

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

## AGENDA November 7, 2019

**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

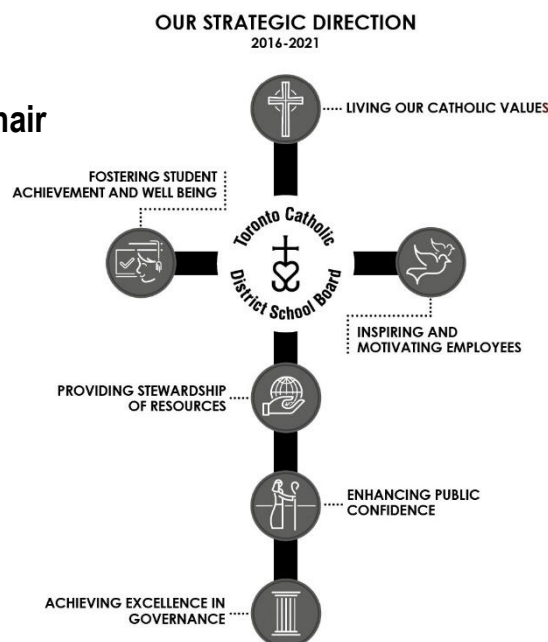
**Ida Li Preti**  
Trustee Ward 3

**Teresa Lubinski**  
Trustee Ward 4

**Joseph Martino**  
Trustee Ward 1

**Maria Rizzo**  
Trustee Ward 5

**Kathy Nguyen**  
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: Skeeter Hinds-Barnett, 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 21<sup>st</sup> Century learning fluencies as determined by program staff
- (g) Plans for Nurturing Our Catholic Community and the achievement of the aims and objectives of the Board in the area of Catholic Education
- (h) Program Reviews
- (i) Safe Schools Data
- (j) Continuing Education and Adult Education
- (k) Alternative Education
- (l) International Languages Programs
- (m) School Effectiveness Framework and School Reviews
- (n) System review to ascertain alignment with the deployment of Board resources
- (o) Student Achievement data (EQAO, PISA, local assessments)
- (p) Instructional leadership and practices
- (q) Equity and Inclusion Strategies
- (r) Professional Learning practices
- (s) Succession Planning
- (t) Collective Bargaining and Employee Relations
- (u) Advocacy and political action
- (v) Policy development and revision in the areas of responsibility of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee
- (w) Any matter referred to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee by the Board
- (x) Ratification of Principals, Vice-Principals and Supervisory Officers placement and transfers.

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# **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, November 7, 2019

7:00 P.M.

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Pages

1. Call to Order
2. Opening Prayer (Chair or designate)
3. Singing of O Canada
4. Roll Call & Apologies
5. Approval of the Agenda
6. Report from Private Session
7. Declarations of Interest
8. Approval & Signing of the Minutes of the Meeting held October 2, 2019 for Public Session 1 - 23
9. Approved Minutes of the Catholic Education and Living Our Catholic Values Sub-Committee Meetings
  - 9.a Held September 25, 2019 24 - 37
  - 9.b Held August 29, 2019 38 - 47

## **Recommendations to Student Achievement Committee:**

1. **Whistleblower Procedures and Guidelines for Students, Parents, Staff, Stakeholders on Issues Concerning our Catholic Faith, Values, and Morals** *that the Board receive a trial demonstration of the software from staff or third party contractor at an established workshop;*
2. **Delegation: Paolo De Buono regarding the Impact of Not Including All Groups in the Code of Conduct** *referred to staff to review the video of the May 28, 2019 Student Achievement and Well Being, and Human Resources Committee meeting;*
3. **Movie Unplanned – For Discussion** *referred to staff for an opportunity for that movie to be shown in our secondary schools;*
4. **Forging Potential External Partnerships with Strong Faith-based Organizations to enhance Catholic Faith and Morals in our Board and School Communities** *that staff make contact electronically with strong faith-based organizations to advise them that we will forward them our Agendas and that they can bring feedback and comments to this sub-committee; and*
5. **Delegation: Mary Laframboise regarding Inclusion of Persons** *referred to staff that all inputs received to date be considered in regard to the Code of Conduct and related policies, including the Archdiocese language provided as follows:*
  - a) *Value and respect the teachings of Catholic Church; and*
  - b) *Respect and treat others fairly, as children of God, created in the image and likeness of God, of infinite dignity and worth.*

## **10. Delegations**

- |      |   |         |
|------|---|---------|
| 10.a | Lisa Landriault regarding French Immersion Program Expansion                            | 48      |
| 10.b | Steve Platt regarding Lack of French Long Term Occasionals (LTOs) at Our Lady of Wisdom | 49      |
| 10.c | Elsa Passera regarding Electromagnetic Field (EMF) Safety and                           | 50 - 51 |



## Children

- |      |  |         |
|------|--|---------|
| 10.d | Michelle Laborde regarding Electromagnetic Field (EMF) Safety and Children | 52 - 53 |
| 10.e | Ivana Chuvalo regarding Electromagnetic Field (EMF) Safety and Children    | 54 - 55 |
| 10.f | Kyle Iannuzzi regarding Code of Conduct                                    | 56      |

## 11. Presentations

## 12. Notices of Motion

- |      |  |         |
|------|--|---------|
| 12.a | From Trustee De Domenico regarding the Planned Activation of two Cell Towers near St. Gregory Catholic School and the Potential Harm the Radio Frequency Radiation may Pose to the Community | 57 - 58 |
| 12.b | From Trustee Tanuan regarding Strengthening Protections for Educators and Teacher's Constitutional Denominational Rights   | 59 - 60 |
| 12.c | From Trustee Tanuan regarding St. Michael the Archangel Prayer and Faith   | 61      |

## 13. Consideration of Motions for which previous notice has been given

- |      |   |         |
|------|---|---------|
| 13.a | From Trustee Del Grande regarding Redirected Students and Busing                        | 62      |
| 13.b | From Trustee Li Preti regarding Urgent Action Needed to Address Dangers of Youth Vaping | 63 - 64 |

