionalism.</p> <p>Day 3 - A hands on session where teachers will participate in one iteration of a STEAM activity that stems from STEAM programming.</p>	9-12	7	2	42 (14 x 3 days)	<ul style="list-style-type: none"> <li>Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry</li> </ul>

(Sept) Total Projected Number of Code Days to be Used: 831

(June) Final Total of Code Days Used:



## 2018-2019 TCDSB PROFESSIONAL LEARNING PLAN

**Department: LIBRARY K-12 (Library Technicians and Teacher Librarians)**

BLIP Goal(s)	Central Department Initiative	Details and Timeline	G Grades	S # of schools	T # of teachers per day	D # of Days	Monitoring
<b>School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b>  On satisfaction with involvement in decisions that affect their work, positive responses will increase from about 60%-70% on Teacher Voice and Administrator Voice Surveys	<b>Library Technician PD</b>	<ul style="list-style-type: none"> <li>introduce Library Technicians to new literature, research tools, digital citizenship and board initiatives</li> <li>focus on inclusion of Indigenous texts and culturally responsive materials as school library resources.</li> <li>through Weeding, ensure appropriateness of library texts</li> </ul> <p><b>Timeline:</b> one meeting, Date TBD</p>		75	Library Technicians	N/A	<ul style="list-style-type: none"> <li>Common Feedback Form</li> </ul>
<b>School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b>  - On satisfaction with involvement in decisions that affect their work, positive responses will increase from about 60%-70% on Teacher Voice and Administrator Voice Surveys	<b>Teacher Librarian Meeting</b>	<ul style="list-style-type: none"> <li>TLs organize meetings, set agenda and facilitate discussion</li> <li>Literacy Resource teacher attends meetings and share board initiatives</li> <li>Inclusion of Indigenous texts and culturally responsive materials in school libraries</li> <li>Weeding libraries</li> <li>Research Tools and Digital Citizenship</li> <li>discussion about promising practices from experienced Teacher Librarian</li> <li>Meetings from 2-4 pm</li> </ul> <p><b>Timeline:</b> Four meetings per year</p>	9-12	32	Teacher Librarians	N/A	<ul style="list-style-type: none"> <li>Common Feedback Form</li> </ul>

<b>School and Classroom Leadership: Professional Learning, Collaboration, and Engagement</b>  - On satisfaction with involvement in decisions that affect their work, positive responses will increase from about 60%-70% on Teacher Voice and Administrator Voice Surveys	<b>Teacher Librarian PD</b>	<ul style="list-style-type: none"> <li>introduce Teacher-Librarians to new literature, and board initiatives</li> <li>focus on inclusion of Indigenous texts and culturally responsive materials as school library resources.</li> <li>through Weeding, ensure appropriateness of library texts</li> </ul> <p><b>Timeline:</b> one meeting, Date TBD</p>	9-12	32	Teacher Librarians	32	<ul style="list-style-type: none"> <li>Common Feedback Form</li> </ul>
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(Sept) Total Projected Number of Code Days to be Used: 32	(June) Final Total of Code Days Used:
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## COMMON FEEDBACK FORM ONE-DAY SESSION

Session Title: _____ Technology: _____ Session Date: _____ Today's Focus was: _____				
	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>Professional Practice:</b>				
1. Prior to today's session, the content of the session was familiar to me.				
2. I have gained strategies to implement in my professional practice.				
<b>Student Impact:</b>				
3. I will integrate into my planning and instruction.				
4. Today's session will contribute to student learning and achievement.				
<b>Engagement:</b>				
5. Sufficient time was allocated to activities of the day.				
6. I would recommend this session to a colleague.				
7. My professional learning could be improved with the following next steps: <input type="checkbox"/> Support with implementation explain: _____ <input type="checkbox"/> Additional materials - explain: _____ <input type="checkbox"/> instruction would require this _____ <input type="checkbox"/> Additional information - explain: _____				
8. Do you have any additional comments (or, question specific to the particular workshop)				



## REPORT TO

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

## REQUEST FOR RELIGIOUS ACCOMMODATIONS 2017 - 2018

*And the peace of God, which surpasses all understanding, will guard your hearts and your minds in Christ Jesus.  
Philippians 4:7*

Created, Draft	First Tabling	Review
October 18, 2018	November 1, 2018	Click here to enter a date.

Gina Iuliano Marrello, Superintendent of Student Success  
Marina Vanayan, Senior Coordinator Educational Research  
John Morgan, Research Associate

## INFORMATION REPORT

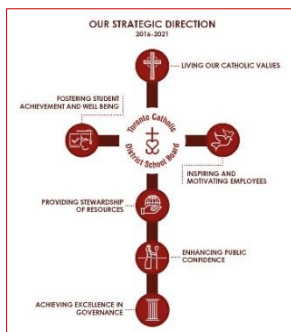
### Vision:

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

### Mission:

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

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



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

T. Robins  
Acting Associate Director  
of Planning and Facilities

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

## **A. EXECUTIVE SUMMARY**

This report outlines the number and type of requests for Religious Accommodation within Toronto Catholic District School Board schools in the school year from September 2017 to June 2018. Data for this report is collected through the use of a survey and interviews with school principals. Since 2012, there have been relatively few formal requests for religious accommodation, including exemptions, and this pattern continues for this school year.

*The cumulative staff time required to prepare this report was 20 hours*

## **B. PURPOSE**

1. This report fulfils the obligation articulated in the TCDSB Religious Accommodation Policy S.22 that ‘the consistent application of religious accommodation requests will be monitored and reported in an annual report to the board of trustees’. (**Appendix A**)
2. The obligation for honouring requests for religious accommodation is also articulated in the TCDSB Opening and Closing Exercises Policy S.S.02. (**Appendix B**)

## **C. BACKGROUND**

1. **September 2018** – All principals provided input regarding religious accommodation requests for the previous school year.
2. Recently, arising from an Ontario Human Rights Tribunal case, the Simcoe Muskoka Catholic District School Board published its Practice and Procedure around Religious Education Exemptions. The TCDSB received this document on October 16, 2017 and, as recommended by the Ontario Catholic School Trustees’ Association, the TCDSB reviewed the document and confirms that its own policies and procedures meet all statutory requirements.

