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

AGENDA
December 6, 2018

Garry Tanuan, Chair
Trustee Ward 8

Markus De Domenico, Vice Chair
Trustee Ward 2

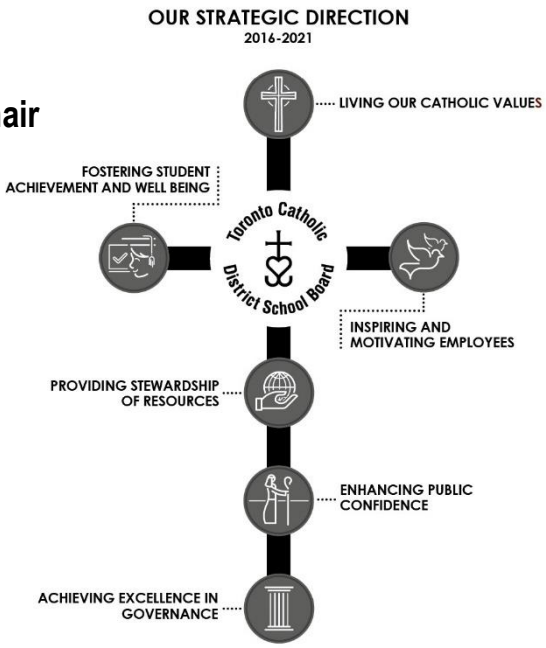
Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Michael Del Grande
Trustee Ward 7

Daniel Di Giorgio
Trustee Ward 10

Taylor Dallin
Student Trustee



Norman Di Pasquale
Trustee Ward 9

Angela Kennedy
Trustee Ward 11

Ida Li Preti
Trustee Ward 3

Teresa Lubinski
Trustee Ward 4

Joseph Martino
Trustee Ward 1

Maria Rizzo
Trustee Ward 5

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

Maria Rizzo
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 21st 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

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.

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

PUBLIC SESSION

Garry Tanuan, Chair **Markus De Domenico, Vice-Chair**

Thursday, December 6, 2018
7:00 P.M.

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 November 1, 2018 for Public Session — 1 - 19
9. Delegations
10. Presentations
11. Notices of Motion
12. Consent and Review

13. Consideration of Motion for which previous Notice has been given

13.a	From Trustee Rizzo regarding Update to Toronto Catholic District School Board Trustee Services and Expenditures Policy	20 - 21
13.b	From Trustee Rizzo regarding Update to Toronto Catholic District School Board By-Laws	22 - 23

14. Unfinished Business

15. Matters Referred or Deferred

From Student Achievement and Wellbeing, Catholic Education and Human Resources Committee Meeting Held November 1, 2018

15.a	Toronto Catholic District School Board K-12 Professional Development Plan For Student Achievement and Well Being 2018-19 (Information)	24 - 132
15.b	Policy S.22 Religious Accommodation and Policy S.S.02 Opening or Closing Exercises (Information)	133 - 150
15.c	Policy S.24 - Combined Grade Classes and September Reorganization for Elementary Schools (Information)	151 - 160
15.d	International Languages Elementary (ILE) Program (Information)	161 - 168
15.e	Inquiry from Trustee Kennedy regarding Third Party Advertisers in relation to the recent Municipal Elections	

16. Staff Reports

16.a	Purchase of Automated External Defibrillators (AEDs) for all Toronto Catholic District School Board Schools and Workplaces (All Wards) (Recommendation)	169 - 174

17. Listing of Communications

18. Inquiries and Miscellaneous

19. Updating of Pending Lists

19.a	Annual Calendar of Reports and Policy Metrics	175 - 176

20. Closing Prayer

21. Adjournment

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

PUBLIC SESSION

HELD THURSDAY, NOVEMBER 1, 2018

PRESENT:

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

Student Trustee: J. Ndongmi

Staff:
R. McGuckin
D. Koenig
T. Robins
A. Della Mora
L. Noronha
P. Matthews
P. Aguiar
V. Burzotta
S. Camacho
M. Caccamo
S. Campbell

F. Cifelli
P. De Cock
N. D'Avella
L. DiMarco
G. Iuliano Marrello
P. Keyes
K. Malcolm
L. Maselli-Jackman
J. Shanahan
J. Wujek
J. Yan

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

External Guest: A. Robertson, Parliamentarian

4. Roll Call and Apologies

Apologies were extended on behalf of Trustee Del Grande, Martino and Piccininni, as well as Student Trustee Dallin.

5. Approval of the Agenda

MOVED by Trustee Andrachuk, seconded by Trustee Tanuan, that the Agenda be approved to include the Addendum and to add Item 17b) Inquiry from Trustee Rizzo regarding International Language and Items 17c) and 17d) Inquiries from Trustees Kennedy and Poplawski regarding Third Party Advertisers relating to the Recent Municipal Elections.

Results of the Vote taken, as follows:

In Favour	**Opposed**
Trustees Andrachuk	
Crawford	
D'Amico	
Kennedy	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

6. Report from Private Session

MOVED by Trustee Rizzo, seconded by Trustee Tanuan, that the matter discussed in PRIVATE Session regarding Permit Concerns be approved.

Results of the Vote taken, as follows:

In Favour	**Opposed**
Trustees Andrachuk	
Crawford	
D'Amico	
Kennedy	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

7. Declarations of Interest

There were none.

MOVED by Trustee Andrachuk, seconded by Trustee Tanuan, that Item 8 be approved as follows:

8. Approval & Signing of the Minutes of the Meeting held October 4, 2018 for Public Session approved.

Results of the Vote taken, as follows:

In Favour	**Opposed**
Trustees Andrachuk	
Crawford	
D'Amico	
Kennedy	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

9. Delegations

MOVED by Trustee Poplawski, seconded by Trustee Andrachuk, that Item 9a) be approved as follows:

9a) Veronica Olmedo regarding Urgent Health and Safety received and referred to staff, and that staff work with the parent as far as putting together a communication plan that will address this issue to ensure that it does not reoccur.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Tanuan, that the item be referred to the Governance and Policy Committee for review and development of a Defibrillator Policy.

MOVED in AMENDMENT to the AMENDMENT by Trustee Poplawski, seconded by Trustee Tanuan, that the item be referred to the Governance and Policy Committee for review and development of a Defibrillator Policy in consultation with the parent.

With the consent of the Committee, Trustee Poplawski withdrew her Amendment to the Amendment.

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

In Favour	**Opposed**
Trustees D'Amico	Andrachuk
Rizzo	Crawford
Tanuan	Kennedy
	Poplawski

The Amendment was declared

LOST

Student Trustee Ndongmi wished to be recorded as voted in favour.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Andrachuk, that a report come back to Student Achievement and Well Being,

Catholic Education and Human Resources Committee meeting no later than January 2019.

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

In Favour	**Opposed**
Trustees Andrachuk	
Crawford	
D'Amico	
Kennedy	
Poplawski	
Rizzo	
Tanuan	

The Amendment was declared

CARRIED

Student Trustee 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	
D'Amico	
Kennedy	
Poplawski	
Rizzo	
Tanuan	

The Motion, as amended, was declared

CARRIED

Trustee Poplawski left the horseshoe at 8:03 pm.

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

9b) Annalisa Crudo-Perri and Jana Seymour, Representatives of Ontario Association of Parents in Catholic Education (OAPCE), regarding Catholic School Parent Council (CSPC) Policy Metric Report that an additional minute be provided to the delegates in order for them to complete their delegations.

Results of the Vote taken as follows:

In Favour	**Opposed**
Trustees Andrachuk	
Crawford	
D'Amico	
Kennedy	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

Trustee Poplawski returned to the horseshoe at 8:15 pm.

MOVED by Trustee Andrachuk, seconded by Trustee Kennedy, that the Item be received and referred to staff to come back with a report to this Committee.

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that 15 minutes be extended to complete the debate on the item of business, as per Article 12.6.

Results of the Vote taken, as follows:

In Favour	**Opposed**
Trustees Rizzo	Andrachuk
Kennedy	Crawford
	Poplawski
	Tanuan

The Motion was declared

LOST

Trustee D'Amico did not vote.

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

In Favour	**Opposed**
Trustees Andrachuk	
Crawford	
D'Amico	
Kennedy	
Poplawski	
Rizzo	
Tanuan	

The Main Motion was declared

CARRIED

Student Trustee Ndongmi wished to be recorded as voted in favour.

MOVED by Trustee Andrachuk, seconded by Trustee Poplawski, that Farewell to John Yan, Senior Coordinator, Communications and Public/Media Relation, extended by the Director of Education on behalf of the Board and Staff, be received.

Results of the Vote taken, as follows:

In Favour	**Opposed**
Trustees Andrachuk	
Crawford	
D'Amico	
Kennedy	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

Mr. Yan's retirement from the Board is effective January 1, 2019.

11. Notices of Motion

11a) From Trustee Rizzo regarding Update to Toronto Catholic District School Board Trustee Services and Expenditures Policy will be considered at the December 6, 2018 Student Achievement and Well-being, Catholic Education and Human Resources Committee meeting.

11b) From Trustee Rizzo regarding Update to Toronto Catholic District School Board By-Laws will be considered at the December 6, 2018 Student Achievement and Well-being, Catholic Education and Human Resources Committee meeting.

12. Consent and Review

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

MOVED by Trustee Rizzo, seconded by Trustee Poplawski, that the Agenda be reopened and that Item 15b) Elementary Catholic Student Leadership Impact Team (ECSLIT) be reordered as the next Item of business for discussion.

Results of the Vote taken, as follows:

In Favour	**Opposed**
Trustees Andrachuk	
Crawford	
D'Amico	
Kennedy	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

Student Trustee Ndongmi wished to be recorded as voted in favour.

15. Staff Reports

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

15b) Elementary Catholic School Leadership Impact Team (ECSLIT) received and referred to staff to work with the two ECSLIT Directors of Elementary Affairs to achieve the goals outlined in the report.

Time for business expired and was extended by 15 minutes by majority consent, as per Article 12.6, as follows:

Results of the Vote taken, as follows:

In Favour	**Opposed**
Trustees Andrachuk	Crawford
Kennedy	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

Trustee D'Amico did not vote.

Student Trustee Ndongmi wished to be recorded as voted in favour.

MOVED in AMENDMENT by Trustee Rizzo, seconded by Poplawski, that every two months an update report from ECSLIT be included in the Student Trustees' report.

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

In Favour	**Opposed**
Trustees Andrachuk	
Crawford	
D'Amico	
Kennedy	
Poplawski	
Rizzo	
Tanuan	

The Amendment was declared

CARRIED

Student Trustee Ndongmi wished to be recorded as voted in favour.

The Chair declared a 10-minute recess.

The meeting resumed with Trustee Crawford in the Chair.

PRESENT:

Trustees: N. Crawford, Chair
A. Kennedy, Vice-Chair

A. Andrachuk
B. Poplawski
M. Rizzo
G. Tanuan

14. Matters Referred or Deferred

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

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that Item 14a) be adopted as follows:

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

MOVED in AMENDMENT by Trustee Rizzo, seconded by Trustee Andrachuk, that this report be received and referred to Ontario Association of Parents in Catholic Education (OAPCE) and Catholic Parent Involvement Committee (CPIC) for their input regarding recommendations and advice on working with Parent Councils and come back to the Board.

Trustee Davis joined the meeting via Teleconference at 10:30 pm.

MOVED in AMENDMENT to the AMENDMENT by Trustee Tanuan, seconded by Trustee Kennedy, that the report be received and referred to staff to engage CPIC and OAPCE to provide their input and recommendations, giving advice on improving and increasing participation of parents of Parents Councils.

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

In Favour	**Opposed**
Trustees Andrachuk	
Crawford	

Davis
Kennedy
Poplawski
Rizzo
Tanuan

The Amendment to the Amendment was declared

CARRIED

Time for business expired and the Chair called for the debate to be extended, as per Article 12.6, which was not approved, as follows:

Results of the Vote taken, as follows:

In Favour	**Opposed**
Trustees Davis	Andrachuk
Kennedy	Crawford
Rizzo	Poplawski
	Tanuan

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

In Favour	**Opposed**
Trustees Andrachuk	
Crawford	
Davis	
Kennedy	
Poplawski	
Rizzo	
Tanuan	

The Amendment to the Amendment was declared

CARRIED

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

In Favour	**Opposed**
Trustees Andrachuk	
Crawford	
Davis	
Kennedy	
Poplawski	
Rizzo	
Tanuan	

The Motion, as amended, was declared

CARRIED

NB. There was no vote on the Amendment as it was subsumed by the Amendment to the Amendment.