## 14. Consent and Review

## 15. Unfinished Business

### From the October 10, 2019 Corporate Services, Strategic Planning and Property Committee Meeting

- |      |   |         |
|------|---|---------|
| 15.a | Revised Ontario Catholic School Trustees Association (OCSTA) Annual Fees (Recommendation) | 65 - 74 |
|------|---|---------|

## 16. Matters referred or deferred

From the October 2, 2019 Student Achievement and Well Being, Catholic  
Education and Human Resources Committee Meeting

- |   |  |           |
|---|--|-----------|
| 16.a  | Board Learning Improvement Plan Annual Report 2018-2019<br>(Information)   | 75 - 95   |
| 16.b  | Annual Report on the International Languages Elementary (ILE)<br>Program for 2018-2019 (Information)   | 96 - 102  |
| 16.c  | Education Quality and Accountability (EQAO) Primary Division,<br>Junior Division, Grade 9 and Ontario Secondary School Literacy<br>Test (OSSLT) Assessment Results (Information) | 103 - 111 |
| <br><b>17. Staff Reports</b>                              |  |           |
| 17.a  | Update on the HR Strategy for the Recruitment of French Teachers<br>(Information)  | 112 - 117 |
| 17.b  | TCDSB K-12 Professional Learning Plan to Support Student<br>achievement & Well Being 2019-2020 (Information)   | 118 - 165 |
| 17.c  | Policy S.24 – Combined Grade Classes and September Re-<br>Organization for Elementary Schools (Information)  | 166 - 172 |
| <br><b>18. Listing of Communications</b>                  |  |           |
| <b>19. Inquiries and Miscellaneous</b>                    |  |           |
| <b>20. Updating of Pending Lists</b>                      |  |           |
| 20.a  | Annual Calendar of Reports and Policy Metrics  | 173 - 175 |
| 20.b  | Monthly Pending List   | 176 - 177 |
| <br><b>21. Resolve into FULL BOARD to Rise and Report</b> |  |           |
| <b>22. Closing Prayer</b>                                 |  |           |
| <b>23. Adjournment</b>                                    |  |           |

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

**HELD WEDNESDAY, OCTOBER 2, 2019**

**PRESENT:****Trustees:**

G. Tanuan, Chair  
N. Crawford  
F. D'Amico  
M. Del Grande  
D. Di Giorgio  
N. Di Pasquale  
A. Kennedy  
I. Li Preti  
T. Lubinski  
J. Martino - via Teleconference  
M. Rizzo

**Student Trustees:**

T. Dallin  
K. Nguyen

**Staff:**

R. McGuckin  
D. Koenig  
L. Noronha  
P. Aguiar  
M. Caccamo  
S. Campbell  
F. Cifelli  
N. D'Avella

P. De Cock  
 L. DiMarco  
 C. Fernandes  
 K. Malcolm  
 G. Iuliano Marrello  
 L. Maselli-Jackman  
 M. Meehan  
 J. Shanahan  
 E. Szkeres Milne  
 J. Wujek

S. Harris, Recording Secretary  
 A. Finniss, Acting Assistant Recording Secretary

#### **4. Roll Call and Apologies**

An apology was extended on behalf of Trustee de Domenico.

#### **5. Approval of the Agenda**

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that the Agenda, as amended to include the Addendum and reorder Item 16f) Student Consent for Immunization after Item 16a) Voices that Challenge 2019 CSLIT (Catholic Students Leadership Impact Team), be approved.

Results of the Vote taken, as follows:

#### **In Favour**

Trustees Crawford  
 D'Amico  
 Del Grande  
 Di Giorgio  
 Di Pasquale  
 Kennedy  
 Li Preti

#### **Opposed**

Rizzo

Lubinski  
Tanuan

The Motion was declared

CARRIED

## 6. **Report from Private Session**

MOVED by Trustee Crawford, seconded by Rizzo, that the Items discussed in PRIVATE Session regarding an update on the labour disruption as well as the following matter be approved:

**Parent Request for Acceleration to Grade 1 from the Early Learning Program** that the student be placed in Grade 1 at Holy Name Catholic School (Lost on a tie).

## 7. **Declarations of Interest**

Trustee Kennedy declared an Interest in Item 10a) Delegation: Joan Broto regarding Teacher Stability as she has family members who are employees of the Board. Trustee Kennedy indicated that she would neither participate in those discussions nor vote on those Items.

## 8. **Approval & Signing of the Minutes of the Meeting**

MOVED by Trustee Di Pasquale, seconded by Trustee Di Giorgio, that the Minutes of the Meeting held September 5, 2019 be approved.

Results of the Vote taken, as follows:

### **In Favour**

Trustees Crawford  
D'Amico

### **Opposed**

Del Grande  
 Di Giorgio  
 Di Pasquale  
 Kennedy  
 Li Preti  
 Lubinski  
 Rizzo  
 Tanuan

The Motion was declared

CARRIED

**9. Approved Minutes of the Catholic Education and Living Our Catholic Values Sub-Committee Meeting**

**Recommendation: Whistleblower Procedures and Guidelines for Students, Parents, Staff, Stakeholders on Issues Concerning our Catholic Faith, Values and Morals** *that the Board receive a trial demonstration of the software from staff or third party contractor at an established workshop.*

MOVED by Trustee Kennedy, seconded by Trustee Del Grande, that the Minutes be received.

MOVED by Trustee Rizzo, seconded by Trustee Li Preti, that the Item be tabled.

Results of the Vote taken, as follows:

**In Favour**

Trustees D'Amico  
 Di Giorgio

**Opposed**

Crawford  
 Del Grande

Di Pasquale  
Li Preti  
Rizzo

Kennedy  
Lubinski  
Tanuan

The Motion was declared

LOST ON A TIE

The Chair declared a recess.