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

1. Despite its population of approximately 91,000 students, the board has consistently had very few requests for religious accommodation in the past. There were 12 schools that reported requests for religious accommodation in the 2017-18 school year.
2. A summary of all requests is provided in **Appendix C**. Accommodations have been made in accordance with the *TCDSB Religious Accommodation Policy S.22* and within the provisions of the Education Act, Section 42(11) and 42(13) (**Appendix D**).
3. When requests for religious accommodation are made, principals engage in discussions with students and parents/guardians. In addition, principals consult with their area superintendent as well as the Superintendent of Student Success.

## **E. METRICS AND ACCOUNTABILITY**

1. Principals will dialogue with their area superintendents and, when necessary, consult with the Superintendent of Student Success regarding requests for religious accommodation arise.
2. In June, principals will be asked to provide data on religious accommodation requests received in the current school year.
3. Senior Staff will report to board annually in the early part of the next school year, regarding the June data collected regarding religious accommodation requests.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.



## Religious Accommodation S.22

<b>Date Approved:</b> December 4, 2012 – Board	<b>Policy Review Cycle:</b> December 2015	<b>Dates of Amendment:</b>
<b>Cross Reference:</b> <ul style="list-style-type: none"> <li>· Catholic Equity and Inclusive Education Policy H.M. 24</li> <li>· Ontario Ministry of Education Policy/Program Memorandum 119, <i>Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools</i></li> </ul> <b>Attachment(s):</b>		

**Purpose:**

This Policy recognizes that religious accommodation provisions are designed to promote a respectful learning environment for all members of the Toronto Catholic District School Board (TCDSB) consistent with the exercise of the Board's denominational rights under section 93 of the Constitution Act, 1867, and as recognized in section 19 of the Ontario Human Rights Code. The policy identifies the types of accommodations schools can reasonably provide to students and outlines the conditions under which a student's religious beliefs would be accommodated.

**Scope and Responsibility:**

The policy extends to staff members, students and their families while in attendance at school or engaged at other TCDSB events. The Director of Education, with the assistance of Supervisory Officers and Principals, are responsible for this policy.

**Alignment with MYSP:**

Living Our Catholic Values  
Fostering Student Achievement and Well-being  
Strengthening Public Confidence

**Financial Impact:**

Generally, there is no significant financial impact.

**Legal Impact:**

Policy/Program Memorandum 119 requires school boards to develop an equity and inclusive education policy which, among other things, includes a guideline on religious accommodation in accordance with the Ontario Human Rights Code.

**Policy:**

The TCDSB is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviours based on religion, and will take reasonable steps to provide religious accommodations within the legal and denominational rights afforded the Catholic school system as per Section 93 of the Constitution Act of 1867. Such accommodations will be provided to staff members, students and their families.

**Regulations:**

- 1 The TCDSB supports freedom of religion and an individual's right to manifest his or her religious beliefs and observances. The right to freedom is not absolute, and religious accommodation in TCDSB is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.
- 2 The TCDSB will, at all times, seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs, but the principles of the Catholic Church.
- 3 It is understood that all students registered in TCDSB schools acknowledge that the school community proclaims, celebrates and cherishes its Catholic



identity and traditions and that staff will teach the curriculum from a Catholic perspective. At the same time, the school is enriched and is committed to providing an environment that is inclusive, safe and free of barriers based on religion.

- 4 In respect of religious accommodation, TCDSB acknowledges that all students, in accordance with what the Catholic Church offers in its social teachings and reflective practice, are entitled to their rights and responsibilities under the Ontario Human Rights Code.
- 5 TCDSB will work cooperatively and take all reasonable steps to provide accommodation to individual requests from students to facilitate his/her religious beliefs and practices.
- 6 Areas of religious accommodation include, but are not limited to:
  - a) school opening and closing exercises;
  - b) leave of absence for Religious Holy Days;
  - c) prayer;
  - d) dietary requirements;
  - e) fasting;
  - f) religious dress;
  - g) modesty requirements in physical education; and
  - h) participation in daily activities and curriculum.
- 7 Chapels in Catholic schools are specifically designed and furnished in the Catholic tradition for prayer and liturgy, and are not to be considered multi-faith chapels. The chapel is open to all people for individual silent prayer or meditation, but it is not appropriate for non-Catholic liturgies or group prayer to be held in the chapel. In following the general custom of the Roman Catholic Church, non-Catholics are welcome to join in prayers services and liturgical celebrations of the Catholic Church community, while honouring restrictions, such as sharing Holy Communion.
- 8 Should the need arise, the principal, in consultation with the Chaplaincy team leader, will designate another appropriate space within the school other than a chapel for religious celebrations held by other Christian denominations or faith traditions.

- 9 Religious Accommodation with respect to elementary students will be made so that it applies to elementary schools consistent with the Admission Policy.

**Definitions:**

**Constitution Act, 1867, Section 93**

The general Act created the Dominion of Canada in 1867, and provided powers to the provinces to exclusively make laws for education. Those denominational rights granted to separate (Catholic) schools prior to the Constitution Act would be guaranteed.

**Ontario Human Rights Code, Section 19**

While the Human Rights Code prohibits discrimination and provides equal treatment for all people in Ontario with respect to a number of categories, Section 19 recognizes that the Code will not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the constitution Act, 1867 and the Education Act.

**Evaluation and Metrics:**

1. Implementation of the religious accommodation policy is the responsibility of the school principal in consultation with the Area Superintendent.
2. The consistent application of religious accommodation requests will be monitored and reported in an annual report to the Board of Trustees.
3. TCDSB staff will consult with other Catholic school boards in Ontario with respect to their implementation of religious accommodation policies.