15. Staff Reports

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

15a) Liquor Waiver Request for Our Lady of Perpetual Help Catholic School CSPC Trivia Night, November 22, 2018 that Regulation 6, of Appendix A of the Permits Policy B.R.05, be waived in order to serve

alcohol at Our Lady of Perpetual Help Catholic School on Thursday, November 22, 2018 between 6:00 pm and 12:00 am.

Results of the Vote taken, as follows:

In Favour	**Opposed**
Trustees Andrachuk	
Crawford	
Davis	
Kennedy	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

14. Matters Referred or Deferred

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

MOVED by Trustee Rizzo, seconded by Trustee Tanuan, that Item 14b) be adopted as follows:

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

Results of the Vote taken, as follows:

In Favour	**Opposed**
Trustees Crawford	Andrachuk
Kennedy	Davis
Poplawski	Rizzo
Tanuan	

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Tanuan, that all Items not discussed be deferred to the December 6, 2018 Student Achievement and Well-Being, Catholic Education and Human Resources Committee meeting.

Results of the Vote taken, as follows:

In Favour	**Opposed**
Trustees Andrachuk	
Crawford	
Davis	
Kennedy	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

MATTERS AS CAPTURED IN THE ABOVE MOTION

15c) Toronto Catholic District School Board K-12 Professional Development Plan For Student Achievement and Well Being 2018-19;

15d) Policy S.22 Religious Accommodation and Policy S.S.02 Opening or Closing Exercises;

15e) Policy S.24 - Combined Grade Classes and September Reorganization for Elementary Schools;

15f) International Languages Elementary (ILE) Program;

17a) Inquiry from Trustee Davis regarding School Staffing Gaps**;**

17b) Inquiry from Trustee Rizzo regarding International Language;

17c) Inquiry from Trustee Kennedy regarding Third Party Advertisers relating to the Recent Municipal Elections; and

17d) Inquiry from Trustee Poplawski regarding Third Party Advertisers relating to the Recent Municipal Elections

20. Adjournment

MOVED by Trustee Andrachuk, seconded by Trustee Davis, that the meeting adjourn.

Results of the Vote taken, as follows:

In Favour	**Opposed**
Trustees Andrachuk	
Crawford	
Davis	
Kennedy	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

SECRETARY

CHAIR

Maria Rizzo
Trustee, Ward 5
Email: Maria.Rizzo@tcdsb.org *Voicemail/Fax: (416) 512-3405*

To: Student Achievement and Well-Being Committee, November 1, 2018

From: Maria Rizzo, Trustee Ward 5

Subject: Notice of Motion – Update to TCDSB Trustee Services and Expenditures Policy

MOVED BY: Maria Rizzo, Toronto Catholic District School Board (TCDSB)

WHEREAS: TCDSB Trustee Services and Expenditures policies and procedures require updating; and

WHEREAS: Whereas Trustee Services and Expenditures assist Trustees in performing their roles and responsibilities as members of the Board; and

WHEREAS: it is judicious to periodically evaluate services and expenditures for Trustees in order to ensure that Trustees are able to fulfill their duties and responsibilities; and

WHEREAS: Trustee expenditures must align with legislation and be in compliance with the Ontario Education Act, Broader Public Sector Directive for Expenses, and any other related Ontario Regulations; and

WHEREAS: many wards have changed significantly in this new term of office; and

WHEREAS: Bylaw 5.5 provides for the establishment of Ad Hoc Committees; and

BE IT RESOLVED THAT: an Ad Hoc Committee be established to review Trustee expenditures and services and recommend changes (if any); and

FURTHER BE IT RESOLVED that the Trustee Service Committee consist of at least (3) three members; and

FURTHER BE IT RESOLVED that the terms of reference include but not be limited to updating and reviewing policy T.17 and make recommendations for change (if any) to the Governance Committee

Trustee Maria Rizzo
Ward 5

Maria Rizzo
Trustee, Ward 5
Email: Maria.Rizzo@tcdsb.org *Voicemail/Fax: (416) 512-3405*

To: Student Achievement and Well-Being Committee, November 1, 2018

From: Maria Rizzo, Trustee Ward 5

Subject: Notice of Motion – Update to TCDSB By-laws

MOVED BY: Maria Rizzo, Toronto Catholic District School Board

WHEREAS: the TCDSB by-laws have not been updated or reviewed since first adopted by board several years ago; and

WHEREAS: by-laws are the rules and procedures for conducting meetings and are clearly the responsibility of trustees; and

WHEREAS: it is prudent to evaluate the by-laws periodically with a view to adjust and fine tune (if necessary) to improve board room efficacy; and

WHEREAS: by-laws reflect board governance and meeting procedures; and

WHEREAS: by-laws should align with legislation including changes in the Education Act, the Broader Public Sector Act etc.; and

WHEREAS: this is a new term if office; and

WHEREAS: By-law 5.5 provides for the establishment of Ad Hoc Committees; and

BE IT RESOLVED THAT: an ad hoc committee be established to review By-laws and recommend by-law changes (if any) to the board of Trustees; and

FURTHER BE IT RESOLVED THAT: the by-law review committee will consist of at least (3) three members; and

FURTHER BE IT RESOLVED THAT: the terms of reference include but not be limited to updating and reviewing by-laws and providing recommendations for change (if any) to the Board of Trustees.

Maria Rizzo
Trustee, Ward 5

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

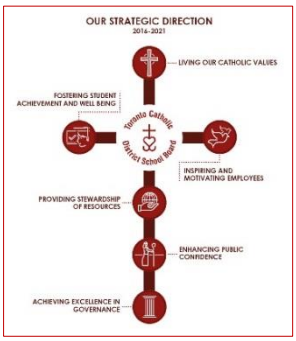
Created, Draft	First Tabling	Review
10/15/2018	November 1, 2018	Click here to enter a date.

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

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 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.

- EquatI0 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 21st 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

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

GRADE 6	Mathematics				
	Below Level 1	**Level 1**	**Level 2**	**Level 3**	**Level 4**
2013 – 2014	<1%	13%	31%	42%	12%
2014 – 2015	<1%	15%	31%	37%	15%
2015 – 2016	NP	NP	NP	NP	NP
2016 – 2017	<1%	18%	31%	37%	12%
2017 – 2018	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:

DATA REVIEW

A. CONSIDER ALL DATA
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.

B. DATA RELEVANT TO NEEDS
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:

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, 5th Block, Taking Stock, SSI, etc.)	Other: (SSLN, EDI, etc.)

<table>
<tr><th>DIGGING DEEPER</th><th>Professional Learning Planning
to support and help achieve the UCLN and Smart goal</th></tr>
<tr><td>C. EQUITY OF OUTCOMES - CHALLENGES
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)</td><td rowspan="2">J. CULTURALLY RELEVANT AND RESPONSIVE TEACHING AND LEARNING
What will you do in order to address the culturally relevant pedagogy needs of your community, outlined in C. and D. above? List strategies</td></tr>
<tr><td>D. EQUITY OF OUTCOMES - LEARNING NEEDS
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)…)</td></tr>
<tr><td>E. EQUITY OF OUTCOMES - GAP ANALYSIS
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.</td><td></td></tr>
<tr><td>F. FOCUS GROUPS
• 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….)
• Identify how many students are in this focus group.

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</td><td></td></tr>
<tr><td>G. URGENT CRITICAL LEARNING NEED
Using no more than 140 characters – based on info in A-G above – list your school's greatest urgent critical student learning need.
Please be as specific as possible.</td><td>K. NECESSARY CHANGES TO BE ADDRESSED THROUGH PD
Based on G. and H. above: What needs to change in order for you to meet your goal</td></tr>
</table>

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/6rQmzI
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?

Code 92 Allocation for 2018 - 2019

Appendix D

		RMS - FEW INTENSIVE SUPPORT 614300 fnd rsv #1 $ 60,500.00 CODE 92	RMS - SOME INCREASED SUPPORT 614300 fnd rsv #2 $59,200 CODE 92	RMS - SUPPORTS FOR ALL 614300 fnd rsv #3 $198,400 CODE 92	SLIP VISITS 3 DAYS SS $126,000 3 DAYS SEF $126,000 CODE 92	DISTRICT REVIEW 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	
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	101,235.00
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	101,235.0

Code 92 Allocation for 2018 - 2019

Appendix D

		RMS - FEW INTENSIVE SUPPORT 614300 fnd rsv #1 $ 60,500.00 CODE 92	RMS - SOME INCREASED SUPPORT 614300 fnd rsv #2 $59,200 CODE 92	RMS - SUPPORTS FOR ALL 614300 fnd rsv #3 $198,400 CODE 92	SLIP VISITS 3 DAYS SS $126,000 3 DAYS SEF $126,000 CODE 92	DISTRICT REVIEW 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	Teacher	ECE	Total Cost	by Sch	by Supt
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			0.00	8,415.00	
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			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			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			0.00	5,865.0	
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			0.00	4,335.0	
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			0.00	4,845.0	
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			0.00	4,590.0	
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			0.00	8,670.0	
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			0.00	3,060.0	
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			0.00	10,710.0	
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			0.00	3,570.0	108,120.0
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			0.00	2,550.0	
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			0.00	2,550.0	
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			0.00	4,080.0	
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			0.00	6,120.0	
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			0.00	3,315.0	
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			0.00	5,355.0	
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			0.00	3,060.0	
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			0.00	2,295.0	
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			0.00	2,550.0	
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			0.00	11,475.0	
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			0.00	3,825.0	
	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	0.0	0.0	0.0	108,120.0	108,120.0

Appendix D

		RMS - FEW INTENSIVE SUPPORT 614300 fnd rsv #1 $ 60,500.00 CODE 92	RMS - SOME INCREASED SUPPORT 614300 fnd rsv #2 $59,200 CODE 92	RMS - SUPPORTS FOR ALL 614300 fnd rsv #3 $198,400 CODE 92	SLIP VISITS 3 DAYS SS $126,000 3 DAYS SEF $126,000 CODE 92	DISTRICT REVIEW 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
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			0.00	2,805.0	
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			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			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			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			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			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			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			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			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			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			0.00	1,530.0	96,390.0
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			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			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			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			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			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			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			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			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			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			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	0.0	0.0	0.0	96,390.0	96,390.0

Code 92 Allocation for 2018 - 2019

Appendix D

Superintendent	School	RMS - FEW INTENSIVE SUPPORT 614300 fnd rsv #1 $ 60,500.00 CODE 92	RMS - SOME INCREASED SUPPORT 614300 fnd rsv #2 $59,200 CODE 92	RMS - SUPPORTS FOR ALL 614300 fnd rsv #3 $198,400 CODE 92	SLIP VISITS 3 DAYS SS $126,000 3 DAYS SEF $126,000 CODE 92	DISTRICT REVIEW SEF 721124 $116,280 (38 SCHOOLS) 12 DAYS PER SCHOOL CODE 92	TOTAL		October			November			December			January			February			March			April			May			June			Amount Remaining	
		# 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	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			0.00	3,060.0	
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			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			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			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			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			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			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			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			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			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			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			0.00	6,630.0	76,245.0
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			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			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			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			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			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			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			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			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			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			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	0.0	0.0	0.0	76,245.0	76,245.0

Code 92 Allocation for 2018 - 2019

Appendix D

		RMS - FEW INTENSIVE SUPPORT 614300 fnd rsv #1 $ 60,500.00 CODE 92	RMS - SOME INCREASED SUPPORT 614300 fnd rsv #2 $59,200 CODE 92	RMS - SUPPORTS FOR ALL 614300 fnd rsv #3 $198,400 CODE 92	SLIP VISITS 3 DAYS SS $126,000 3 DAYS SEF $126,000 CODE 92	DISTRICT REVIEW 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	
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	80,835.0
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

		RMS - FEW INTENSIVE SUPPORT 614300 fnd rsv #1 $ 60,500.00 CODE 92	RMS - SOME INCREASED SUPPORT 614300 fnd rsv #2 $59,200 CODE 92	RMS - SUPPORTS FOR ALL 614300 fnd rsv #3 $198,400 CODE 92	SLIP VISITS 3 DAYS SS $126,000 3 DAYS SEF $126,000 CODE 92	DISTRICT REVIEW 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. 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	
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	71,910.0
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	0.0	71,910.0	71,910.0

Appendix D

		RMS - FEW INTENSIVE SUPPORT 614300 fnd rsv #1 $ 60,500.00 CODE 92	RMS - SOME INCREASED SUPPORT 614300 fnd rsv #2 $59,200 CODE 92	RMS - SUPPORTS FOR ALL 614300 fnd rsv #3 $198,400 CODE 92	SLIP VISITS 3 DAYS SS $126,000 3 DAYS SEF $126,000 CODE 92	DISTRICT REVIEW 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
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	
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	69,360.0
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

Appendix D

		RMS - FEW INTENSIVE SUPPORT 614300 fnd rsv #1 $ 60,500.00 CODE 92	RMS - SOME INCREASED SUPPORT 614300 fnd rsv #2 $59,200 CODE 92	RMS - SUPPORTS FOR ALL 614300 fnd rsv #3 $198,400 CODE 92	SLIP VISITS 3 DAYS SS $126,000 3 DAYS SEF $126,000 CODE 92	DISTRICT REVIEW 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
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			0.00	3,060.0	
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			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			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			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			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			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			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			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			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			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			0.00	2,550.0	81,090.0
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			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			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			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			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			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			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			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			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			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			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			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	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	0	0	0	685,185	685,185

Appendix E

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

SCHOOL NAME		Sup. Area	☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐ Monsignor Fraser Principal Name:

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 2 Teacher Code 92 days = 3 DECE Code days	Grade for each teacher Or specify DECE	Code to be used (1/2 day or full)	Comment
1.			
2.			
3.			
4.			
5.			
6.			