**PRESENT:**

**Trustees:** G. Tanuan, Chair  
N. Crawford  
F. D’Amico  
M. Del Grande  
D. Di Giorgio  
N. Di Pasquale  
I. Li Preti  
T. Lubinski  
M. Rizzo

**Student Trustees:** T. Dallin  
K. Nguyen

MOVED by Trustee Del Grande, seconded by Trustee Rizzo, that Item 9  
Approved Minutes and Recommendation of the Catholic Education and Living  
Our Catholic Values Sub-Committee Meeting be reopened and tabled.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Del Grande  
Di Giorgio  
Di Pasquale  
Li Preti  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**10. Delegations**

MOVED by Trustee Di Pasquale, seconded by Trustee Di Giorgio, that Item 10a) be adopted as follows:

**10a) Joan Broto regarding Teacher Stability** received and referred to staff.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Del Grande  
Di Giorgio



Di Pasquale  
 Li Preti  
 Lubinski  
 Rizzo  
 Tanuan

The Motion was declared

CARRIED

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

Trustee Kennedy returned to the horseshoe at 8:19 pm.

Trustee Di Pasquale left the horseshoe at 8:20 pm.

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that Item 10b) be adopted as follows:

**10b) Alex Hovevar regarding Admissions Policy for Local High Schools** received.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Kennedy, that staff come back with a report at the October 10, 2019 Corporate Services, Strategic Planning and Property meeting.

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

**In Favour**

Trustees Crawford  
 D'Amico  
 Del Grande

**Opposed**

Rizzo

Di Giorgio  
Kennedy  
Li Preti  
Lubinski  
Tanuan

The AMENDMENT was declared

CARRIED

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

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

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Del Grande  
Di Giorgio  
Kennedy  
Li Preti  
Lubinski  
Tanuan

Rizzo

The Motion, as amended, was declared

CARRIED

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

MOVED by Trustee Rizzo, seconded by Trustee D'Amico, that Item 10c) be adopted as follows:

- 10c) Kathryn Jaitley regarding Shortage of French Immersion Teachers** received and referred to staff for a report regarding the Board's Human Resources (HR) strategy.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Del Grande  
Di Giorgio  
Kennedy  
Li Preti  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

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

Trustee Rizzo left the horseshoe at 8:37 pm.

MOVED by Trustee Lubinski, seconded by Trustee Crawford, that Item 10d) be adopted as follows:

- 10d) Mark Sherlock regarding Revision of Board's Code of Conduct** received and referred to staff.

Trustee Rizzo returned to the horseshoe at 8:43 pm.

Trustee Di Giorgio left the horseshoe at 8:49 pm and returned at 8:57 pm.

Trustee Di Pasquale returned to the horseshoe at 8:58 pm and left again at 9:08 pm.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Del Grande  
Di Giorgio  
Kennedy  
Lubinski  
Tanuan

Li Preti  
Rizzo

The Motion was declared

CARRIED

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

## **12. Notices of Motion**

- 12a) From Trustee Del Grande regarding Redirected Students and Busing** will be considered at the November 7, 2019 Student Achievement and Well Being, Catholic Education and Human Resources Committee meeting.
- 12b) From Trustee Li Preti regarding Urgent Action Needed to Address Dangers of Youth Vaping** will be considered at the November 7, 2019 Student Achievement and Well Being, Catholic Education and Human Resources Committee meeting.

## **13. Consent and Review**

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

- 16a) Voices that Challenge 2019 CSLIT (Catholic Students Leadership Impact Team): Inspiring Active Citizenship in Catholic Education** Trustee Di Pasquale;
- 16b) Board Learning Improvement Plan Annual Report 2018-2019** Trustee Rizzo;
- 16c) Annual Report on the International Languages Elementary (ILE) Program for 2018-2019** Trustee Rizzo
- 16d) Education Quality & Accountability Office (EQAO) Primary Division, Junior Division, Grade 9 and Ontario Secondary School Literacy Test (OSSLT) Assessment Results** Trustee Del Grande; and
- 16f) Student Consent for Immunization** Trustee Kennedy

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that the Item not held be received.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Del Grande  
Di Giorgio  
Kennedy  
Li Preti  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**ITEM NOT HELD AS CAPTURED IN THE ABOVE MOTION**

**16e) Request for Religious Accommodations 2018-2019**

**11. Presentations &**

**16. Staff Reports**

Trustee Di Pasquale returned to the horseshoe at 8:58 pm.

MOVED by Trustee Di Pasquale, seconded by Trustee Li Preti, that Items 11a) and 16a) be adopted as follows:

- 11a) Student Trustee: Voices that Challenge Annual Report; and**
- 16a) Voices that Challenge 2019 CSLIT: Inspiring Active Citizenship in Catholic Education** received.

MOVED IN AMENDMENT by Trustee Di Pasquale, seconded by Trustee Crawford, that staff ask the City of Toronto for refillable water stations at TCDSB fun fairs and other outdoor events.

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

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Rizzo  
Tanuan

The AMENDMENT was declared

**CARRIED**

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

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Rizzo, that staff take steps to speak with food service providers in our secondary schools to amend menus for meatless Fridays.

MOVED in AMENDMENT to the AMENDMENT by Trustee Kennedy, seconded by Trustee Rizzo, that staff take steps to also speak with Catholic School Parent Councils in secondary schools.

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

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Rizzo  
Tanuan

The AMENDMENT to the AMENDMENT was declared

CARRIED

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



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

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Lubinski  
Rizzo  
Tanan

Li Preti

The AMENDMENT was declared

CARRIED

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

MOVED in AMENDMENT by Trustee Lubinski, seconded by Trustee Del Grande, that Section 5 of the report be referred to staff to provide clarification.

Trustee Martino joined via Teleconference at 9:57 pm. and disconnected at 10:09 pm.

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

**In Favour**

Trustees Del Grande  
Lubinski

**Opposed**

Crawford  
D'Amico  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Rizzo  
Tanuan

The AMENDMENT was declared

LOST

Student Trustees Dallin and Nguyen wished to be recorded as voted against the Motion.