**POLICY SECTION: Safe Schools SUB-SECTION:**

**POLICY NAME: OPENING AND CLOSING EXERCISES**  
**POLICY NO: S.S. 02**

<b>Date Approved:</b> September 6, 2001	<b>Date of Review:</b> January 26, 2022	<b>Dates of Amendment:</b> Sept. 6, 2001; November 14, 2002; August 27, 2015; January 26, 2017
<p><b>Cross Reference:</b>  Ministry of Ontario Regulation 298 Operation of Schools  Ministry of Ontario Regulation 435/00 Opening or Closing Exercises  TCDSB Policy S. 23 Prayer in Schools  TCDSB Policy S. 22 Religious Accommodation  TCDSB Policy H. M. 24 Catholic Equity and Inclusive Education Policy  Ontario Ministry of Education PPM 119, Developing and Implementing Equity and Inclusive Education Policies in Ontario</p> <p><b>Attachments:</b>  Appendix A: Exemption Request Form: Parent  Appendix B: Exemption Request Form: Student</p>		

**Purpose:**

This Policy provides direction on opening and closing exercises in schools in the Toronto Catholic District School Board which are reflective of the board's commitment to Living Our Values and developing school communities formed by Catholic beliefs and traditions.

**POLICY NAME: OPENING AND CLOSING EXERCISES**

**POLICY NO: S.S. 02**

**Scope and Responsibility:**

The policy governs all schools within the TCDSB. The Director of Education is responsible for this policy.



**POLICY SECTION: Safe Schools**

**SUB-SECTION:**

**Alignment with MYSP:**

Living Our Catholic Values

Fostering Student Achievement and Well Being

Strengthening Public Confidence

**Policy**

The Toronto Catholic District School Board is committed to living the values of our Catholic faith and to supporting the development of school communities formed by Catholic beliefs and traditions, while also fostering national pride. Each principal of a school within the Toronto Catholic District School Board will ensure that daily opening and closing exercises include public prayer and the singing of O Canada.

**Regulations:**

1. The principal shall, in annual consultation with the Catholic School Parent Council, establish procedures for opening and closing exercises. These procedures will be reviewed at the beginning of each school year.
2. In respect of the national anthem, students will sing O Canada a cappella or with musical accompaniment, as deemed appropriate.

**POLICY NAME: OPENING AND CLOSING EXERCISES**

**POLICY NO: S.S. 02**

3. Consistent with the Board's Multi Year Strategic Plan and the Ontario Catholic School Graduate Expectations, and Board policy S. 23, *Prayer in*



**POLICY SECTION: Safe Schools**

**SUB-SECTION:**

*Schools, prayers and/or scriptural readings will form an integral part of each opening or closing exercise.*

4. The principal may decide, after consultation with the school council, to include the Pledge of Citizenship ***in the opening or closing exercise***. The version recited will be the one set out in regulation as follows:  
*"I affirm that I will be faithful and bear true allegiance to her Majesty Queen Elizabeth the Second, Queen of Canada, and to her heirs and successors, and that I will faithfully observe the laws of Canada and fulfill my duties as a Canadian Citizen."*
5. A pupil is not required to sing O Canada or recite the pledge of citizenship in the following circumstances:
  - a. In the case of a pupil who is less than 18 year old, if the pupil's parent or guardian applies in writing to the principal to be exempted from doing so. (Appendix A)
  - b. In the case of a pupil who is at least 18 years old, if the pupil applies in writing to the principal to be exempted from doing so. (Appendix B)
6. Any pupil exempted under regulation 5, will follow locally established school procedures for respecting the singing of O Canada a cappella, or with musical accompaniment, as deemed appropriate, and/or the recitation of the Pledge of Citizenship; for example: stop, stand respectfully, remove hat, etcetera.

**POLICY NAME:        OPENING AND CLOSING EXERCISES**

**POLICY NO:        S.S. 02**

7. Consistent with S. 22, Prayer in Schools, TCDSB will, at all times, seek to accommodate an individual's right to freedom of religion in a manner that not



## **POLICY SECTION: Safe Schools**

### **SUB-SECTION:**

only respects the individual's beliefs, but the principles of the Catholic Church.

8. It is understood that all students registered in TCDSB schools acknowledge that the school community proclaims, celebrates and cherishes its Catholic identity and traditions and that staff will teach the curriculum from a Catholic perspective. At the same time, the school is enriched and is committed to providing an environment that is inclusive, safe and free of barriers based on religion.
9. In respect of religious accommodation, TCDSB acknowledges that all students, in accordance with what the Catholic Church offers in its teachings and reflective practice, are entitled to their rights and responsibilities under the Ontario Human Rights Code.
10. The TCDSB stands in solidarity with Indigenous peoples of Canada and acknowledges that all stakeholders live, work, play and learn on Indigenous lands. The following daily acknowledgement will be incorporated into each school's Opening Exercises:  
*Out of our deep respect for Indigenous peoples in Canada, we acknowledge that all Toronto Catholic District School Board properties are situated upon traditional territories. The territories include the Wendat, the Anishinabek (a-ni-shna-bek) Nation, the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Mississaugas of the New Credit First Nations. We also recognize the contributions and enduring presence of all First Nations, Metis, and Inuit people in Ontario and the rest of Canada.*

**POLICY NAME: OPENING AND CLOSING EXERCISES**

**POLICY NO: S.S. 02**



## **POLICY SECTION: Safe Schools**

### **SUB-SECTION:**

11. Prior to the commencement of classes in September, the principal shall communicate to all classroom teachers in writing the local expectations congruent with the Policy regarding the scheduling of Opening Exercises.