PROFESSIONAL LEARNING PLAN TO MEET URGENT CRITICAL NEED:

Urgent Critical Learning Need	

SMART Goal	

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
Achieving excellence: 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: • Exit Cards • Online Surveys for Teachers • Online Surveys for Students • Structured discussions with Service Providers
	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:

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
Curriculum Teaching and Learning: A Focus on Assessment	**In School Support**	• Support schools in reviewing data, identifying literacy gaps • Developing literacy strategies in response to those gaps • Meet with local school improvement teams (SIT) to assess literacy needs to support: Reading, Writing, Communication and Media Literacy Skills • Work with teams to create meaningful assessment that drives instruction (Whole class Instruction and Small Group Instruction) • Work with Kindergarten Educators to create strategies for developing literacy behaviours through play **Timeline:** Ongoing to Spring 2019	K - 6	N/A	*N/A*	*N/A*	Data Collection: Exit Cards Online Surveys for Teachers
Curriculum Teaching and Learning: A Focus on Assessment	**Primary Literacy Support**	• Support Primary teachers in selected schools that do not have a 5th Block program • use job-embedded professional learning to improve student literacy achievement • increase teacher knowledge of evidence-based instructional strategies • Support for Primary classes in selected schools, based on Data (5 year EQAO trend) • 3, 6, or 9 session visits **Timeline:** Ongoing to Spring 2019	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**	• Literacy Reps from all elementary schools will be invited to participate in a Literacy Symposium • Reinforce TCDSB Literacy Framework and Documents • Inspire Literacy Reps and restore liaison role • Strengthen the incorporation of Global Competencies (i.e., skilled communication, knowledge construction, etc.) • Break Out Sessions based on literacy needs identified by schools and teams Topics Include: • unpacking the literacy framework • readers workshop • writers workshop • Small Group Instruction and Assessment • integrated curriculum **Timeline:** November 2018	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**	• voluntary one-day workshop led by TCDSB teachers • promote innovative literacy practices (e.g.,integrated curriculum, design thinking, real world connections) • foster collaboration and spark creativity **Timeline:** April 2019 (Saturday session)	K - 12	open to all schools	up to 75	N/A	Exit Cards Online Surveys for Teachers

Curriculum Teaching and Learning: A Focus on Assessment	**Assessment and Small Group Instruction Workshop**	• collaborative inquiry to support EQAO literacy skills • 3 half-day sessions per division • review and analyse EQAO data • identify areas of need • develop targeted support • highlight literacy/numeracy connections through focussing on comprehension strategies • targeting schools that are not Intensive Support or JUMP Math • schools will be identified using grade 3 and 6 reading and writing EQAO results **Timeline:** Ongoing to Spring 2019	3 and 6	30 Schools selected based on EQAO trends	3	90 (30 x 3 x 1 day)	Common Feedback Form
Curriculum Teaching and Learning: A Focus on Assessment	**New To K/Primary/Junior Literacy**	• workshop for teachers (LTO and Permanent) who are new to a division. • introduction to curriculum expectations, the literacy framework, assessment and strategies for student success • familiarize teachers with essential literacy resources to inform practice **Timeline**: Fall 2018	K 1 - 3 4-6 *(3 sessions, 1 for each division)*	as required	50	150 (50 x 3 days)	Common Feedback Form
Curriculum Teaching and Learning: A Focus on Assessment	**NTIP**	• introduce new teachers to Language expectations, the literacy framework, assessment and strategies for student success • familiarize teachers with essential literacy resources to inform practice **Timeline**: Nov 6, and Nov 8, 2018	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
Curriculum, Teaching and Learning: A Focus on Assessment 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%	**Assist schools in developing and implementing School Professional Learning Plans** **Participants:** All Secondary Schools	**Numeracy Data Session**: 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. *Timeline - One session in the fall*	9-12	32	2	64 (32 x 2 x 1 day)	Common Feedback Forms
	Participants: All Secondary Schools	**In-School Support for Secondary Schools:** Supporting the development and implementation of School Professional Learning Plans. *Timeline - As requested, throughout the year*	9-12	32	1	32	Anecdotal Feedback
	Participants: Targeted Elementary Schools (Intense and Increased Support Schools, as identified by the Ministry)	**In-School Support for Elementary School:** 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. *Timeline - Up to 4 days per school, as requested, throughout the year*	6-8	40	1	160 (40 x 4 days)	Anecdotal Feedback, Student Achievement Data (when available)

Curriculum, Teaching and Learning: A Focus on Assessment 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%	**Monitoring Student Achievement in Applied Level Courses** **Participants:** All Secondary Schools	**Additional Support for Applied Level Math Classes:** Additional code days for occasional teachers to provide in-classroom support to Grade 9 Applied Math classes to support EQAO. *Timeline* - Up to *10 days per semester (up to 20 total per school year), as requested by schools throughout the year*	9 Ap.	32	1	640 (32 x 20 days)	Student Achievement Data (when available)
	Participants: All Secondary Schools	**Monitoring Achievement in Applied Level Math Sessions:** Providing schools with support as they monitor and track student progress to inform next steps to improve achievement utilizing pre and post assessment data. *Timeline* - 2 sessions (*one session per semester)*	9-10 Ap	32	3	192 (32 x 3 x 2 days)	Common Feedback Forms
	Participants: Targeted Secondary Schools based on 2017-2018 EQAO School Results	**In-School Support in Applied Math Classes** 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) *Timeline - As requested, throughout the year*	9 Ap.	4	Varies per school)	0 (No codes required)	Anecdotal Feedback, Student Achievement Data (when available

Curriculum, Teaching and Learning: A Focus on Assessment 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% **School and Classroom Leadership: Professional Learning, Collaboration, and Engagement** 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: -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%	**Collaborative Inquiry** *Strand specific focus for the Collaborative inquiries will based on school EQAO Item Information Reports (IIR)* **Participants:** Targeted Secondary Schools based on EQAO trend data and school interest	**Spiraling:** 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. *Timeline: 5 sessions per school* *3 Group Sessions: November, December, April* *2 In-school support sessions*	9 Ap.	8	2	80 (8 x 2 x 5 days)	Common Feedback Forms, Student Achievement Data (when available)
	Participants: Targeted Secondary Schools currently implementing or interested in implementing the Grade 9 pre-applied to applied pathway	**Pre-Applied to Applied Pathway:** 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. *Timeline: 5 sessions per school* *3 Group Sessions: October, November, February* *2 In-school support sessions*	9 Ap.	10	3	150 (10 x 3 x 5 days)	Common Feedback Forms, Student Achievement Data (when available)
	Participants: Targeted Elementary Schools based on EQAO trend data and school interest	**Assessment Pilot:** Utilising evidence through formative assessment to learn and adjust instruction to better meet student needs. *Timeline: 5 sessions per school* *3 Group Sessions: Two in November, January* *2 In-school support sessions*	6-8	8	3	120 (8 x 3 x 5 days)	Common Feedback Forms, Student Achievement Data (when available)

School and Classroom Leadership: Professional Learning, Collaboration, and Engagement 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: -Teacher Voice Surveys (based on a range of questions): 67%-76% to 75%-85%	**Cultivate and Develop Math Leadership to build capacity in schools** **Participants:** All Secondary Schools	**Math Leadership Meetings:** Numeracy Leads and Mathematic Department Heads will engage and collaborate in learning sessions that may include the following topics: ● Supporting newcomers and ELLs ● Indigenous Education and Math ● Culturally Relevant and Response Pedagogy ● Integrating Technology ● Supporting Special Education students ● Sharing promising practices ● Monitoring Student achievement ● Other topics based on feedback from sessions *Timeline: 3 Sessions - November, February, May*	9-12	32	2	192 (32 x 2 x 3 days)	Common Feedback Forms
Curriculum, Teaching and Learning: A Focus on Assessment 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% **School and Classroom Leadership: Professional Learning, Collaboration, and Engagement**	**Focused Learning Series** (Assistive Technology Team / Numeracy Team) **Participants:** Targeted Secondary Schools based on EQAO trend data, and Grade 9 Special Education Student populations and school interest	**EquatIO Pilot:** 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. *Timeline: 5 sessions per school* *2 Group Sessions* *3 In-school support sessions* (No Code Days)	9 Ap.	4	3	24 (4 x 3 x 2 days)	Common Feedback Forms, Student Achievement Data (when available)

School and Classroom Leadership: Professional Learning, Collaboration, and Engagement 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	**SSLN - Student Success Learning Network** (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. *Timeline: 3 sessions per SSLN grouping*	7-10	31	20	1860 (31 x 20 x 3 days)	Field SOs to Monitor

(Sept) Total Projected Number of Code Days to be Used: 3,514	(June) Final Total of Code Days Used:

2018-2019 TCDSB PROFESSIONAL LEARNING PLAN

Department: LITERACY 7-12

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

BLIP Goal(s)	Central Department Initiative	Details and Timeline	G Grades	S # of schools	T # of teachers per school	D # of Days	Monitoring
Curriculum, Teaching and Learning: A Focus on Assessment -OSSLT results for students in Applied English will increase from 37% to 43%	**Literacy Team Data Analysis Session** **Participants: All Schools**	**Literacy Data Session**: analyzing data (school achievement and OSSLT Data) to identify student needs to inform school planning; focus on assessment for learning, equity and inclusive education (CRRP) and monitoring student achievement *Timeline - One session in the fall* **In-School Support Secondary Schools:** Supporting the development and implementation of School Professional Learning Plans (Secondary & Elementary) *Timeline - As requested, throughout the year*	9 – 12 7-12	32	4	128 (32 x 4 x 1 day) 50	Common Feedback Form Anecdotal Feedback
Curriculum, Teaching and Learning: A Focus on Assessment Dependent on Inquiry Focus: -OSSLT results for students in Applied English will increase from 37% to 43%	**Literacy: Collaborative Inquiry** **Participants: All Schools**	**Support teachers in Collaborative Inquiry** ● Multi school approach group based on need/theme, data driven ❖ **The Applied Level Student --Reading for Meaning** ❖ **The Applied Level Student --Process of Reasoning Inferring/Implicit**	9 - 12	32	4	384 (32 x 4 x 3 days)	Exit Cards Online Surveys for Teachers

- On giving and receiving timely feedback on how to improve their work, positive response will increase from 62% to 75% in secondary Student Voice		**Groups Include:** English Department Head / Teacher Student Success Teacher Special Education Teacher Religion Department Head / Teacher ● Developing literacy strategies in response to those gaps ● Work with school teams to plan and implement the use of assessment for learning strategies to meet student needs **Timeline:** Ongoing Throughout the Year					
Curriculum, Teaching and Learning: A Focus on Assessment	**Cross Curricular Literacy Curriculum OSSLT Links** **Based on OSSLT: Item Information Report (IIR)** **Participants: Targeted Schools**	● Support teachers in Collaborative Inquiry ● 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. ● Promote strategies and target skills to maximize student success, To support gaps in skill development ● support based on OSSLT trend data ● To support student needs in order to improve/address past EQAO scores ● 5 full-day sessions ● Three group sessions ● Two In school support sessions ● up to 4 teachers per school ● to address and support OSSLT **Timeline:** November/December 2018	9-10	10	4	200 (10 x 4 x 5 days)	Common Feedback Form
Curriculum, Teaching and Learning: A Focus on Assessment	**OSSLT Readiness** **Based on EQAO School**	● Release days to support school Literacy Teams to prepare for OSSLT, based on local school need	9-12	32	4	128 (32 x 4 x 1 day)	Google Form Survey