Time for business expired and, as per Article 12.6, the meeting was extended by 15 minutes to complete the debate, based on majority vote as follows:

**In Favour**

Trustees Crawford  
D'Amico  
Di Giorgio  
Di Pasquale  
Kennedy  
Lubinski  
Rizzo  
Tanuan

**Opposed**

Li Preti  
Del Grande

Trustee Martino reconnected via Teleconference at 10:23 pm.

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

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion, as amended, was declared

CARRIED

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

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that Item 16f) be adopted as follows:

**16f) Student Consent for Immunization** received.

MOVED in AMENDMENT by Trustee Li Preti, seconded by Trustee Crawford, that Toronto Catholic District School Board (TCDSB) work with Toronto Public Health to permit students of secondary schools to sign their own consent forms for immunizations offered in TCDSB schools; and

That the communication in Appendix A of the report be shared with all parents of TCDSB secondary schools

Trustee Crawford left the horseshoe at 10:44 pm and returned at 10:48 pm.

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

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Del Grande  
Di Giorgio  
Di Pasquale  
Li Preti  
Martino  
Rizzo

Kennedy  
Lubinski  
Tanuan

The AMENDMENT was declared

CARRIED

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

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Del Grande  
Di Giorgio

Kennedy  
Lubinski  
Tanuan

Di Pasquale  
Li Preti  
Martino  
Rizzo

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Di Pasquale, that the Items not discussed be deferred to the November 7, 2019 Student Achievement and Well Being, Catholic Education and Human Resources Committee meeting.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**ITEMS NOT DISCUSSED AS CAPTURED IN THE ABOVE MOTION**

- 16b) Board Learning Improvement Plan Annual Report 2018-2019;**
- 16c) Annual Report on the International Languages Elementary (ILE) Program for 2018-2019; and**
- 16d) Education Quality & Accountability Office (EQAO) Primary Division, Junior Division, Grade 9 and Ontario Secondary School Literacy Test (OSSLT) Assessment Results**

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

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee D'Amico, seconded by Trustee Martino, that the meeting resolve into DOUBLE PRIVATE Session.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
D'Amico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

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

**Trustees:** N. Di Pasquale, Acting Chair  
 N. Crawford  
 F. D’Amico  
 M. de Domenico – via Teleconference  
 M. Del Grande  
 D. Di Giorgio  
 A. Kennedy  
 I. Li Preti  
 T. Lubinski  
 J. Martino - via Teleconference  
 M. Rizzo  
 G. Tanuan

**Student Trustee:** T. Dallin

**22. Adjournment**

MOVED by Trustee Rizzo, seconded by Trustee D’Amico, that the meeting be adjourned.

Results of the Vote taken, as follows:

**In Favour****Opposed**

Trustees Crawford  
 D’Amico  
 De Domenico  
 Del Grande  
 Di Giorgio  
 Di Pasquale  
 Kennedy  
 Li Preti  
 Lubinski  
 Martino



Rizzo  
Tanuan

The Motion was declared

CARRIED

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SECRETARY

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CHAIR

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## **MINUTES OF THE CATHOLIC EDUCATION AND LIVING OUR CATHOLIC VALUES SUB-COMMITTEE MEETING**

### **PUBLIC SESSION**

**WEDNESDAY, SEPTEMBER 25, 2019**

**Trustees:** T. Lubinski, Chair  
G. Tanuan, Vice Chair  
N. Crawford  
M. Del Grande  
M. Rizzo

**Non-Voting Trustees:** N. Di Pasquale  
I. Li Preti

**Student Trustees:** T. Dallin  
K. Nguyen

**Staff:** R. McGuckin  
M. Caccamo  
L. Di Marco  
C. Fernandes  
J. Wujek  
N. Adragna  
E. Szekeres Milne  
F. Obinna

S. Harris, Recording Secretary  
A. Finniss, Acting Assistant Recording Secretary

**External Members:** Fr. P. Turrone, Newman Centre, University of Toronto  
N. Milanetti, Ontario Catholic School Trustees'  
Association (OCSTA)

**4. Approval of the Agenda**

MOVED by Trustee Crawford, seconded by Trustee Del Grande, that the Agenda, as amended to include the Addendum, Item 15a) Communication from the Ontario Catholic Schools Trustees Association (OCSTA), be approved, and that the meeting resolve into PRIVATE Session at 6:30 pm.

MOVED in AMENDMENT by Trustee Tanuan, seconded by Trustee Del Grande, that Item 11l) be reordered to 12b), the existing 12b), 12c) and 12d) be renumbered accordingly, 11c), 11e), 11f), 11g), 11h), 11i) and 11j) be grouped for discussion, followed by Items 15a), 15b), 15c) and 15d).

Results of the Vote taken on the AMENDMENT as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The AMENDMENT was declared

**CARRIED**

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

**In Favour**

**Opposed**

Trustees Crawford	Rizzo
Del Grande	
Lubinski	
Tanuan	

The Motion, as amended, was declared

CARRIED

**6. Declarations of Interest**

There were none.

**7. Approval and Signing of Minutes of the Previous Meeting**

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that the Minutes of the Meeting held August 29, 2019 be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford	Rizzo
Del Grande	
Lubinski	
Tanuan	

The Motion was declared

CARRIED

**9. Delegations**

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

**9a) Cristina Tartaglia regarding Code of Conduct** received.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Nguyen wished to be recorded as voted in favour of the Motion.