### **Definitions:**

#### **Accommodation**

An adjustment made to policies, programs, guidelines, or practices, including adjustments to physical settings and various types of criteria, that enables individuals to benefit from and take part in the provision of services equally and to participate equally and perform to the best of their ability in the workplace or an educational setting. Accommodations are provided so that individuals are not disadvantaged or discriminated against on the basis of the prohibited grounds.

#### **Religious Accommodation**

An obligation under the Ontario Human Rights Code to provide reasonable accommodation for students and employees who wish to observe the tenets or practices of their faith, as well as for those who wish not to participate in any form of religious observance.

#### **Ontario Human Rights Code, Section 19**

While the Human Rights Code prohibits discrimination and provides equal treatment for all people in Ontario with respect to a number of categories, Section 19 recognizes that the Code will not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the constitution Act, 1867 and the Education Act.

**POLICY NAME:        OPENING AND CLOSING EXERCISES**



**POLICY SECTION: Safe Schools**

**SUB-SECTION:**

**POLICY NO: S.S. 02**

**Evaluation and Metrics:**

1. Implementation of the Opening and Closing Exercises policy is the responsibility of the school principal, in consultation with the Area Superintendent.
2. The consistent application of religious accommodation requests will be monitored and reported in an annual report to the Board of Trustees.





**POLICY SECTION: Safe Schools**

**SUB-SECTION:**

**POLICY NAME: OPENING AND CLOSING EXERCISES**

**POLICY NO: S.S. 02**

### **APPENDIX A: EXEMPTION REQUEST FORM: PARENT**

The principal will exempt students from the singing of “O Canada” and the recitation of the Pledge of Citizenship upon annual application, if the parent/guardian of a student under 18 years of age applies in writing to the principal for an exemption; or a student who is at least 18 years of age, applies in writing to the Principal to be exempted.

Please be advised I am requesting that my child, a student less than 18 years of age:

Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Be exempt from:

- ☐ The singing of O Canada
- ☐ The Recitation of the Pledge of Citizenship

For the current school year.

\_\_\_\_\_  
Parent signature

Month: \_\_\_\_\_ Day: \_\_\_\_\_ Year: \_\_\_\_\_



**POLICY SECTION: Safe Schools**

**SUB-SECTION:**

**POLICY NAME: OPENING AND CLOSING EXERCISES**

**POLICY NO: S.S. 02**

**APPENDIX B: EXEMPTION REQUEST FORM: STUDENT**

The principal will exempt students from the singing of "O Canada" and the recitation of the Pledge of Citizenship upon annual application, if the parent/guardian of a student under 18 years of age applies in writing to the principal for an exemption; or a student who is at least 18 years of age, applies in writing to the Principal to be exempted.

Please be advised I am student at least 18 years of age.

Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

I am requesting that I be exempt from:

- ☐ The singing of O Canada
- ☐ The Recitation of the Pledge of Citizenship For the current school year.

\_\_\_\_\_  
Signature



**POLICY SECTION: Safe Schools**

**SUB-SECTION:**

Month: \_\_\_\_\_ Day: \_\_\_\_\_ Year: \_\_\_\_\_

**Requests for Religious Accommodation**  
**Data Collection**  
**2017 -2018 School Year**

Total Responses: 195 Schools

Total Schools with Requests: 12

For Oct. 2017 to June 2018	Total Requests	Requests Accommodated	No need to Accommodate after discussions
a) School opening and closing exercises - How many students made requests?	2	2	0
b) Leave of absence for Religious Holy Days - How many students made requests?	2	0	2
c) Prayer - How many students made requests?	3	3	0
d) Dietary requirements - How many students made requests?	1	1	0
e) Fasting - How many students made requests?	1	1	0
f) Religious dress - How many students made requests?	1	1	0
g) Modesty requirements in physical education - How many students made requests?	0	0	0
h) Participation in daily activities and curriculum - How many students made requests?	13	10	3
i) Other - How many students made requests?	0	0	0

Education Act, Section 42

**Exemption from religious studies**

(11) On written application, a Roman Catholic board shall exempt a person who is qualified to be a resident pupil in respect of a secondary school operated by a public board from programs and courses of study in religious education if,

- (a) the person is enrolled in a program that is not otherwise available to the person in a secondary school operated by a public board within the area of jurisdiction of the Roman Catholic board; or
- (b) it is impractical by reason of distance or terrain or by reason of physical handicap, mental handicap or multi-handicap for the person to attend a secondary school operated by a public board. 1997, c. 31, s. 20.

(13) In addition to the exemptions provided for in subsection (11), no person who is qualified to be a resident pupil in respect of a secondary school operated by a public board who attends a secondary school operated by a Roman Catholic board shall be required to take part in any program or course of study in religious education on written application to the Board of, (a) the parent or guardian of the person;

- (b) in the case of a person who is 16 or 17 years old who has withdrawn from parental control, the person himself or herself;
- (c) in the case of a person who is 18 years old or older, the person himself or herself. 2006, c. 28, s. 9.)

[http://www.e-laws.gov.on.ca/html/statutes/english/elaws\\_statutes\\_90e02\\_e.htm#BK47](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90e02_e.htm#BK47)



REPORT TO

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

**POLICY S.24 – COMBINED GRADE CLASSES  
AND SEPTEMBER RE-ORGANIZATION FOR  
ELEMENTARY SCHOOLS**

*Where two or three are gathered in my name, there am I in the midst of them.  
(Matthew 18:20)*

Created, Draft	First Tabling	Review
October 15, 2018	November 1, 2018	<a href="#">Click here to enter a date.</a>

Adrian Della Mora, Superintendent of Human Resources

Joe Genova, Coordinator of Human Resources and ICT Staffing

**INFORMATION REPORT**

**Vision:**

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

**Mission:**

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

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



Rory McGuckin  
Director of Education

Dan Koenig  
Associate Director  
of Academic Affairs

Tim Robins  
Acting Associate Director  
of Planning and Facilities

Lloyd Noronha  
Executive Superintendent  
of Business Services and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

The TCDSB guidelines regarding scheduling combined classes are consistent with the Ministry of Education document “Combined Grades – Strategies to Reach a Range of Learners (2007)”. This annual policy metric report summarizes considerations for combined grade classes in the Ontario context and recommended scheduling practices in the TCDSB.