-OSSLT results for students in Applied English will increase from 37% to 43% - On giving and receiving timely feedback on how to improve their work, positive response will increase from 62% to 75% in secondary Student Voice	**Report for 2017/2018** **TCDSB Board Results Indicate areas of need:** **1) Inferring** **2) Multiple Choice** **3) Making Connections** **Participants: All Schools**	• School teams meet to identify needs to prepare students for OSSLT • **Teachers supporting OSSLT administration** • School Principal & Secondary Literacy **Timeline:** Ongoing Throughout the Year					Post OSSLT April 2019
School and Classroom Leadership: Professional Learning, Collaboration, and Engagement - 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	**Reading for the Love of it** **Participants: All Schools**	• Provide release day for one teacher from each elementary and two teachers from each secondary school to attend • Conference cost also covered (Secondary) • Promote good literacy practices • Offer diverse selection of PD topics **Timeline:** February 21 and 22, 2019	7-12	230 (All Secondary and Elementary Schools)	1	230 (230 x 1 x 1 day)	Online Surveys for Teachers
Curriculum Teaching and Learning: A Focus on Assessment:	**Elementary Literacy Symposium**	• Literacy Reps from all elementary schools will be invited to participate in a Literacy Symposium • Reinforce TCDSB Literacy Framework • Inspire Literacy Reps and restore liaison role • Strengthen the incorporation of Global Competencies (i.e., skilled	7-8	elementary schools	80	80 (80 x 1 day)	Online Surveys for Teachers

		communication, knowledge construction, etc.) ● Presentation (Keynote Speaker) ● Break Out Sessions based on literacy needs identified by schools and teams Topics Include: ● effective literacy practice ● assessment to drive instruction ● integrated curriculum ● inquiry **Timeline:** Fall 2018					
School and Classroom Leadership: Professional Learning, Collaboration, and Engagement - 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	**Literacy Leads PLC** **Participants: All Schools**	● One full Day PD unpacking the Adolescent Literacy Guide November 12, 2018 Location: St. Conrad ● Work with literacy leads to create and implement a cross curricular plan for literacy ● 3 meetings per year 2:00- 4:00pm ● **Literacy Leads** invited to participate in discussion/PD around targeted feedback from literacy leads and identified areas of need ● Promising Practices ● Strategies ● Dissemination of BLIP, Ministry policies, new literacy initiatives **Timeline:** Ongoing Throughout the Year	9-12	32	1	32 (32 x 1 x 1 day)	Common Feedback Form
School and Classroom Leadership: Professional Learning, Collaboration, and Engagement - On satisfaction with involvement in decisions	**English Department Heads Meeting** **Participants: All Schools**	● One full Day PD unpacking the Adolescent Literacy Guide November 12, 2018 Location: St. Conrad ● **English Department Heads** invited to collaborate on best practices, curriculum, resources, etc. - topics	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		based on feedback from participating DHs ● 3 meetings per year 2:00 - 4:00 pm ● Promising Practices ● Strategies ● Dissemination of BLIP, Ministry policies, new pedagogical initiatives **Timeline:** Ongoing Throughout the Year					
Curriculum, Teaching and Learning: A Focus on Assessment	**The Spoken Word Project 7 - 12** **Participants: All Schools**	● in-class support ● connecting social justice to literacy expectations ● communicate with meaning and purpose to an audience through a central performance ● Students use design thinking to respond to a world issue using Spoken Word. ● Examine real world issues through a Social Justice lens ● Use Catholic Graduate Expectations. ● develop research skills ● use design thinking and to construct knowledge of real-world issue encompassing all strands of the Literacy Curriculum ● students will "communicate – that is, read, listen, view, speak, write, and represent – effectively and with confidence" (Ontario Language Curriculum 1-8 2006 p. 4) **Timeline:** Ongoing to Spring 2019	7-12	16 (2 schools per area)	2	16 (16 x 1 x 1 day)	Exit Cards Online Surveys for Teachers Feedback form from students
Curriculum Teaching and Learning: A Focus on Assessment:	**New To Intermediate Literacy** **Participants: All Schools**	● workshop for teachers (LTO and Permanent) who are new to a division. ● introduction to curriculum expectations, the literacy	7-8	50	1	50 (50 x 1 x 1 days)	Common Feedback Form

		framework, assessment and strategies for student success ● familiarize teachers with essential literacy resources to inform practice **Timeline**: Fall 2018					
Curriculum Teaching and Learning: A Focus on Assessment	**Literacy Innovation Camp** **Participants: All Schools**	● voluntary one-day workshop led by TCDSB teachers ● promote innovate literacy practices (e.g., integrated curriculum, design thinking, real world connections) ● foster collaboration and spark creativity	any	all schools	up to 75		Common Feedback Forms
Curriculum, Teaching and Learning: A Focus on Assessment -OSSLT results for students in Applied English will increase from 37% to 43% - On giving and receiving timely feedback on how to improve their work, positive response will increase from 62% to 75% in secondary Student Voice	**Closing the Gap in Literacy - EPO Funding** **Based on five-year OSSLT results (FTE)** **Participants: Targeted Schools**	● Ministry funded Initiative to support students who require additional support to prepare for the OSSLT ● Supporting teachers to use data and assessment to inform teaching and small group instruction in order to improve success rate on OSSLT ● Collaborative Inquiry - 3 days of meeting, plus additional days for ● 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. **Timeline:** Ongoing to Spring 2019	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**
School and Classroom Leadership - Professional Learning, Collaboration, and Engagement: 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 **Pathways Planning and Programming - Student Engagement and Well-Being:** By June 2021, there will be an increase in positive responses regarding • students' understanding of themselves as learners and	Safe Schools Department	Various Sessions: Domestic Sex Trafficking of Youth - Trauma-informed Prevention & Intervention De-Escalation Mean Girls and Cliques Stand Up to Social Cruelty, Bullying and Injustice Empathy, the Social Emotion Cyber Bullying and Internet Safety Digital Footprint Navigation The Class Meeting: an effective means of scaffolding your positive classroom climate Safe School Transition Planning Strategies to Promote Healthy Relationships and a Positive School Climate Gang Awareness and Hate Motivated Behaviour in Schools Addressing Challenging Behaviour in Secondary Schools Understanding Progressive Discipline & Safe and Accepting Schools Teams Self-Regulation Connecting with Parents and Caregivers Trauma: Impact and Interventions Practical Tools to Enhance Students' Social and	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					
Pathways Planning and Programming - Student Engagement and Well-Being: By June 2021, there will be an increase in positive responses regarding ● students' understanding of themselves as learners and well-being ● Secondary students' self image (based on a range of questions)	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.
School and Classroom Leadership - Professional	SLIP Regional meetings	(Sep. 27 and 28 and April (dates TBD))	9-12	32	300	600	Student Success Department data

Learning, Collaboration, and Engagement: 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, Teaher Voice Board Learning Improvement Plan (BLIP)/School Effectivement 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: ● To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations. ● To support our students' ability to apply critical and innovative thinking in all subjects ● To create welcoming, healthy and equitable learning environments for all students Discussion on implementing school cross curricular literacy and numeracy strategies/plans through Culturally Responsive Pedagogy lens				(300 x 2 days)	collection: ● Standard Student Success Department feedback form
School and Classroom Leadership - Professional Learning, Collaboration, and Engagement: 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: ● Standard Student Success Department feedback form
Pathways, Planning and Programming - Student Engagement and Well-Being:	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							
Pathways, Planning and Programming - Student Engagement and Well-Being: 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
Pathways, Planning and Programming - Student Engagement and Well-Being: 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
School and Classroom Leadership - Professional Learning, Collaboration, and Engagement: 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: ● Online Google Form survey ● Standard Student Success Department feedback form

School and Classroom Leadership - Professional Learning, Collaboration, and Engagement: 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	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	Student Success Resource Teacher data collection: ● Online Google Form survey ● Standard Student Success Department feedback form
School and Classroom Leadership - Professional Learning, Collaboration, and Engagement: 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	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 responsibilites and duties of the mentor. Board and Ministry resources as well as promising practices will be shared.	7-8	16	32	32	Student Success Resource Teacher data collection: ● Online Google Form survey ● Standard Success Success Department Feeedback form
School and Classroom Leadership - Professional Learning, Collaboration, and Engagement: 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	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							
Pathways, Planning and Programming - Student Engagement and Well-Being: 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
Pathways, Planning and Programming - Student Engagement and Well-Being: 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: ● Notice and respond to situations where suicide thoughts might be present ● Recognize that invitations for help are often overlooked ● Move beyond the common tendency to miss, dismiss, and avoid suicide ● Apply the TALK steps: Tell, Ask, Listen, and KeepSafe ● Know how to connect someone with thoughts of suicide to them for further help SafeTALK is open to all full-time TCDSB employees and will be offered on all PD days.	k - 12	TBD	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

Pathways, Planning and Programming - Student Engagement and Well-Being: By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners and well-being:	Effective intervention with persons who have thoughts of suicide	Professional Learning for building mentally healthy and engaging classroom environments through increasing the skills to effectively intervene with those who have thoughts of suicide. 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. Over the course of their two-day workshop, ASIST participants learn to: ● Understand the ways that personal and societal attitudes affect views on suicide and interventions ● Provide guidance and suicide first aid to a person at risk in ways that meet their individual safety needs ● Identify the key elements of an effective suicide safety plan and the actions required to implement it ● Appreciate the value of improving and integrating suicide prevention resources in the community at large ● Recognize other important aspects of suicide prevention including life-promotion and self-care ASIST is available to all full-time TCDSB social work, psychology, guidance, vice-principals and principals.	k - 12	TBD	30 x 2 sessions = 60	60 days (delivered on designated PD days)	Chief of Mental Health Strategy and Staff Well-being to collect data using feedback form
Pathways, Planning and Programming - Student Engagement and Well-Being: By June 2021, there will be an increase in positive responses regarding	Professional Learning series for building safe, inclusive and engaging classroom environments,	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.	k - 12	TBD	50 x 2 sessions = 100	100 days (delivered on designated PD days)	Chief of Mental Health Strategy and Staff Well-being to collect feedback form

students' understanding of themselves as learners and well-being:							
School and Classroom Leadership - Professional Learning, Collaboration, and Engagement: 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	TBD	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
Nurturing our Catholic Community **Student Engagement & Well-being** "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

Nurturing our Catholic Community **Student Engagement & Well-being** "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" 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. Increase number of participating high schools from 26 to 30. (10 per camp) Elementary 36 to 45. (15 per camp)	Olympia Sports Camp - Teacher PD 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	6 camps (3 elementary, 3 secondary), in May Teacher workshop provided at camp based on topics brought forth by previous participants **Workshop facilitator will also be asked to provide a student workshop while at camp 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.	6-12			0	Feedback forms Post camp debrief Participation numbers via google forms
Nurturing our Catholic Community Student Engagement & Well-being "All schools will nurture Catholic Social Teachings (Human Dignity, Preferential	iLITE Conference Voices that Challenge Conference Job embedded PD. Teachers attending the conference to supervise students but it's also	4 one day elementary conferences (Jan 2019) 1 day secondary conference (April 2019) Teacher PD session offered while students participate in their own workshops	6-8 9-12	70 30	140 45	no code days required	Online Feedback forms Post conference debrief Participation numbers via google forms