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that Item 9b) be adopted as follows:

**9b) Dr. Joseph McKenna regarding Code of Conduct received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**11. Unfinished Business from Previous Meetings**

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that Item 11a) be adopted as follows:

**11a) Emily Price and Shania Nigili on behalf of Campaign Life Coalition Youth (on behalf of Bob Shirley) regarding Unplanned Movie – Verbal Discussions on Movie Review and Sharing with Secondary Schools received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Crawford, that Item 11b) be adopted as follows:

- 11b) Forging Potential External Partnerships with Strong Faith-Based Organizations to enhance Catholic Faith and Morals in our Board and School Communities – Verbal Update from Trustee Tanuan received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Rizzo, that Item 11c) be adopted as follows:

**11c) Items 11e) to 11m) and 15a) to 15d) dealing with the Code of Conduct Policy S.S.09 as per the August 29, 2019 Agenda** that the following Items be deferred to the October 30, 2019 meeting:

- 11e) Mary Laframboise regarding Inclusion of Persons;**
- 11f) Paolo De Buono regarding Improving Inclusiveness for the Toronto Catholic District School Board's (TCDSB's) Lesbian, Gay, Bisexual and Transgender (LGBT) Students;**
- 11g) Iola Fortino regarding adding Gender Identity, Gender Expression, Marital Status and Family Status to the list of Prohibited Grounds of Discrimination in Code of Conduct;**
- 11h) Emily De Decker regarding Code of Conduct wording on Respect;**
- 11i) Ina Rocha regarding Changes to the Code of Conduct Policy;**
- 11j) Elio Freitas regarding changes to the Code of Conduct Policy;**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan



The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Rizzo, that Items 15a), 15b), 15c) and 15d) be adopted as follows:

- 15a) Vatican Paper 2019: 'Male and Female He Created Them'. Towards a Path of Dialogue on the Issue of Gender Theory in Education;**
- 15b) Gender-Ideology: Select-Teaching-Resources;**
- 15c) Speaking the Truth in Love: Pastoral Guidelines for Educators Concerning Students Experiencing Gender Incongruence); and**
- 15d) The Human Person, Love and Sexuality: Education Commission of the Assembly of Catholic Bishops of Ontario deferred to the October 30, 2019 meeting.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

## **12. Matters Referred/Deferred from Committees/Board**

MOVED by Trustee Tanuan, seconded by Trustee Crawford, that Item 12a) be adopted as follows:

### **12a) Code of Conduct Policy S.S.09 received.**

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee Del Grande, that Item 12a) and the following Items be deferred to the October 30, 2019 meeting:

- 11l) TCDSB Policies Related to Code of Conduct;**
- 12b) From the Governance and Policy Committee: Update to Bullying Prevention and Intervention Policy S.S.11); and**
- 12c) From the September 18, 2019 Regular Board Meeting: Letter from Renu Mandhane, Ontario Human Rights Chief Commissioner, regarding Including Gender Identity, Gender Expression, Family Status and Marital Status in the Toronto Catholic District School Board's Code of Conduct Policy**

MOVED in AMENDMENT to the AMENDMENT by Trustee Tanuan, seconded by Trustee Del Grande, that the Trustee Code of Conduct Policy T.04 and the Equity Action Plan be added to the list of policies dealing with the Code of Conduct.

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

#### **In Favour**

Trustees Crawford  
Del Grande  
Lubinski  
Tanuan

#### **Opposed**

Rizzo

The AMENDMENT to the AMENDMENT was declared

CARRIED

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

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The AMENDMENT was declared

CARRIED

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

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion, as amended, was declared

CARRIED

**13. Reports of Officials for the Information of the Board of Trustees**

MOVED by Trustee Crawford, seconded by Trustee Tanuan, that Item 13a) be adopted as follows:

**13a) Verbal Update regarding the Delegation at Student Achievement Committee - May 28, 2019 received.**

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Tanuan, that until such time as a retraction and apology are made, the delegate, Paolo de Bruno, does not have an opportunity to speak before this or other Committees.

MOVED in AMENDMENT to the AMENDMENT by Trustee Crawford, seconded by Trustee Tanuan, that this item be moved to PRIVATE Session.

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

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The AMENDMENT to the AMENDMENT was declared

CARRIED

MOVED in AMENDMENT to the AMENDMENT by Trustee Rizzo that the delegate be allowed to attend PRIVATE Session solely for the purpose of clarification.

There was no seconder.

MOVED by Trustee Crawford, seconded by Trustee Del Grande, that all Items not dealt with be deferred to the October 30, 2019 meeting.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

## **ITEMS NOT DEALT WITH AS CAPTURED IN ABOVE MOTION**

- 15a) Listing of Communication: From OCSTA;**
- 16) Inquiries and Miscellaneous:**
- 16a) Meaning of Inclusivity; and**
- 16b) CSPC Policy S.10 Requirement of the Chair to be Catholic**

MOVED by Trustee Crawford, seconded by Trustee Del Grande, that the meeting resolve into PRIVATE Session.

Results of the Vote taken, as follows:

### **In Favour**

### **Opposed**

Trustees Crawford  
Del Grande  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

**CARRIED**

### **Next Meeting**

Wednesday, October 30, 2019, 5:00 pm.

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SECRETARY

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CHAIR

## **OUR MISSION**

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

## **OUR VISION**

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



# **MINUTES OF THE CATHOLIC EDUCATION AND LIVING OUR CATHOLIC VALUES SUB-COMMITTEE MEETING**

## **PUBLIC SESSION**

**THURSDAY, AUGUST 29, 2019**

### **Trustees:**

G. Tanuan, Acting Chair  
M. Del Grande  
T. Lubinski

### **Staff:**

R. McGuckin  
P. Matthews  
M. Caccamo  
N. D'Avella  
P. De Cock  
L. Di Marco  
C. Fernandez  
S. Vlahos  
N. Adragna

S. Harris, Recording Secretary

A. Finniss, Acting Assistant Recording Secretary

### **External Members:**

Fr. P. Turrone, Newman Centre, University of Toronto  
N. Milanetti, Ontario Catholic School Trustees'  
Association (OCSTA)

### **3. Roll Call and Apologies**

Apologies were extended on behalf of Trustees Crawford and Rizzo.