*The cumulative staff time required to prepare this report was 5 hours.*

## **B. PURPOSE**

This annual policy metric report identifies procedures for schools to follow when organizing combined grade classes which inform the re-organization of school models in September.

At the October 4, 2018 Student Achievement and Well-Being, Catholic Education and Human Resources Committee Meeting, a Trustee inquiry was submitted to the Student Achievement Committee requesting additional information outlining the September re-organization process.

## **C. BACKGROUND**

1. In October 2013 the Board approved Policy S.24 which addressed the issue of combined grade classes for elementary schools.
2. The TCDSB continues to apply this policy to its annual scheduling/staffing processes. At the request of the Board of Trustees, Human Resources staff provide an annual policy metric update on the status of combined elementary classes.

## **D. EVIDENCE AND RESEARCH**

1. In Ontario, the topic of combined grades is dealt with in the Education Act S. 265(1) (e) under the *Duties of principal (timetable)*. Although the duties in this section include “to assign classes and subjects to teachers,” there is no specific mention of combined grades. Additionally, in the Ministry Assessment and Evaluation document *Growing Success*, there is no reference to combined grades. The Ministry direction on evaluation in

combined grades is that the students must be evaluated on the expectations for their particular grade level.

Decisions regarding the organization of classes and assignment of students to classes at the TCDSB are locally determined based on enrollment, student need(s), funding formulas and the school staffing model initially generated by Human Resources staff to ensure Ministry class size compliance.

2. The Ministry of Education published several documents on the topic of combined grades in 2007; these included a research monograph, a strategy document and a brochure. A key message from these documents includes the following:

“In all classrooms, no matter how they are organized, teachers need to provide for the individual needs of students. To achieve this, they use a variety of methods on a daily basis to assess the needs of each student and then adjust the focus of instruction for skill development accordingly. In all classrooms, there is a range of students, and a teacher’s goal to meet the needs of all learners remains the same regardless of the classroom organization”. (p. 3, Combined grades: Strategies to reach a range of learners in kindergarten to grade 6, 2007, Ministry of Education)

A curriculum pamphlet relating to combined grade classes is available on the TCDSB portal for Principals to distribute.

3. There are several considerations in addition to student achievement and well-being, which impact how elementary classroom models are created. These include Ministry-mandated cap sizes for classrooms, Collective Agreement(s) parameters, and differing overall expectations related to across-grade curricula.

Ministry regulations to govern practices in schools around classroom allocation include:

- i) Primary Class Size (PCS) parameters (as of September 30) which mandate the following class sizes:



- 100% of JK-Grade 3 classes have a maximum of 23 students
  - 90% of JK-Grade 3 classes to have a maximum of 20 students
- ii) Ontario Regulation 132/12 (2012) stipulates that the “average size in each school year of a board’s mandatory kindergarten classes shall be 26”;
- iii) For the 2018-2019 school year, the average size for Grade 4-8 classes shall not exceed 24.97 students. The overall average of 24.97 students also meets the contractual obligations with our teacher federation. If a combined grade class includes one or more students enrolled in the primary division, the class shall have a maximum of 23 students.
- iv) Failure to meet Ministry compliance targets results in a penalty to the Board equal to 1% of the Board’s total budget.
- v) The requirements related to Ministry class sizes and contractual class sizes along with the preference for single grade classrooms restricts the ability to have equal class loadings in a combined grade classroom.
- vi) Table 1 below displays the distribution, by area (1 through 8), of these combined classes for the 2018-2019 school year. Please note that the distribution is relatively consistent throughout the Board.
- vii) September re-organizations of Class Staffing Models are a direct result of actual September enrollment, contractual commitments, and Ministry mandated ratios.
  - a. The aggregate distribution of schools re-organized during September 2018 is found on the following page below (Table 1):

**TABLE 1**

<b>Area</b>	<b>Number of Schools</b>
Area 01	11
Area 02	11
Area 03	13
Area 04	15
Area 05	14
Area 06	8
Area 07	13
Area 08	13
<b>Total</b>	<b>98</b>

- b. Re-organization during the September 2018 occurred during three distinct iterations:
- i. September 5, 2018 – these changes occurred due to a significantly increased enrolment variance from our projected versus our actual enrolment metrics. Four schools implemented a reorganization on this noted date. (impacted 4 schools)
  - ii. September 21, 2018 – as a response to the TCDSB’s requirement to meet Ministry Compliance targets for ELP class size, Primary Class Class, and Junior/Intermediate targets. (impacted 73 schools)
  - iii. September 25, 2018 – due to a further increase in enrolment additional infusion of Junior/Intermediate allocations was required in order for us to achieve our 24.97 aggregate total. (impacted 21 schools)

**Combined grade classes are not new to TCDSB or any other Board in the province. For the 2018-2019 school year, TCDSB has 734.5 combined grade classes representing 27.85% of all elementary classes. Regardless of school size, 166 elementary schools have at least some combined grade classes. A review of the data indicates that combined grade classes exist for all grade combinations. Table 2 on the next page presents a four-year summary of combined grade classes.**

**TABLE 2**

<b>SCHOOL YEAR</b>	<b>TOTAL NUMBER OF COMBINED GRADE CLASSES</b>
<b>2015 - 2016</b>	<b>791</b>
<b>2016 - 2017</b>	<b>748</b>
<b>2017 - 2018</b>	<b>764.5</b>
<b>2018 - 2019</b>	<b>734.5</b>

#### **E. METRICS AND ACCOUNTABILITY**

The Human Resources Department will monitor the implementation of Policy S.24 in order to ensure that the optimum number of combined grade classes are created as the Board honors its prescriptive Ministry of Education staffing requirements.