Option for the Poor and Vulnerable, Solidarity) that form the heart and foundation for our students in all classrooms" 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. Number of participating schools at capacity. Maintain max level of participation.	an opportune time to deliver professional development and network with like-minded educators	**Workshop facilitator will also be asked to provide a student workshop while at the conference 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.					
Nurturing our Catholic Community Student Engagement "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" 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	ECSLIT monthly meetings 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	Monthly meetings held the first Thursday of every month at the CEC (4:30-6:30) 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. 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.	6-8	25	35	0 no code days required	Feedback forms Post training debrief Post training survey with regards to implementation Participation numbers via google forms

engaging fellow students to do the same. Number of participating schools at capacity. Maintain max level of participation.							
Home, School and Parish: Nurturing Our Catholic Community 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).	**Pastoral Plan In-service 'we Belong at TCDSB'**	• Recap of previous pastoral plan, *Together With One Voice, Family, Parish and School*. Focus on the year '*we Belong'*, as part of the new pastoral plan, Rooted in Christ. **Timeline:** September 25, 26, 27, October 2,4 2018	K - 12	200 (168 elementary) (32 secondary)	1	200	• Common Feedback forms • Tracking of attendance through Google Forms
Home, School and Parish: Nurturing Our Catholic Community 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%. .	**Gr. 4 In-Service of Growing in Faith, Growing in Christ Religion Program**	• 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. **Timeline:** October 11, 16, 17, 18 2018	Gr. 4 Teachers	166	1	166 (166x1x1 day)	• Common Feedback forms • Tracking of attendance through Google Forms
Home, School and Parish: Nurturing Our Catholic Community -By June 2021, there will be increased engagement in centrally developed initiatives that promote Catholic values in Catholic initiatives".	**Christian Meditation (Hoping to Pilot in Secondary Schools this year)**	• 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. Timeline: 2 days in January and 2 follow-up days in April	K-12			150	• Common Feedback forms • Tracking of attendance through Google Forms • Follow-up visits
Home, School and Parish: Nurturing Our Catholic Community	**Development and Peace Educators' Day**	• Continue to design and implement faith-based initiatives, which promote innovation and 21C competencies with the Catholic Social	7-12			60	• Common Feedback forms • Tracking of

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
Home, School and Parish: Nurturing Our Catholic Community By June 2021, there will be increased engagement in centrally developed initiatives that promote Catholic values in Catholic initiatives".	**Catholic School Chaplains of Ontario Conference 2019**	● 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.	9-12	32	1	32	● Common Feedback forms ● Tracking of attendance through Google Forms
Home, School and Parish: Nurturing Our Catholic Community By June 2021, there will be increased engagement in centrally developed initiatives that promote Catholic values in Catholic initiatives".	**Religion Department Heads Retreat**	● 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.	9-12	32	1	32	● Common Feedback forms ● Tracking of attendance through Google Forms
Home, School and Parish: Nurturing Our Catholic Community By June 2021, there will be increased engagement in centrally developed initiatives that promote Catholic values in Catholic initiatives".	**Chaplaincy Leaders Retreat**	● 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.	9-12	32	1	32	● Common Feedback forms ● Tracking of attendance through Google Forms
						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
Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom Leadership: Professional Learning, Collaboration, and Engagement	**Primary Math Support** **Funding source: Curriculum, Leadership and Innovation**	• 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? • focus on the fundamentals of math by learning about the numeracy developmental continuum to explore early math strategies and foundational key ideas • examine mathematical strategies to solve calculation problems • use the continuum to support understanding of how numbers behave • unpack Alex Lawson's book What to Look For to develop understanding of student thinking in early numeracy and gather data • use the continuum to identify specific students with learning	Grade 1 and 2	8	16	64 (16x4days)	• Pilot use the Ministry app, Spiral (in beta) to monitor success of the framework of Collaborative Inquiry • Online pre-survey • Exit Cards • Online Surveys for Teachers

		gaps and plan next instructional steps ● co-teach and co-plan ● consider ways to build capacity at their schools by mentoring others at their school and other teachers at the Board Collaboration between EY and Math Dept. Timeline: September to Spring 2019					
Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom Leadership: Professional Learning, Collaboration, and Engagement	**New to Combined Grade (Kindergarten and Grade 1) Support** **Funding source: Curriculum, Leadership and Innovation**	● use Alex Lawson's book <u>What to Look For</u> to develop understanding of student thinking and key ideas in mathematics ● develop understanding of the early numeracy math continuum ● 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 ● develop knowledge of the learning trajectory from Kindergarten to Grade 1 ● explore evidence-based pedagogical approaches like play-based learning to support	Combined Senior Kindergarten and Grade 1 teachers	22	22	44 (22x2days)	● Online pre-survey ● Exit Cards ● Online Surveys for Teachers

		equity and culturally responsive practices Collaboration between EY, French, Math and Literacy Timeline: October to March 2019					
Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom Leadership: Professional Learning, Collaboration, and Engagement	**Introduction to STEAM PD** **Funding source: Curriculum, Leadership and Innovation**	● educators will be introduced to STEAM and Makerspace pedagogy supporting the integration of Science, Numeracy and the Arts ● using a Collaborative Inquiry approach, teachers will develop their own provocation ● use design thinking model ● explore the connection between STEAM and the new global competencies ● consider how STEAM can create equity and be culturally responsive ● consider the role of assessment and STEAM Collaboration between EY, STEAM, 21C , Science and Math Timeline: January to May 2019	Grade 1	30	30	60 (30x2days)	● Online pre-survey ● Exit Cards ● Online Surveys for Teachers
Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom	**OPAL pilot** **Funding source: <u>Student Success (approved by Board)</u>**	● pilot OPAL (Outdoor Play and Learning) program at the TCDSB schools during recesses and other outdoor learning opportunities	K-8	5	54	54 (54x1day)	● Online pre-survey ● Exit Cards ● Online Surveys for Teachers ● Working together

Leadership: Professional Learning, Collaboration, and Engagement		• educators will be supported in uncovering literacy, science, math, thinking skills and global competencies in play • 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 Collaboration between EY, Math, Literacy, Physical Education, 21C, STEAM and Science Timeline: October to June 2019					with Research, staff will develop a survey to take baseline data and follow-up to measure student well-being and the effects of play
Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom Leadership: Professional Learning, Collaboration, and Engagement	**DECE Professional Development Symposium** **Funding Source: ETFO/Early Learning Program as per Ministry Transfer Payment 2017-2018**	• professional learning symposium for all DECEs • keynote by Dr. Jean Clinton • variety of workshops facilitated by TCDSB staff and outside experts • 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) • topics include self-regulation, pedagogical documentation, special needs, outdoor play, math etc.	Kindergarten	all ele.	up to 500	1	• Online pre-survey • Exit Cards • Online Surveys for Educators

		Collaboration between EY, ETFO and a variety of outside facilitators and TCDSB resource and classroom educators Timeline: December 7, 2018					
Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom Leadership: Professional Learning, Collaboration, and Engagement	**Designated Early Childhood Educator and Classroom Teacher Partner PD** **Funding Source: Early Learning Program as per 2017-2018 Ministry transfer payment**	• professional learning opportunity for each DECE to work with their classroom teacher partner • 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 • focus on the *The KIndergarten Program, 2016* • explore *Growing Success: The Kindergarten Addendum* • explore evidence-based pedagogical approaches like play-based learning to support equity and culturally responsive practices • delve into the Ministry document *Exploring Interprofessional Collaboration and Ethical Leadership* Collaboration between EY, ETFO and TCDSB teachers and ECEs Timeline: November to May 2018	Kindergarten	40	80 (40 ECE and 40 OCT)	240 (80x3days)	• Online pre-survey • Exit Cards • Online Surveys for Educators

Curriculum Teaching and Learning: A Focus on Assessment: and School and Classroom Leadership: Professional Learning, Collaboration, and Engagement	**Pedagogical Leadership Series** **Funding source: Curriculum, Leadership and Innovation**	• continue the work of this PLC series • in year 2, continue to look at numeracy through the lens of play • consider how we might build capacity for play-based pedagogy across the Early Years • consider how a play-based environment supports equitable and culturally responsive practices • use the newly-acquired Mathology resource and/or Alex Lawson's book What to Look For Collaboration between EY,French, Literacy, Math Timeline: January to May 2019	Grade 1 and 2	6	6	18 (6x3days)	• Online pre-survey • Exit Cards • Online Surveys for Teachers
				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
Curriculum Teaching and Learning: A focus on assessment On assessment for, as, and of learning, positive response will increase from 74% - 84% to 80% - 90% on elementary Teacher Voice survey	**Collaborative Inquiry: Building Capacity with Steps to English Proficiency (STEP)** -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)	• Common Feedback form • Online Surveys for Teachers
Curriculum Teaching and Learning: A focus on assessment On OSSLT there will be an increase from 37% to 43% of success for students in applied English	**Collaborative Inquiry: Building Capacity with Steps to English Proficiency (STEP)** -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)	• Common Feedback form • Online Surveys for Teachers

Curriculum Teaching and Learning: A focus on assessment On EQAO, scores in Junior Math, there will be an increase from 46% to 52% of students achieving Level 3/4	**Collaborative Inquiry: Binogi Pilot Project** -Curriculum -Assessments -Strategies and Approaches -Resources	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. This pilot project will run from mid October 2018 until June 2019 Collaborative project with ELL, Research, Mathematics, and Literacy teams Funded by Student Success	Grade 6	St. Andrew	10 3 Gr. 6 6 ESL 1 Spec. Ed	10 (1x10x 1 day)	• Common Feedback form • Online Surveys for Teachers • Classroom visits
Curriculum Teaching and Learning: A focus on assessment On assessment for, as, and of learning, positive response will increase from 74% - 84% to 80% - 90% on elementary Teacher Voice survey	**Collaborative Inquiry: Steps to English Proficiency (STEP) framework for Kindergarten educators** -Curriculum -Assessments -Strategies and Approaches -Resources	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. - support evidence informed inquiry and instructional practices focused on improving achievement and language acquisition for ELLs Collaborative facilitation between ELL and Early Years Funded by Student Success and Early Years	Kindergarten and ESL/ ELL	ES with high numbers of ELLs in K	3 (selected)	75 (25 x 3 x 1 day)	• Common Feedback form • Online Surveys for Teachers • Classroom visits
Curriculum Teaching and Learning: A focus on assessment On assessment for, as, and of learning, positive response will increase from 74% - 84% to 80% -	**Mental Health and Well Being: *Support teachers who are new to ESL/ELL*** -Curriculum -Assessments -Strategies and Approaches -Resources	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.	4 - 8	Variable	25	25 (25x1 day)	• Common Feedback form • Online Surveys for Teachers

90% on elementary Teacher Voice survey		Funded by Student Success					
Pathways, Planning, and Programming: Student Engagement and Well-Being 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	**Mental Health and Well Being: Suicide Risk Awareness and Newcomer Mental Health** 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	● Common Feedback form ● Online Surveys for Teachers
School and Classroom Leadership: Professional Learning, Collaboration, and Engagement On satisfaction with involvement in decisions that affect their work, positive responses will increase from 65% - 75% to 70% - 80% on Teacher Voice Surveys	**Mental Health and Well Being: Provide self-selected learning opportunities for ESL/ELL teachers**	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)	● Online Surveys for Teachers
School and Classroom Leadership: Professional Learning, Collaboration, and Engagement On collaborative instruction and job embedded inquiry – based professional	**Collaborative Inquiry: Support administrators as instructional leaders as they address urgent critical needs with educators through their PLP**	-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	● Online surveys for teachers ● School and classroom visits ● Common Feedback form

learning, positive responses will increase from 55% - 70% to 65% - 80% on Administrator Voice surveys							

(Sept) Total Projected Number of Code Days to be Used: 370	(June) Final Total of Code Days Used:

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
Curriculum Teaching and Learning: A Focus on Assessment:	**In School Support**	● Based School/ Educator request ● Developing effective classroom strategies in response to those needs ● Meet with local school improvement teams (SIT) to assess single track French Immersion Elementary schools ● Meet with Secondary Department heads and their team members to assess program development / ressources updates and retention strategies ● 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) ● Create opportunities for FSL educators to collaborate with English-language colleagues ● *teaching-centered and teacher-directed professional development.* **Timeline:** Ongoing to Summer 2019	K-12	As required	As required	up to 25 code days total (based on needs and initiative)	Data Collection: ● Online Surveys for Teachers /Google Forms ● Online Surveys for Students
Curriculum Teaching and Learning: A Focus on Assessment:	**Pedagogical Leadership Series** **Collaboration between EY and French**	● continue the work of this PLC series ● in year 2, continue to look at numeracy through the lens of play ● consider how we might build capacity for play-based pedagogy across the Early Years ● consider how a play-based environment supports equitable and culturally responsive practices use the newly-acquired Mathology resource and/or Alex Lawson's book What to Look For	Grade 1 & 2	Lottery 6 schools	3	18 (6 x 3 x 1 day)	● Exit Cards ● Online Surveys for Teacher