#### **4. Approval of the Agenda**

MOVED by Trustee Lubinski, seconded by Del Grande, that the Agenda, as amended to include Item 9b) Delegation: Emily Price and Shania Nigli regarding Campaign Life Coalition Youth and Movie *Unplanned*, be approved.

Results of the Vote taken, as follows:

##### **In Favour**

##### **Opposed**

Trustees Del Grande

Lubinski

Tanuan

The Motion was declared

CARRIED

#### **6. Declarations of Interest**

There were none.

#### **7. Approval and Signing of Minutes of the Previous Meeting**

MOVED by Trustee Lubinski, seconded by Trustee Del Grande, that the Minutes of the Meeting held June 11, 2019 be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Del Grande  
Lubinski  
Tanuan

The Motion was declared

CARRIED

**9. Delegations; and**

**15. Listing of Communications**

The Chair declared a five-minute recess at 1:19 pm.

The meeting resumed at 1:25 pm. with Trustee Tanuan in the Chair.

Attendance list remained unchanged.

MOVED by Trustee Lubinski, seconded by Trustee Del Grande, that Item 9a) be adopted as follows:

**9a) Paolo De Buono regarding the Impact of Not Including All Groups in the Code of Conduct** received and referred to staff to review the video of the May 28, 2019 Student Achievement and Well Being, and Human Resources Committee meeting.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Del Grande  
Lubinski  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Lubinski, seconded by Trustee Del Grande, that Items 9b) and 15e) be adopted as follows:

**9b) Emily Price and Shania Nigli regarding Campaign Life Coalition Youth and Movie *Unplanned*; and**

**15e) Movie *Unplanned – For Discussion* received and referred to staff for an opportunity for that movie to be shown in our secondary schools.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Del Grande  
Lubinski  
Tanuan

The Motion was declared

CARRIED

**11. Unfinished Business from Previous Meetings; and**

**15. Listing of Communications**

MOVED by Trustee Lubinski, seconded by Trustee Del Grande, that Item 11a) be adopted as follows:

**11a) Forging Potential External Partnerships with Strong Faith-based Organizations to enhance Catholic Faith and Morals in our Board and School Communities** that staff make contact electronically with strong faith-based organizations to advise them that we will forward them our Agendas and that they can bring feedback and comments to this sub-committee.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Del Grande  
Lubinski  
Tanuan

The Motion was declared

CARRIED

Trustee Tanuan relinquished the Chair to Trustee Lubinski.

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that Item 11b) be adopted as follows:

- 11b) Procedure to Review Minutes and Motion Direction** received and referred to staff for action, as discussed.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Del Grande  
Lubinski  
Tanuan

The Motion was declared

CARRIED

Trustee Tanuan reassumed the Chair.

MOVED by Trustee Del Grande, seconded by Trustee Lubinski, that Item 11c) be adopted as follows:

- 11c) Whistleblower Policy A.39 and Operational Procedure 11c)** received.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Del Grande  
Lubinski

Tanuan

The Motion was declared

CARRIED

Trustee Tanuan relinquished the Chair to Trustee Lubinski.

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that Item 11d) be adopted as follows:

**11d) Whistleblower Procedures and Guidelines for Students, Parents, Staff, Stakeholders on Issues Concerning our Catholic Faith, Values, and Morals** that the Sub-Committee recommend to the Student Achievement and Well Being, and Human Resources Committee that the Board receive a trial demonstration of the software from staff or third party contractor at an established workshop

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Del Grande  
Lubinski  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Del Grande, that Items 11e) to 11n) and 15a) to 15d) be adopted as follows:

- 11e) Mary Laframboise regarding Inclusion of Persons** received and referred to staff that all inputs received to date be considered in regard to the Code of Conduct and related policies, including the Archdiocese language provided as follows:
- 1) Value and respect the teachings of Catholic Church; and
  - 2) Respect and treat others fairly, as children of God, created in the image and likeness of God, of infinite dignity and worth;
- 11f) Paolo De Buono regarding Improving Inclusiveness for the Toronto Catholic District School Board's (TCDSB's) Lesbian, Gay, Bisexual and Transgender (LGBT) Students** refer 11e);
- 11g) Emily De Decker regarding Code of Conduct wording on Respect** refer 11e);
- 11h) Iola Fortino regarding adding Gender Identity, Gender Expression, Marital Status and Family Status to the list of Prohibited Grounds of Discrimination in Code of Conduct** refer 11e);
- 11i) Ina Rocha regarding Changes to the Code of Conduct Policy** refer 11e);
- 11j) Elio Freitas regarding changes to the Code of Conduct Policy** refer 11e);
- 11k) Code of Conduct Policy S.S.09** refer 11e);
- 11l) TCDSB Policies Related to Code of Conduct** refer 11e);
- 11m) From the Governance and Policy Committee: Update to Bullying Prevention and Intervention Policy (S.S.11)** refer 11e);

- 11n) **Mary Laframboise regarding Inclusion of Persons – Submission** refer 11e);
- 15a) **Vatican Paper 2019: 'Male and Female He Created Them'. Towards a Path of Dialogue on the Issue of Gender Theory in Education** refer 11e);
- 15b) **Gender-Ideology: Select-Teaching-Resources** refer 11e);
- 15c) **Speaking the Truth in Love: Pastoral Guidelines for Educators Concerning Students Experiencing Gender Incongruence** refer 11e); and
- 15d) **The Human Person, Love and Sexuality: Education Commission of the Assembly of Catholic Bishops of Ontario** refer 11e).

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Del Grande  
Lubinski  
Tanuan

The Motion was declared

CARRIED

**19. Adjournment**

Trustee Tanuan reassumed the Chair.



MOVED by Trustee Lubinski, seconded by Trustee Del Grande, that the meeting be adjourned.-

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees Del Grande  
Lubinski  
Tanuan

The Motion was declared

CARRIED

**Next Meeting**

Wednesday, September 25, 2019, 5:00 pm.