#### **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board of Trustees.

## APPENDIX A

### TCDSB Policy Register

#### Combined (Split) Grade Classes for Elementary Schools S.24

<b><i>Date Approved:</i></b> <i>October 2013 – Board</i>	<b><i>Review Cycle:</i></b> <i>Date – October 2016</i>	<b><i>Dates of Amendment:</i></b>
<b><i>Cross Reference:</i></b> <i>A.33 – Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns</i> <i>S.05 – School Organization Change</i> <i>S.A.02 – Placement of Pupils</i> <i>S.P. 13 Student And Program Assessment</i> <i>Collective Agreement between Toronto Catholic District School Board and Toronto Elementary Catholic Teachers of the Ontario English Catholic Teachers’ Association 2008/2012</i> <i>Ministry Primary Class Size (PCS) Framework</i> <i>Education Act S.265 (1) (e) Duties of a principal</i> <i>Education Act, Ontario Regulation 132/12: Class Size</i>  <b>Attachments(s):</b>		

#### **Purpose:**

The purpose of this Policy is to ensure that all decisions regarding combined (split) grade classes within the Board are guided by professional standards, considering student and well-being and achievement.

#### **Scope and Responsibility:**

This Policy extends to all elementary schools within the Toronto Catholic District School Board (TCDSB). The Director of Education is responsible for this Policy

**Alignment with MYSP:**

Fostering Student Achievement and Well Being

Providing Stewardship of Resources

**Financial Impact:**

There would be significant financial and facility impact on the TCDSB if the Board provided for only single grade classes within their elementary schools.

**Legal Impact:**

The Toronto Catholic District School Board is obligated to meet all Ministry requirements in regards to class size. The board also has contractual obligations that restrict the number of students in any particular class.

**Policy:**

The Toronto Catholic District School Board promotes single grade classes where feasible. All combined (split) grade classes must meet the Ministry and contractual guidelines in regards to a total number of students assigned. When single grade classes cannot be achieved, the Principal shall adhere to the following regulations:

**Regulations:**

1. Consistent with the Education Act S.265 (1) (e), under *Duties of a principal (timetable)*, school principals are expected “to assign classes and subjects to teachers.”
2. There shall be no ‘double’ combined classes. This refers to regular classroom teachers who cannot be assigned to teach two combined grade

classes on their daily timetable. The Board will respect negotiated class sizes.

3. Assignment of students to individual classes is to be determined by a school team in June of the proceeding year. The team includes principal/vice principal, special education staff when necessary, in conjunction with the current and projected classroom teachers.
4. Principals will be responsible for the final assignments of all classes within the school.
5. They will consider avoiding cross-divisional splits when determining staff allocations as well as Ministry and contractual obligations.

Classes will be balanced and functional with consideration for the following:

- Student academic needs, age, behaviour, development, gender, group dynamics, learning style, physical maturity, social-emotional and special education needs
  - The continuity of the curriculum in regards to the overall expectations
  - Students, wherever possible, will not be subject to combined grade placement after two consecutive years
  - Number of students in each of the grades selected for a combined grade class
6. Principals will be responsible for informing the local school parent community regarding the projected class assignments and the associated

size of each class. A parent pamphlet outlining the procedures and policies related to combined grades will be provided to those particular parents whose child is placed in a combined grade. Principals will also present at the October Catholic Parent School Committee (CPSC) meeting the final overall class organization for the school and the rationale for the assignment of students in various classes.

7. Parents shall be notified before a decision is made so that their input could be considered before any changes are made to a child's placement.
8. The Board will ensure that it provides students with required materials, differentiated learning opportunities and adequate training for teachers with respect to combined (split) grade classes.

### **Definitions:**

#### **Combined Grade Classes**

Combined grade classes group students from two consecutive grades into one classroom.

#### **Divisional Splits**

Combined grade classes that are created and cross over from primary to junior or junior to intermediate grades (i.e. Grade 3 / 4, Grade 6 / 7).



## REPORT TO

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

## INTERNATIONAL LANGUAGES ELEMENTARY (ILE) PROGRAM

*“All of them were filled with the Holy Spirit and began to speak in other languages,  
as the Spirit gave them ability.” Acts 2:4*

Created, Draft	First Tabling	Review
October 23, 2018	November 1, 2018	<a href="#">Click here to enter a date.</a>

Lori Di Marco - Superintendent, Curriculum Leadership & Innovation; ICT

Paul De Cock - Comptroller of Business Services

Manuela Sequeira - Coordinator of International Languages, Parent Engagement & Community Outreach

## INFORMATION REPORT

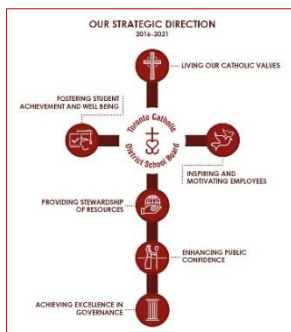
### Vision:

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

### Mission:

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

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



Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

T. Robins  
Acting Associate Director  
of Planning and Facilities

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



## **A. EXECUTIVE SUMMARY**

The Toronto Catholic District School Board offers elementary students an opportunity to learn an International Language in an Integrated Day or After Hours delivery model. The International Languages Elementary (ILE) Program enriches a child's education through third language instruction, cultural awareness and a celebration of traditions. This report provides an overview of the ILE Program delivery models for the 2017-2018 academic year, including a statistical and financial overview.

*The cumulative staff time required to prepare this report was 14 hours*

## **B. PURPOSE**

This report complies with the Action After request made on October 6, 2016 that an Annual Information Report on the International Languages Elementary (ILE) Program be added to the rolling calendar.

Staff is to report on the general statistics on enrolment and cost considerations.