Curriculum Teaching and Learning: A Focus on Assessment:	**Providing support for students with special education needs in FSL programs**	● Support Primary French teachers in French immersion with schools where needs exceed the work of the sole special education teacher in the school ● increase teacher knowledge of differentiation strategies, assistive technology, effective practices, etc. through workshops ● Involve FSL teachers in the planning and implementation of a student's IEP where appropriate **Timeline:** Ongoing to Spring 2019	K-12	50 schools as required	50 teachers as required	50 (50 x 1 day)	● Exit Cards ● Online Surveys for Teachers
Curriculum Teaching and Learning: A Focus on Assessment	**French and Numeracy: Mathologie Professional Development for FI Teachers**	● What Is Mathology? ● The Teaching Model ● Exploring the Learning Progression ● The Activity Kit ● Math Little Books ● Planning with Mathology **Timeline: October 26, 2018**	K-2	19 F/I Schools	2 per school	38 (19 x 2 x 1 day)	● **One day feedback form**
Curriculum Teaching and Learning: A Focus on Assessment:	**French attends Elementary Literacy Contact Symposium**	● Literacy Leads from all elementary schools will be invited to participate in a Literacy Symposium ● Reinforce TCDSB Literacy Framework ● Inspire Literacy leads and restore liaison role ● Strengthen the incorporation of Global Competencies (i.e., skilled communication, knowledge construction, etc.)October 10, 2018 ● Presentation (Keynote Speaker) ● Break Out Sessions based on literacy needs identified by schools and teams Topics Include: ● effective literacy practice ● assessment to drive instruction ● integrated curriculum ● inquiry **Timeline:** October 10, 2018	K-8	19 F/I Schools	19 FI teachers	38 (19 x 2 x 1 day)	Data Collection: ● Exit Cards ● Online Surveys for Teachers ● Online Surveys for Students

Curriculum Teaching and Learning: A Focus on Assessment:	**FSL Parent Outreach Session** **K - 12**	• voluntary one-day workshop led by French language support innovators • Promote awareness of French resources and services in French • Liaise with Francophone communities and promote student participation in French cultural activities, immersion opportunities **Timeline:** Elementary September 2018 (Saturday session) Secondary (February 2019)	K - 8 7-12	201 Invited		201 days	• Exit Cards • Online Surveys for Teachers • Online Surveys for Students
Curriculum Teaching and Learning: A Focus on Assessment:	**New To K/Primary/Junior Literacy in collaboration with French**	• workshop for teachers (LTO and Permanent) who are new to a division. • introduction to curriculum expectations, the literacy framework, assessment and strategies for student success • familiarize teachers with essential literacy resources to inform practice **Timeline**: Fall 2018	K 1 - 3 4-6	as required up to 20	1 teacher	20 (20 x 1 x 1 day)	• Exit Cards • Online Surveys for Teachers • Online Surveys for Students
Curriculum Teaching and Learning: A Focus on Assessment:	**DELF Correcteur/Correctrice Training**	one-week training for 4 elementary and 6 secondary teachers • increase knowledge of CEFR principles and DELF certification **Timeline:** 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**	• introduction to my BluePrint in French • promotion of authentic French experiences outside of the classroom • review of best practices and implementation of new resources **Timeline: 3x per year**	9-12	32 schools	32 Department Heads, 1 from each school 1 full-day meeting	32 (32 x 1 day)	

		Nov/Feb/May			2 meetings from 1-3 pm		
After School Book Club/ Conversational French	**Staff Initiative /French language building**	• Monthly After school sessions with staff • promote collaboration and opportunities to build on knowledge through networking • ongoing professional learning opportunities in French	K-12	As requires	Core/ Extended and Immersion	N/A	• Exit Cards • Online Surveys for Teachers • Online Surveys for Students

(Sept) Total Projected Number of Code Days to be Used: 145 days	(June) Final Total of Code Days Used:

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
Curriculum Teaching and Learning: A focus on assessment On assessment for, as, and of learning, positive response will increase from 74% - 84% to 80% - 90% on elementary Teacher Voice survey **Student Engagement and Well-Being** - 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	**NTIP: Support for new HPE Teachers:**	November 28th at Our Lady of Fatima **<u>Main Focus:</u>** -Curriculum Strands (Active Living, Healthy Living, Movement Competence) -Integration of Mathematics and Language skills/strategies in Health and Physical Education -OPHEA Safety guidelines will be a focus -Assessment/Evaluation Tools/Strategies -Classroom Management Strategies/Approaches -Experiential Learning Lessons/Units will be created and shared	K-6	20	1	20 (20 x 1 x 1 day)	-Online Surveys for Teachers

Curriculum Teaching and Learning: A focus on assessment On assessment for, as, and of learning, positive response will increase from 74% - 84% to 80% - 90% on elementary Teacher Voice survey **Student Engagement and Well-Being** -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	**HPE Dept. Heads In-Service**	**<u>Main Focus:</u>** -Curriculum Strands, Assessment/Evaluation tools -Mental Health Connections to Healthy Eating, Physical Activity, Critical thinking skills -Physical Activities that enhance inclusive environments -Team building/student leadership initiatives focused on inclusion, developing self-confidence and understanding/acceptance of oneself and others.	9-12	33	1	33 (33 x 1 x 1 day)	
Curriculum Teaching and Learning: A focus on assessment -On assessment for, as, and of learning, positive response will increase from 74% - 84% to 80% - 90% on elementary Teacher Voice survey -On EQAO, scores in Junior Math, there will be an increase from 46% to 52% of students	**Health and Physical Education Conference**	-Various workshops will provide opportunities for Teachers to learn how to engage students physically and collectively. -Various workshops on the integration of Math to enhance learning. -Various workshops will provide inclusive activities designed to enhance	K-6	150	1	150 (150 x 1 x 1 day)	

achieving Level 3/4 **Student Engagement and Well-Being** -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.					

(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
A. Curriculum, Teaching and Learning: A Focus on Assessment 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. Curriculum, Teaching and Learning: A Focus on Assessment 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
C. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement 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

		peoples in Canada. Speakers TBD					
D. Home, Parish, School: Nurturing our Catholic Community Continue to design and implement faith-based initiatives, which promote innovation and 21C competencies with the Catholic Social Teachings as a focus. **D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement** 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	June National Indigenous People's Month-First week of June will be devoted to the acknowledgement and celebration of Indigenous peoples, communities, and cultures which will include all aspects of the TCDSB community.	K to 12	1	5	5 (1x5x1 day)	Monitor effectiveness of professional learning opportunities using digital feedback forms 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:

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
A. Home, Parish, School: Nurturing our Catholic Community Continue to design and implement faith-based initiatives, which promote innovation and 21C competencies with the Catholic Social Teachings as a focus. **B. Curriculum, Teaching and Learning: A Focus on Assessment** Embed fair and equitable assessment practices through a culturally responsive approach in all professional learning **D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement** Engage in professional learning focused on inquiry, equity, and culturally responsive school and classroom practices;	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

A. Home, Parish, School: Nurturing our Catholic Community Continue to design and implement faith-based initiatives, which promote innovation and 21C competencies with the Catholic Social Teachings as a focus. **B. Curriculum, Teaching and Learning: A Focus on Assessment** Embed fair and equitable assessment practices through a culturally responsive approach in all professional learning **D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement** Engage in professional learning focused on inquiry, equity, and culturally responsive school and classroom practices;	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
A. Home, Parish, School: Nurturing our Catholic Community Continue to design and implement faith-based initiatives, which promote innovation and 21C competencies with the Catholic Social Teachings as a focus.	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. Curriculum, Teaching and Learning: A Focus on Assessment Embed fair and equitable assessment practices through a culturally responsive approach in all professional learning **D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement** Engage in professional learning focused on inquiry, equity, and culturally responsive school and classroom practices;							
B. Curriculum, Teaching and Learning: A Focus on Assessment Embed fair and equitable assessment practices through a culturally responsive approach in all professional learning **D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement** 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
A. Home, Parish, School: Nurturing our Catholic Community 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

initiatives, which promote innovation and 21C competencies with the Catholic Social Teachings as a focus. **B. Curriculum, Teaching and Learning: A Focus on Assessment** Embed fair and equitable assessment practices through a culturally responsive approach in all professional learning **D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement** 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;		content to be determined in response to expressed Teacher need and Board directives.					

(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
Pathways, Planning and Programming: Student Engagement and Well-Being 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	• September to December • Meet with school teams to increase capacity for preparing a school application for a SHSM program • including local coaching meetings	11, 12	10	3	30 (10 x 3 x 1 day)	**Anecdotal feedback**
Pathways, Planning and Programming: Student Engagement and Well-Being 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	• May-June • School teams work through an implementation planning template to ensure that all elements of SHSM deliverables are put in place for following year	11, 12	8	4	32 (8 x 4 x 1 day)	**Common feedback form**

Pathways, Planning and Programming: Student Engagement and Well-Being 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	• Generally ministry run and supported in May	11, 12	8	2	16 (8 x 2 x 1 day)	**Anecdotal feedback**
Pathways, Planning and Programming: Student Engagement and Well-Being 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	• Full day learning session on October 2nd; • sharing best practices; • Capacity building co-learning activities; team building opportunities to support cohesion within school teams • opportunity to meet with partner vendors	11,12	all schools	100 (from 68 programs)	100 (100 x 1 day)	**Common Feedback Forms**
Pathways, Planning and Programming: Student Engagement and Well-Being 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	• September to June, • school-embedded review and support meetings aimed at building capacity and sustainability	11, 12	28	2	56 (28 x 2 x 1 day)	**Anecdotal feedback**

Pathways, Planning and Programming: Student Engagement and Well-Being 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	● November and December ● 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.	11, 12	15	1	15 (15 x 1 x 1 day)	**Common Feedback Form**
Pathways, Planning and Programming: Student Engagement and Well-Being 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	● Post-secondary planning: Through the lens of Dual Credit Conference ● one full day learning session for Secondary School teachers (date to be determined) ● increase capacity for identifying potential Dual Credit and SWAC students in their school communities.	11,12	32	3	96 (32 x 3 x 1 day)	**Common Feedback Form**
Pathways, Planning and Programming: Student Engagement and Well-Being 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.)	● October 10, 2018 ● 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.	9-12	Offered to all secondary schools (up to 15 spots allowed)	15	15 (15 x 1 day)	**Anecdotal feedback**

Pathways, Planning and Programming: Student Engagement and Well-Being By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners: myBlueprint ● 57% to 70% in elementary; ● 52% to 70% in secondary TeacherVoice surveys ● 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%	Guidance Professional Learning/Trillium Training for teachers new to Guidance	Joint effort with Pathways and Trillium team to help build capacity in teachers new to the guidance role at the start of each semester.	9-12	Varies	15	30 (15 x 2 days)	**Anecdotal feedback**
Pathways, Planning and Programming: Student Engagement and Well-Being By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners: myBlueprint ● 57% to 70% in elementary; ● 52% to 70% in secondary	On-going learning inservicing of Guidance Department Heads	Areas of focus, issues of concern, Trillium compliance, and implementation of Guidance initiatives (October to June)	9-12	32	1	192 (32 x 1 x 6 days)	**Anecdotal feedback and Common Feedback Form**

Teacher Voice surveys ● 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%							
Pathways, Planning and Programming: Student Engagement and Well-Being By June 2021, there will be an increase in the level of participation in Pathways Programming: SHSM (Grade 11 & 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 By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners: myBlueprint ● 52% to 70% in secondary	Career Studies Teachers' Symposium	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.	10	32	2	64 (32 x 2 x 1 day)	**Common Feedback Form**

Pathways, Planning and Programming: Student Engagement and Well-Being 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)	**Common Feedback Form**

Pathways, Planning and Programming: Student Engagement and Well-Being 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% By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners: myBlueprint ● 57% to 70% in elementary	Elementary Guidance Professional Learning	Areas of focus, issues of concern, and implementation of Guidance initiatives (October to June)	K-8	-	12	0	**Anecdotal feedback**
Pathways, Planning and Programming: Student Engagement and Well-Being By June 2021, there will be an increase in the level of participation in Pathways Programming: SHSM (Grade 11 & 12 students): 14% to 25% Dual Credit usage of allocations (filling allocations): 56% to 70% OYAP: 465 to 495	Online Course Selection, Grade 8 to Grade 9	Throughout semester 2, school counsellors, administrators, and other staff will be provided with opportunities to build capacity in supporting students with online course selection	7-12	Open to elementary and secondary staff	4 areas x 10 elementary feeder schools	40 (4 x 10 x 1 day)	**Anecdotal feedback**