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SECRETARY

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CHAIR



# **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

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

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

For Board Use  
Only

Delegation No. \_\_\_\_\_

[ ] Public Session  
[ ] Private Session  
[ ] Three (3)  
Minutes

Name	Lisa Landriault	
Committee	Student Achievement and Well-Being Catholic Education Human Resources	
Date of Presentation	11/7/2019	
Topic of Presentation	French Immersion program expansion	
Topic or Issue	French Immersion	
Details	Impact of FI program expansion	
Action Requested	Reconsider FI programming	
I am here as a delegate to speak only on my own behalf	No	
I am an official representative of the Catholic School Parent Committee(CSPC)	Yes O L of Wisdom	
I am an official representative of student government		
I am here as a spokesperson for another group or organization		
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes	
Submittal Date	10/17/2019	



# **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

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

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For Board Use Only

Delegation No. \_\_\_\_

☐ Public Session

☐ Private Session

☐ Three (3) Minutes

Name	Steve Platt
Committee	Student Achievement and Well-Being Catholic Education Human Resources
Date of Presentation	11/7/2019
Topic of Presentation	Lack of French LTOs at Our Lady of Wisdom
Topic or Issue	Impact of limited pool of qualified French teachers
Details	Our school is still without FI teachers and it is mid- October
Action Requested	Change in needed - in policies, procedures, union agreements
I am here as a delegate to speak only on my own behalf	No
I am an official representative of the Catholic School Parent Committee(CSPC)	
I am an official representative of student government	
I am here as a spokesperson for another group or organization	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	
Submittal Date	10/17/2019



## TORONTO CATHOLIC DISTRICT SCHOOL BOARD

### DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

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For Board Use  
Only

Delegation No. \_\_\_\_\_

☐ Public  
Session  
☐ Private  
Session  
☐ Three (3)  
Minutes

Name	Elsa Passera
Committee	Student Achievement and Well-Being Catholic Education Human Resources
Date of Presentation	11/7/2019
Topic of Presentation	EMF Safety & Children
Topic or Issue	New Proposed Freedom Mobile Cellular Towers within 100m of St.Gregory's Catholic School in addition to the Rogers tower at 122 Vassar and the concern of the current always on WIFI policy. Aggregate EMF exposure levels need to be validated.
Details	New Proposed Freedom Mobile Cellular Towers within 100m of St.Gregory's Catholic School in addition to the Rogers tower at 122 Vassar and the concern of the current always on WIFI policy. Aggregate EMF exposure levels need to be validated.
Action Requested	<p>1) 3rd party, qualified EMF testing for safety validation of aggregate EMF exposure levels at ST. Gregory's school to confirm the levels are not exceeding City of Toronto's Prudent Avoidance policy safety standard.</p> <p>2) Visible position and or support by the TCDSB to help stop new proposed cellular towers that will increase our children's EMF exposure.</p> <p>3) Relocation support for students/families who will elect to exit St.Gregory's school/parish if the new proposed towers get approved. These families will require placement in a TCDSB optional attendance school locally and in mid school year vs transferring to public board or relying on lottery/September only registration timelines that is not supportive.</p>

	4) Re-assessment of best WIFI policies in elementary schools to best minimize EMF exposure based on ALARP principles - as low as reasonably possible options) as adopted by Canadian elementary schools.
I am here as a delegate to speak only on my own behalf	No
I am an official representative of the Catholic School Parent Committee(CSPC)	No
I am an official representative of student government	No
I am here as a spokesperson for another group or organization	No
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	No
Submittal Date	10/31/2019



# **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

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

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For Board Use  
Only

Delegation No. \_\_\_\_\_

☐ Public Session  
☐ Private Session  
☐ Three (3) Minutes

Name	Michelle Laborde
Committee	Catholic Education and Living our Catholic Values
Date of Presentation	11/7/2019
Topic of Presentation	EMF Safety & Children
Topic or Issue	Cumulative EMF exposure at St. Gregory's Catholic school, especially for children.
Details	New Proposed Freedom Mobile Cellular Towers within 100m of St.Gregory's Catholic School in addition to the Rogers tower at 122 Vassar and the concern of the current always on WIFI policy. Aggregate EMF exposure levels need to be validated.
Action Requested	<p>1) 3rd party, qualified EMF testing for safety validation of aggregate EMF exposure levels at ST. Gregory's school to confirm the levels are not exceeding City of Toronto's Prudent Avoidance policy safety standard.</p> <p>2) Visible position and or support by the TCDSB to help stop new proposed cellular towers that will increase our children's EMF exposure.</p> <p>3) Relocation support for students/families who will elect to exit St.Gregory's school/parish if the new proposed towers get approved. These families will require placement in a TCDSB optional attendance school locally and in mid school year vs transferring to public board or relying on lottery/September only registration timelines that is not supportive.</p> <p>4) Re-assessment of best WIFI policies in elementary schools to best minimize EMF exposure based on ALARP principles - as low as reasonably possible options) as adopted by Canadian elementary schools.</p>
I am here as a delegate to speak only on my own behalf	No

I am an official representative of the Catholic School Parent Committee(CSPC)	No
I am an official representative of student government	No
I am here as a spokesperson for another group or organization	No
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
Submittal Date	10/31/2019



# **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

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

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For Board Use  
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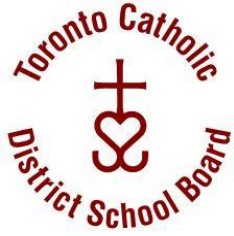
Delegation No. \_\_\_\_\_