## **C. BACKGROUND**

1. The International Languages Elementary Program operated by the Toronto Catholic District School Board continues with its history of providing children with a valuable opportunity to learn a third language and culture. When the Ministry of Education established Ontario's Heritage Languages Program in July 1977, the TCDSB already had considerable experience in the field. As early as 1973, the Board, in collaboration with several community organizations, was piloting "Heritage Languages" classes for some 5,700 children in 14 schools.
2. The ILE Integrated Day and After Hours Program is governed by the International Languages Elementary Program S.P.05 policy.

### **International Languages Elementary (ILE) Program: Integrated Delivery Model**

- A. In the ILE Integrated Day Program delivery model, students in JK to Grade 8, received 30 minutes of instruction per day, in the target language, during the regular school day. This model extended the school day by 30 minutes.

TCDSB offered the following International Languages: Italian, Portuguese, Spanish, Ukrainian, Pilipino and Mandarin.

IL instructors were an integral part of the school community. In addition to teaching and reporting on student achievement, they also participated in extracurricular activities, as for example, chess club, sports, spelling bee contests, and literary contests. In addition, instructors in the ILE Integrated Program, in collaboration with the Community Relations Department, prepared students in the target language for all TCDSB Heritage Month Celebrations.

B. Statistical Information for ILE Program Integrated Delivery Model for 2017/2018:

<b>Language</b>	<b>Number of Schools</b>
Italian	23
Portuguese	7
Spanish	1
Ukrainian	3
Italian/Spanish	6
Italian/Portuguese	3
Pilipino/Mandarin	1

<b>Total Number of Schools</b>	<b>44</b>
Total Number of Classes	779
Total Number of Staff	84
Total Number of Students	19 599
Average Class Size	25.16
Total Number of Hours	72 837

## **International Languages Elementary (ILE) Program: After Hours Delivery Model**

- A. In the After Hours deliver model, students were offered the opportunity to maintain their heritage language or learn an additional International Language outside of the regular school day. In this model, the majority of classes were offered on Saturdays mornings, with the exception of one centre that is operating on Sundays and one operating on Tuesdays. Classes commenced on the third weekend of September and ended on the second weekend of June. There were 30 sessions in total for the academic year. Each session was 2 ½ hour in length.

In addition to language and cultural learning, these programs had strong community ties and parental involvement. Throughout the academic year, these programs had many community building activities and cultural celebrations, closely tied to the local parish or community.

- B. Statistical Information for the ILE Program, After Hours Delivery Model for 2017/2018:

<b>Language</b>	<b>Centres</b>	<b>Number of Classes</b>
Arabic	2	17
Armenian	1	9
Cantonese	4	17
Chaldean	1	4
Croatian	1	3
Filipino	3	4
Hungarian	2	10
Igbo	1	2
Italian	6	12
Korean	1	10
Lithuanian	1	4
Malayan	1	2
Maltese	1	1
Mandarin	4	48
Polish	7	22
Portuguese	6	12
Spanish	6	11

Tamil	4	5
Tigrinya	1	7
Vietnamese	3	24

Total Number of Centres	33
Total Number of Centres in TCDSB Schools	27
Total Number of Centres in Churches/Community Centres	6
Total Number of Classes	229
Total Number of Instructors	229
Total Number of Students	5273
Average Class Size	21.63
Number of Hours of Instruction	17 100

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

In line with the Catholic Graduate Expectations, learning an international language further enhanced the opportunity for TCDSB students to become: effective communicators; reflective, creative and holistic thinkers; lifelong learners who demonstrate flexibility and adaptability; caring family members and responsible citizens who respect and affirm the diversity and interdependency of the world's peoples and cultures.

In addition to generally agreed upon cognitive benefits of learning additional languages (e.g., enhanced executive control; improved flexibility; greater higher order thinking; improved attention span), students use language to connect with others and identify with the world around them. The more words students have to translate what they see, the better their perception and understanding of the world will be.

By developing a deeper understanding of the role of language and culture in society, students have a unique opportunity to cultivate an appreciation and sensitivity to the cultural diversity within Canada, while developing a solid foundation to prepare them to be integrated and inclusive citizens of an increasingly interconnected, multicultural and diverse global village.

## PROGRAM RESOURCES

- Over the years, TCDSB International Languages Elementary (ILE) Department developed curriculum for the following ILE target languages: Italian, Spanish, Portuguese, Filipino and Mandarin. These ILE Curriculum documents follow the Ontario Ministry Language Overall and Specific Expectations for JK to Grade 8, with accompanying teaching strategies and resources.
- ILE Department developed a TCDSB International Languages Elementary (ILE) Assessment Resource Guide to align ILE assessment practices and tools with Ontario Ministry assessment practices in Growing Success.
- Over the years, the ILE Department created TCDSB ILE student books for following languages: Italian, Spanish, and Portuguese.
- ILE instructors had access to dual language books, with accompanying student activities.
- ILE instructors had access to an International Languages SharePoint on the TCDSB Intranet Portal where a collection of activities and best practices were shared and posted.
- To facilitate 21<sup>st</sup> Century learning strategies all integrated day ILE instructors were provided with a designated laptop and projector. All ILE After Hours centres were assigned one laptop and one projector.
- The Ministry of Education of Portugal, through the Instituto de Camões, and Centro Scuola, contributed yearly financial support to the ILE Program, as well as, afterhours professional development to all Portuguese and Italian instructors.
- ILE instructors were provided with a variety of resource materials, including textbooks from various Government Educational Ministries, as for example, the Italian, Portuguese, Ukrainian, Spanish and Polish Ministries.

## **E. METRICS AND ACCOUNTABILITY**

Appendix A shows a detailed budget analysis of the Revenues and Expenditures in delivering the International Languages Program (Elementary) in the Integrated Day and After Hours delivery models.