Pathways, Planning and Programming: Student Engagement and Well-Being By June 2021, there will be an increase in the level of participation in Pathways Programming: SHSM (Grade 11 & 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 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% By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners: myBlueprint ● 57% to 70% in elementary; ● 52% to 70% in secondary TeacherVoice surveys ● Students build on	Professional Learning within a Professional Conference: OSCA	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.	K-12	1 per secondary school, and 12 elementary guidance counsellors	32 Secondary schools Elementary no release required	64 (32 x 1 x 2 days)	**Anecdotal feedback**

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%							
Pathways, Planning and Programming: Student Engagement and Well-Being 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	**Common Feedback Form**
Pathways, Planning and Programming: Student Engagement and Well-Being 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)	**Common Feedback Form**

Pathways, Planning and Programming: Student Engagement and Well-Being 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)	**Common Feedback Form**
Pathways, Planning and Programming: Student Engagement and Well-Being 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)	**Common Feedback Form**
Pathways, Planning and Programming: Student Engagement and Well-Being 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)	**Anecdotal Feedback**

Pathways, Planning and Programming: Student Engagement and Well-Being 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)	**Common Feedback Form**
Pathways, Planning and Programming: Student Engagement and Well-Being 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)	**Common Feedback Form**
Pathways, Planning and Programming: Student Engagement and Well-Being Teacher Voice surveys ● Students build on experiences to explore and reflect upon interests, strengths, skills and education and career/life	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)	**Common Feedback Form**

aspirations (based on a range of responses): 69% - 72% to 75% - 90%							
Pathways, Planning and Programming: Student Engagement and Well-Being 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)	**Anecdotal Feedback**
Pathways, Planning and Programming: Student Engagement and Well-Being 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)	**Common Feedback Form**

(Sept) Total Projected Number of Code Days to be Used: 1610	(June) Final Total of Code Days Used:

2018-2019 TCDSB PROFESSIONAL LEARNING PLAN

Department: Safe Schools

BLIP Goal(s)	Central Department Initiative	Details and Timeline	G Grades	S # of schools	T # of teachers	D # of Days	Monitoring
School and Classroom Leadership - Professional Learning, Collaboration, and Engagement: 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 **Pathways Planning and Programming - Student Engagement and Well-Being:** By June 2021, there will be an increase in positive responses regarding • students' understanding of themselves as learners and well-being	Safe Schools Department	Various Sessions: Domestic Sex Trafficking of Youth - Trauma-informed Prevention & Intervention De-Escalation Mean Girls and Cliques Stand Up to Social Cruelty, Bullying and Injustice Empathy, the Social Emotion Cyber Bullying and Internet Safety Digital Footprint Navigation The Class Meeting: an effective means of scaffolding your positive classroom climate Safe School Transition Planning Strategies to Promote Healthy Relationships and a Positive School Climate Gang Awareness and Hate Motivated Behaviour in Schools Addressing Challenging Behaviour in Secondary Schools Understanding Progressive Discipline & Safe and Accepting Schools Teams Self-Regulation Connecting with Parents and Caregivers Trauma: Impact and Interventions Practical Tools to Enhance Students' Social	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.

• Secondary students' self image (based on a range of questions)		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					
Pathways Planning and Programming - Student Engagement and Well-Being: By June 2021, there will be an increase in positive responses regarding • students' understanding of themselves as learners and well-being • Secondary students' self image (based on a range of questions)	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
• On EQAO scores in Junior Math, there will be an increase from 46% to 52% of students achieving Level 3/4 • On EQAO scores in Grade 9 Applied Math, there will be an increase from 49% to 55% of students achieving Level 3/4	**21C Innovators Lead Learners Planning** **Day 1** Digital Tools, Privacy and the Acceptable Use Policy PD **Day 2** NeXt Lesson/Global Competencies/Ontario Catholic Schools Graduate Expectations, 3D Printing **Day 3** 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)	• Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry
• On EQAO scores in Junior Math, there will be an increase from 46% to 52% of students achieving Level ¾ • On EQAO scores in Grade 9 Applied Math, there will be an increase from 49% to 55% of students achieving Level 3/4	**21C School Innovators** **Day 1** Digital Tools, Privacy and the Acceptable Use Policy PD **Day 2** 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)	• Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry
• On OSSLT, there will be an increase from 37% to 43% of students	**Device Training** **Day 1** 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)	• Monitor effectiveness of professional learning opportunities using standard feedback forms

success in the applied course ● On giving and receiving timely feedback on how to improve their work, positive response will increase from 62% to 75% in secondary Student Voice	Epson Projector Training **Day 2** MDM and VPP refresher iPad Training **Day 3** AR/VR training PD Arduino PD	classroom. Our sessions will help teachers become familiar with a variety of devices and how they connect to curriculum. One of each session type per Semester: Semester 1 ● Day 1 October ● Day 2 November ● Day 3 December-January Semester 2 ● Day 1 February ● Day 2 March ● Day 3 April-May					and evidence of collaborative inquiry
● On OSSLT, there will be an increase from 37% to 43% of students success in the applied course ● On giving and receiving timely feedback on how to improve their work, positive response will increase from 62% to 75% in secondary Student Voice	**Assessment/Blended Learning/Coding/STEAM/Minecraft** **Day 1** Brightspace portfolio app PD Assessment through google apps **Day 2** Minecraft PD OneNote Training **Day 3** Maker Day PD OSMO/Robotics	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. One Series per Semester: Semester 1 ● Day 1 October ● Day 2 November ● Day 3 December-January Semester 2 ● Day 1 February ● Day 2 March ● Day 3 April-May	k-12	20	1	120 (20 x 1 x 6 days)	● Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry
● On EQAO scores in Junior Math, there will be an increase from 46% to 52% of students achieving Level 3/4 ● On EQAO scores in Grade 9 Applied Math, there will be an increase from 49% to 55% of students achieving Level 3/4	**Google Camp** Google Camp Catering, Gifts for Presenters, Miscellaneous costs Google certification	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.	K-12	TBD	200	Saturday, no code days	● Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry

• On OSSLT, there will be an increase from 37% to 43% of students success in the applied course • On giving and receiving timely feedback on how to improve their work, positive response will increase from 62% to 75% in secondary ioStudent Voice	**Catholic Education Centre Based Professional Development** Hour of Code Skype Training Digital Learning Day	October - May 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! 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. 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.	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)	• Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry
• On EQAO scores in Junior Math, there will be an increase from 46% to 52% of students achieving Level ¾ • n EQAO scores in Grade 9 Applied Math, there will be an increase from	**21Camp (Spring 2019)** 21Camp	May 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.	k-12	TBD	150	Saturday, no code days	• Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry

49% to 55% of students achieving Level 3/4							
• On EQAO scores in Junior Math, there will be an increase from 46% to 52% of students achieving Level ¾ • n EQAO scores in Grade 9 Applied Math, there will be an increase from 49% to 55% of students achieving Level 3/4	**Partially Funded Professional Development in Partnership with The Learning Partnership** 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.l	k-12	TBD	60 (15 teachers for each event)	60 (15 x 4 days)	• Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry
A. Home, Parish, School: Nurturing our Catholic Community Continue to design and implement faith-based initiatives, which promote innovation and 21C competencies with the Catholic Social Teachings as a focus. **B. Curriculum, Teaching and Learning: A Focus on Assessment** 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 3 days)	• Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry

		learning skills and competencies.					
C. Pathways, Planning and Programming: Student Engagement and Well-Being Increase communication regarding the value of experiential learning **D. School and Classroom Leadership: Professional Learning, Collaboration, and Engagement** Engage in professional learning focused on inquiry, equity, and culturally responsive school and classroom practices;	Secondary STEAM (Science, Technology, Engineering, Arts, Math)	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 - 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. Day 2 - A discussion about enrichment opportunities, excursions and guest speakers. Establishing design principles for STEAM programming through collaborative professionalism. Day 3 - A hands on session where teachers will participate in one iteration of a STEAM activity that stems from STEAM programming.	9-12	7	2	42 (14 x 3 days)	• Monitor effectiveness of professional learning opportunities using standard feedback forms and evidence of collaborative inquiry

(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
School and Classroom Leadership: Professional Learning, Collaboration, and Engagement 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	**Library Technician PD**	• introduce Library Technicians to new literature, research tools, digital citizenship and board initiatives • focus on inclusion of Indigenous texts and culturally responsive materials as school library resources. • through Weeding, ensure appropriateness of library texts **Timeline:** one meeting, Date TBD		75	Library Technicians	N/A	• Common Feedback Form
School and Classroom Leadership: Professional Learning, Collaboration, and Engagement - 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	**Teacher Librarian Meeting**	• TLs organize meetings, set agenda and facilitate discussion • Literacy Resource teacher attends meetings and share board initiatives • Inclusion of Indigenous texts and culturally responsive materials in school libraries • Weeding libraries • Research Tools and Digital Citizenship • discussion about promising practices from experienced Teacher Librarian • Meetings from 2-4 pm **Timeline:** Four meetings per year	9-12	32	Teacher Librarians	N/A	• Common Feedback Form

School and Classroom Leadership: Professional Learning, Collaboration, and Engagement - 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	**Teacher Librarian PD**	• introduce Teacher-Librarians to new literature, and board initiatives • focus on inclusion of Indigenous texts and culturally responsive materials as school library resources. • through Weeding, ensure appropriateness of library texts **Timeline:** one meeting, Date TBD	9-12	32	Teacher Librarians	32	• Common Feedback Form

(Sept) Total Projected Number of Code Days to be Used: 32	(June) Final Total of Code Days Used:

COMMON FEEDBACK FORM
ONE-DAY SESSION

Session Title: _____
Technology_____
Session Date:_____
Today's Focus was:_____

	Strongly Agree	Agree	Disagree	Strongly Disagree
Professional Practice:				
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.				
Student Impact:				
3. I will integrate into my planning and instruction.				
4. Today's session will contribute to student learning and achievement.				
Engagement:				
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:
- ❏ Support with implementation explain:_____
- ❏ Additional materials - explain: _____
- ❏ instruction would require this_____
- ❏ 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

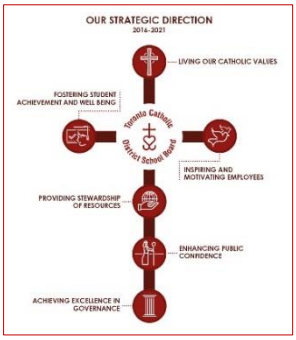
Created, Draft	First Tabling	Review
October 18, 2018	November 1, 2018	Click here to enter a date.

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

Date Approved: December 4, 2012 – Board	**Policy Review Cycle:** December 2015	**Dates of Amendment:**
Cross Reference: · Catholic Equity and Inclusive Education Policy H.M. 24 · Ontario Ministry of Education Policy/Program Memorandum 119, *Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools* **Attachment(s):**		

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

Date Approved:	Date of Review:	Dates of Amendment:
September 6, 2001	January 26, 2022	Sept. 6, 2001; November 14, 2002; August 27, 2015; January 26, 2017

Cross Reference:
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

Attachments:
Appendix A: Exemption Request Form: Parent
Appendix B: Exemption Request Form: Student

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*

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

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

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:
- o The singing of O Canada
- o 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:

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

_____
Signature

POLICY SECTION: Safe Schools

SUB-SECTION:

Month: _____ Day: _____ Year: _____

APPENDIX C

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

APPENDIX D

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

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)

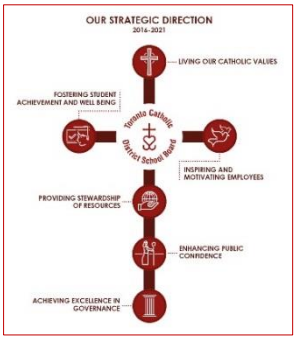
Created, Draft	First Tabling	Review
October 15, 2018	November 1, 2018	Click here to enter a date.

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

Area	Number of Schools
Area 01	11
Area 02	11
Area 03	13
Area 04	15
Area 05	14
Area 06	8
Area 07	13
Area 08	13
Total	**98**

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

SCHOOL YEAR	TOTAL NUMBER OF COMBINED GRADE CLASSES
2015 - 2016	**791**
2016 - 2017	**748**
2017 - 2018	**764.5**
2018 - 2019	**734.5**

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

Date Approved:	***Review Cycle:***	***Dates of Amendment:***
October 2013 – Board	*Date – October 2016*	

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

Attachments(s):

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

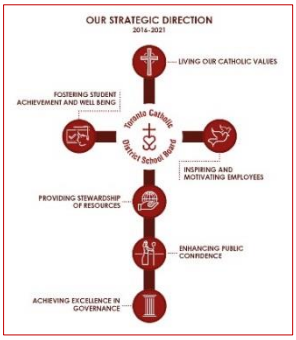
Created, Draft	First Tabling	Review
October 23, 2018	November 1, 2018	Click here to enter a date.