The International Languages budget analysis for 2017-2018 contained within Appendix A – *International Languages Elementary (ILE) Program Budget* illustrates the ILE Integrated Day delivery model had a material loss of \$487, 080, while the After Hours delivery model had a material loss of \$175 372.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

International Languages Program			2017-2018		
Cost Centre (CC)	Cost Element (CE)	Description	Actuals	Extended Day	After Hours (Weekends)
<b>GRANT &amp; OTHER REVENUES</b>					
		Enrolment (Pupil Count over 2 Semesters)	24,872	19,599	5,273
		<b># of Classes (over 2 Semesters)</b>	1,007	779	229
		Hours of Instruction	89,937	72,837	17,100
		Grant per Pupil	56	56	56
		<b>Total Calculated Grant</b>	<b>5,017,557</b>	<b>4,063,548</b>	<b>954,009</b>
		<b>Revenue from Centro Scuola</b>	<b>200,000</b>	157,598.91	42,401
		<b>Revenue from Consulate General Portugal</b>	<b>37,745</b>	29,742.85	8,002
<b>Subtotal - Grant &amp; Other Revenues</b>			<b>5,255,302</b>	<b>4,250,890</b>	<b>1,004,412</b>
<b>EXPENDITURES</b>					
785202	11000	Caretaking Salary - Weekends	182,733		182,733
785202	11200	Secretaries & Tech Salary	51,315	10,263	41,052
785202	15100	Principals Salary - After Hours Supervision	5,273	-	5,273
Loc202	19200	International Lang- Extended Day	3,545,164	3,545,164	-
785202	19200	International Lang- Hrly rated Instructors (After Hours)	744,067	-	744,067
785202	19201	International Lang - Supply Instructors	198,264	160,371	37,893
<b>Subtotal - Salaries</b>			<b>4,726,816</b>	<b>3,715,798</b>	<b>1,011,018</b>
	21000	Benefits - Caretaking - Weekends	63,956		63,956
	21200	Benefits - Secretaries & Tech	11,397	2,279	9,118
	25100	Principals Benefit - After Hours Supervision	224	-	224
	29200	Benefits - Int'l Lang. - Extended Day	998,685	998,685	-
	29200	Benefits - Int'l Lang. - Hrly rated Instructors (After Hours)	90,458	-	90,458
<b>Subtotal - Benefits</b>			<b>1,164,720</b>	<b>1,000,964</b>	<b>163,756</b>
<b>Subtotal - Salaries &amp; Benefits</b>			<b>5,891,536</b>	<b>4,716,762</b>	<b>1,174,774</b>
785202	33000	Stationary & Supplies	14,393	11,642	2,751
785202	33500	Printing & Photocopying - Instructional	10,122	8,187	1,935
785202	36100	Car Expenses - Mileage	1,704	1,378	326
785202	36300	Other Travel Expense - Taxi	-	-	-
<b>Subtotal - Other Expenses</b>			<b>26,219</b>	<b>21,208</b>	<b>5,011</b>
<b>Total Expenditures</b>			<b>5,917,755</b>	<b>4,737,970</b>	<b>1,179,785</b>
<b>Surplus/(Deficit)</b>			<b>(662,453)</b>	<b>(487,080)</b>	<b>(175,372)</b>

**REVISED ANNUAL REPORTS & POLICY METRICS  
STUDENT ACHIEVEMENT**

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
2	January (P)	Student Achievement	<u>A.35 Accessibility Standards</u> Policy Metric	Associate Director Academic Services
3	February (P)	Student Achievement	<u>S. 19 External Research</u> Policy Metric	Associate Director Academic Services
4	April (A)	Student Achievement	Non-Resident VISA Student Fees	Associate Director Academic Services
5	May (A)	Student Achievement	Staffing Status Report for Next School Year	Executive SO Business Services
6	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
7	June (P)	Student Achievement	<u>B.B.04 Smoke &amp; Vapour Free</u> Policy Metric	Associate Director Academic Services
8	September (A/P)	Student Achievement	Annual Safe Schools Report <u>S.S.12 Fresh Start</u> Policy Metric	Associate Director Academic Services
9	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services
10	September (P)	Student Achievement	<u>H.M. 40 Fair Practice in Hiring and Promotion</u> Policy Metric	Associate Director Academic Services
11	September (P)	Student Achievement	<u>T.07 Community Engagement</u> Policy Report <u>A.37 Communications</u> Policy Metric	Director of Education
12	October (A)	Student Achievement	Student Trustees: Voices that Challenge	Associate Director Academic Services
13	October (A)	Student Achievement	ECLIST Report - Elementary Leaders	Associate Director Academic Services



**REVISED ANNUAL REPORTS & POLICY METRICS  
STUDENT ACHIEVEMENT**

<b>14</b>	October (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services
<b>15</b>	October (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
<b>16</b>	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
<b>17</b>	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO) · Grade 9 Assessment of Mathematics and OSSLT Assessment (EQAO)	Associate Director Academic Services
<b>18</b>	November (A)	Student Achievement	Board Learning Improvement Plan (BLIP)	Associate Director Academic Services
<b>19</b>	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
<b>20</b>	November (P)	Student Achievement	<u>S.22 Religious Accommodation Policy Report</u> <u>S.S.02 Opening or Closing Exercises Policy Report</u>	Associate Director Academic Services
<b>21</b>	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services
<b>22</b>	December (A/P)	Student Achievement	Accountability Framework for Special Education and <u>S.P.01 Special Education Programs and Services Policy Metric</u>	Associate Director Academic Services

# STUDENT ACHIEVEMENT AND WELL BEING

## PENDING LIST TO NOVEMBER 1, 2018

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Oct-18 Student Achievement	TBD	Student Achievement	Report on how we can support Trust 15 and some of the steps and actions we can take to ensure its growth and success within Toronto <b>(Presentation, Trust 15 Program, Marcia Brown, Executive Director, Trust 15 Youth Community Support Organization)</b>	Associate Director, Academic Affairs