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 additional 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:

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

Total Number of Schools	**44**
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:

Language	**Centres**	**Number of Classes**
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 21st 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)
GRANT & OTHER REVENUES					
		Enrolment (Pupil Count over 2 Semesters)	24,872	19,599	5,273
		# of Classes (over 2 Semesters)	1,007	779	229
		Hours of Instruction	89,937	72,837	17,100
		Grant per Pupil	56	56	56
		Total Calculated Grant	**5,017,557**	**4,063,548**	**954,009**
		Revenue from Centro Scuola	**200,000**	157,598.91	42,401
		Revenue from Consulate General Portugal	**37,745**	29,742.85	8,002
		Subtotal - Grant & Other Revenues	**5,255,302**	**4,250,890**	**1,004,412**
EXPENDITURES					
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
		Subtotal - Salaries	**4,726,816**	**3,715,798**	**1,011,018**
	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
		Subtotal - Benefits	**1,164,720**	**1,000,964**	**163,756**
		Subtotal - Salaries & Benefits	**5,891,536**	**4,716,762**	**1,174,774**
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	-	-	-
				-	-
		Subtotal - Other Expenses	**26,219**	**21,208**	**5,011**
		Total Expenditures	**5,917,755**	**4,737,970**	**1,179,785**
		Surplus/(Deficit)	**(662,453)**	**(487,080)**	**(175,372)**

REPORT TO

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

PURCHASE OF AUTOMATED EXTERNAL DEFIBRILLATORS (AEDS) FOR ALL TCDSB SCHOOLS AND WORKPLACES (ALL WARDS)

"For surely I know the plans I have for you, says the Lord,
plans for your welfare and not for harm, to give you a future with hope."
Jeremiah 29:11

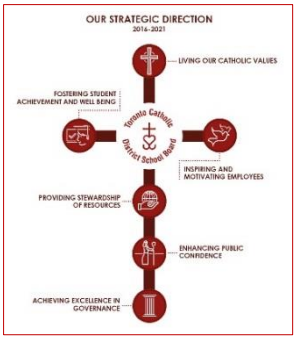
Created, Draft	First Tabling	Review
November 12, 2018	December 6, 2018	

C. Maltese, Coordinator, Occupational Health & Safety
M. Farrell, Coordinator, Materials Management
Melissa Eldridge, Legal Counsel
Adrian Della Mora, Executive Superintendent, Human Resources and Labour Relations
D. Friesen, (Acting) Executive Superintendent of Facilities Services

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.



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 report provides the Board of Trustees with an action plan and communication plan for the purchase, deployment and parent communication of life saving Automated External Defibrillators (AEDs) for 108 TCDSB schools who currently do not have an AED.

Staff consulted with a parent whose oldest daughter died of a rare genetic heart disease. The parent's youngest daughter has the same genetic heart disease and attends a TCDSB elementary school. The parent had difficulty obtaining information on how to get an AED for her daughter's elementary school. The elementary school received an AED in October 2018.

The Student Equity Reserve approved by the Board of Trustees as part of the 2018-2019 Budget Estimates contains funding for the one-time estimated cost of $0.21M to purchase an AED for 108 schools.

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

B. PURPOSE

1. **November 1, 2018** - arising from a parent delegation at the Student Achievement and Well Being Committee meeting, staff were directed to provide a report outlining a plan to address the need for AEDs in TCDSB schools. The parent's oldest daughter died of a rare genetic heart disease. The parent's youngest daughter, a student in a TCDSB elementary school, has been diagnosed with the same genetic heart disease.

2. In consultation with the parent, staff were also directed to create a communication plan for schools on how to acquire an AED to meet the needs of medically fragile students who have been diagnosed with a heart disease that makes them vulnerable to sudden cardiac arrest.

C. BACKGROUND

1. An AED is a life-saving electrical device that gives an electric shock to the heart through the chest wall to someone who is in sudden cardiac arrest, a condition that occurs when the heart suddenly stops pumping blood to the rest

of the body. An AED is easy to use, lightweight and portable. The combination of cardiopulmonary resuscitation (CPR) and an AED raises the survival rate of sudden cardiac arrest by upwards of 75%.

2. **1997 -** Advanced Coronary Treatment (ACT) Foundation, a national charitable organization, established a CPR training program for secondary school students. The ACT Foundation began to train secondary school teachers at no cost on CPR and in turn, these teachers taught their students. Since 1997, over 3.6 million students across Canada have been trained on CPR by secondary school teachers. The program continues to be implemented through our HPE Department.

3. **1999** - Ontario Ministry of Education made CPR part of the Grade 9 physical education curriculum as part of the Healthy Active Living course. Since 1999, TCDSB Health and Physical Education (HPE) teachers have taught Grade 9 students the lifesaving CPR skills. This annual training takes place towards the end of January in all TCDSB secondary schools. TCDSB students also learn how to use an AED.

4. **June 2011** - Ontario Provincial Government announced a $10 million fund to deploy 2500 AEDs in Ontario, with the priority on placing AEDs in public access settings such as hockey arenas, recreational centres, community centres, libraries and schools with high community and sports use. The Heart and Stroke Foundation of Ontario was tasked to lead this initiative.

5. **September 2011** - ZOLL Medical Corporation in partnership with the City of Toronto's Emergency Medical Services (EMS), and the Heart and Stoke Foundation donated AEDs to TCDSB and TDSB secondary schools. The TCDSB received 38 AEDs for 33 secondary schools. Schools are responsible for the monthly check of the AED and for funding the maintenance costs (PAD and battery replacement). The money to support this program ended in 2012.

6. **2012 to 2014** - 55 TCDSB elementary schools received an AED through a special grant from the Province.

7. **2015 to October 2018** - TCDSB Occupational Health and Safety (OHS) Department purchased five (5) additional AEDs to meet the needs of

medically fragile students with heart disease. **There are 108 TCDSB schools that do not have an AED.**

8. The **Student Equity Reserve** is a new strategic reserve to set aside monies for various equity related initiatives across the Board. Student Safety equity can be achieved by ensuring all schools have an AED, i.e. purchase an AED for 108 schools that currently require this life saving device, and thus ensuring equity of access to AEDS among all schools.

D. ACTION PLAN

1. The cost of an AED in the Materials Management Health Supplies preprint is $1,775.50. The total cost to purchase 108 AEDs excluding HST and shipping is $0.19M. Adding a 10% contingency to this initial project budget brings the cost to $0.21M. Staff will issue a Request for Quotation to obtain a competitive price.

2. Staff has identified the **Student Equity Reserve** as a possible funding source. Pending Board approval, the plan is to immediately purchase all 108 AEDs.

3. **AED MAINTENANCE PROGRAM**: The maintenance costs for the AEDs will be funded through the TCDSB OHS Department's operating budget, not the school's bloc budget. The PADS and lithium battery pack have an expiration life of 5 years. The total cost to replace the PADS and battery pack is $315.00 per AED. The 108 schools who will receive an AED in 2019 will receive PAD and battery pack replacement in 2024 at an approximate cost of $34K. The TCDSB OHS Department will fund the maintenance costs for schools that currently have an AED. The next maintenance cycle for most of these schools begins in 2021.

4. **AED LIFECYCLE**: The manufacturer's warranty for an AED is 7 years and the average lifespan for an AED is 10 years. School staff conduct a monthly online safety check of the AED to ensure it is in proper working order. The OHS Department will monitor the results of the monthly safety checks, particularly once the AED reaches the 10-year service mark to determine if replacement is necessary.

5. The TCDSB OHS Department has arranged to have all 700 custodians and maintenance staff trained in CPR and AEDs during March break 2019.

Custodians are assigned to operate the school for permit holders after school hours. Custodians will be trained to use an AED in the event of an emergency.

6. The TCDSB OHS Department has also arranged ten (10) first aid courses during the 2018/2019 school year so that a minimum of two (2) staff members per school are trained in standard first aid, CPR and AED. Most schools already have more than two (2) certified first aiders. Additional training can be arranged at the school during lunch and learn and professional activity days.

7. The Good Samaritan Act (2001) protects people who provide CPR or first aid assistance in an emergency. The Chase McEachern Act (Heart Civil Liability Act, 2006), protects users of AEDs from liability for damages.

8. **COMMUNICATION PLAN**: The deployment of the AEDs will be communicated to the 108 schools through a letter to the parent community and through school newsletters. The topic of AEDs will also be discussed at a CSAC meeting.

9. In the letter, parents will be reminded to update their child's medical information that is provided to the school annually and to report immediately if their child suffers from a heart disease that makes them vulnerable to sudden cardiac arrest. Any school with medically fragile students suffering from heart disease will receive an AED as soon as possible once the units have been received by the Health and Safety Department.

10. **PARENT CONSULTATION**: The TCDSB OHS Department consulted with the parent who has a child with a genetic heart disease in a TCDSB elementary school. The parent supports the action plan and made the following additional recommendations on the proposed communications plan:

    a. That the letter that is sent to the parent community on the deployment of the AED be translated in different languages since English is a second language for many parents. The school Principal would be consulted to provide feedback on what other languages would best serve the parent community.

    b. That the letter be posted on the TCDSB web site and on the schools' websites.

c. That the letter include information from the Canadian Sudden Arrhythmia Death Syndrome (SADS) Foundation, a registered Canadian charity that supports patients and their families affected by inherited cardiac rhythmic disorder. If the school is interested, the parent would welcome the opportunity to speak to school staff on this genetic disorder and how it has impacted her family.

E. METRICS AND ACCOUNTABILITY

A status report will be submitted to Board early in the 2019-2020 school year and once all AEDs have been deployed in the 108 schools. Trustees will receive a copy of the parent letter regarding the deployment of the AED at their respective schools.

F. STAFF RECOMMENDATIONS

1. That the Board of Trustees approve the allocation of up to $0.21M from the Student Equity Reserve to fund the purchase of an AED for 108 TCDSB schools, within the 2018-2019 school year.

2. That the Board of Trustees adopt the parent's recommendations regarding the communication that will be sent to the parent community on the deployment of AEDs.

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	A.35 Accessibility Standards Policy Metric	Associate Director Academic Services
3	February (P)	Student Achievement	S. 19 External Research 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	B.B.04 Smoke & Vapour Free Policy Metric	Associate Director Academic Services
8	September (A/P)	Student Achievement	Annual Safe Schools Report S.S.12 Fresh Start Policy Metric	Associate Director Academic Services
9	September (A)	Student Achievement	Community Advisory Committees Report	Associate Director Academic Services
10	September (P)	Student Achievement	H.M. 40 Fair Practice in Hiring and Promotion Policy Metric	Associate Director Academic Services
11	September (P)	Student Achievement	T.07 Community Engagement Policy Report A.37 Communications 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

14	October (P)	Student Achievement	S.10 Catholic School Parent Council Policy Metric	Associate Director Academic Services
15	October (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
16	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
17	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
18	November (A)	Student Achievement	Board Learning Improvement Plan (BLIP)	Associate Director Academic Services
19	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
20	November (P)	Student Achievement	S.22 Religious Accommodation Policy Report S.S.02 Opening or Closing Exercises Policy Report	Associate Director Academic Services
21	November (P)	Student Achievement	S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report	Associate Director Academic Services
22	December (A/P)	Student Achievement	Accountability Framework for Special Education and S.P.01 Special Education Programs and Services Policy Metric	Associate Director Academic Services

STUDENT ACHIEVEMENT AND WELL BEING
PENDING LIST TO DECEMBER 6, 2018

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Nov-18 Student Achievement	Dec-18	Student Achievement	Report regarding strategies on dealing with barriers to creating and adopting School Parent Councils **(Inquiry from Trustee Rizzo regarding Parent Councils in all Schools)**	Associate Director, Academic Affairs
2	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 **(Presentation, Trust 15 Program, Marcia Brown, Executive Director, Trust 15 Youth Community Support Organization)**	Associate Director, Academic Affairs
3	Nov-18 Student Achievement	TBD	Student Achievement	Report to come back regarding Catholic School Parent Council (CPSC) Policy Metric Report (**Delegation: Annalisa Crudo-Perri and Jana Seymour, Representatives of Ontario Association of Parents in Catholic Education (OAPCE)**	Associate Director, Academic Affairs