☐ Public Session  
☐ Private Session  
☐ Three (3) Minutes

Name	Ivana Chuvalo
Committee	Student Achievement and Well-Being Catholic Education Human Resources
Date of Presentation	11/7/2019
Topic of Presentation	EMF Safety & Children
Topic or Issue	Cumulative EMF exposure at St. Gregory's Catholic school, especially for children.
Details	New Proposed Freedom Mobile Cellular Towers within 100m of St. Gregory's Catholic School in addition to the Rogers tower at 122 Vassar and the concern of the current always on WIFI policy. Aggregate EMF exposure levels need to be validated.
Action Requested	<p>1) 3rd party, qualified EMF testing for safety validation of aggregate EMF exposure levels at ST. Gregory's school to confirm the levels are not exceeding City of Toronto's Prudent Avoidance policy safety standard.</p> <p>2) Visible position and support by the TCDSB to help stop new proposed cellular towers that will increase our children's EMF exposure.</p> <p>3) Relocation support for students/families who will elect to exit St. Gregory's school/parish if the new proposed towers get approved. These families will require placement in a TCDSB optional attendance school locally and in mid school year vs transferring to public board or relying on lottery/September only registration timelines that is not supportive.</p> <p>4) Re-assessment of best WIFI policies in elementary schools to best minimize EMF exposure based on ALARP principles - as low as reasonably possible options) as adopted by Canadian elementary schools.</p>



I am here as a delegate to speak only on my own behalf	No
I am an official representative of the Catholic School Parent Committee(CSPC)	No
I am an official representative of student government	No
I am here as a spokesperson for another group or organization	No
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
Submittal Date	10/31/2019



# **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

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

**PLEASE BE ADVISED THAT ALL STANDING  
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For Board Use  
Only

Delegation No. \_\_\_\_\_

☐ Public Session  
☐ Private Session  
☐ Three (3) Minutes

Name	Kyle Iannuzzi
Committee	Student Achievement and Well-Being Catholic Education Human Resources
Date of Presentation	11/7/2019
Topic of Presentation	Code of Conduct
Topic or Issue	The code of conduct must conform with the human rights code.
Details	As a former student trustee and as a student who was marginalized during his time at the TCDSB, I have specific experience relevant to the discussion at hand.
Action Requested	That the code of conduct include gender expression and identity.
I am here as a delegate to speak only on my own behalf	Yes
I am an official representative of the Catholic School Parent Committee(CSP )	
I am an official representative of student government	
I am here as a spokesperson for another group or organization	
I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T14	Yes
Submittal Date	11/1/2019



*Markus de Domenico  
Trustee Ward 2*

*E-mail: Markus.deDomenico@tcdsb.org*

*Voicemail: 416-512-3402*

**To: Student Achievement: November 7, 2019**

**From: Markus de Domenico, Trustee Ward 2**

**Subject: Notice of Motion – Regarding the planned activation of two Cell Towers near St. Gregory CS. and the potential harm the radiofrequency radiation may pose to the community.**

---

**MOVED BY: Markus de Domenico, Toronto Catholic District School Board**

**WHEREAS:** Studies have shown that radiofrequency radiation (RFR) emitted from cell towers increases cancer rates; and

**WHEREAS:** Two cell towers are planned to be activated on property leased by St. Gregory Church to Freedom Mobile; and

**WHEREAS:** St. Gregory Catholic School is located in close proximity to the church;

**WHEREAS:** Many parents in the St. Gregory community are very concerned about the potential effects of radiation on their children attending St. Gregory School if the planned towers are activated

**WHEREAS:** Concerned parents at St. Gregory C.S. feel frustrated that there has been only one recent consultation with their community and no

formal process for the community to express their concerns to their political representatives

**BE IT RESOLVED THAT:** The Board write a letter to The Honourable Navdeep Bains MP and Canadian Minister of Innovation, Science and Economic Development requesting that the regulations governing the licensing of the cell towers on St. Gregory Church property are fully compliant with all Federal regulations and;

**BE IT RESOLVED THAT:** The Board write to the Archdiocese of Toronto requesting that open and public consultations with the St. Gregory community commence quickly;

**BE IT RESOLVED THAT:** A report be issued by TCDSB technical staff to outline what measures are taken by staff to ensure that students and teaching staff are not exposed to harmful levels of radiation either by proximity to Cell towers or the use or overuse of wireless technology in TCDSB schools and more specifically at St. Gregory C.S.

**Markus de Domenico**  
**Trustee, Ward 2**



*Garry Tanuan  
Trustee Ward 8*

*E-mail: Garry.Tanuan@tcdsb.org*

*Voicemail: 416-512-3408*

**To: Student Achievement: November 7, 2019**

**From: Garry Tanuan, Trustee Ward 8**

**Subject: Notice of Motion – Strengthening Protections for Educators and Teacher’s Constitutional Denominational Rights**

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**MOVED BY: Garry Tanuan,** Toronto Catholic District School Board

**WHEREAS:** Teachers, Administrators, and Educational staff are coming under increasing pressure from staff, parents, stakeholders and community members, in the classroom and beyond: for speak and

**WHEREAS:** Teacher, Administrators, Educational staff in Catholic Schools are being targeted and are suffering negative consequences to health and job security from parents and stakeholders, when they act in accord with the requirement to teach the Catholic curriculum and the Catholic faith;

**WHEREAS:** Denominational rights have not been given an adequate or meaningful expression in Board policies and protocols;

**WHEREAS:** The protection of Denominational rights for Catholic Educators requires restating, affirmation, and greater comprehension by Stakeholders and Community Members; and

**WHEREAS:** these rights cannot be abrogated or derogated by the Charter of Rights and Freedoms, (Section 29), or any other provincial law, (*Cf. Sections 93.1 of the Constitution Act of 1867*).;

**BE IT RESOLVED THAT:** The Toronto Catholic District School Board create a new policy that defines and strengthens the constitutional denominational rights of Catholic teachers, administrators, and educational staff for this Board, AND specify that these Rights extend beyond Board property.

POLICIES RELATED AND AFFECTED BY THIS MOTION:

SS.09 CODE OF CONDUCT

A.39 WHISTLE-BLOWER POLICY

H.M.14 HARASSMENT AND DISCRIMINATION: THE RESPECTFUL  
WORKPLACE

H.M.24 CATHOLIC EQUITY AND INCLUSIVE EDUCATION POLICY

H.M.37 WORKPLACE VIOLENCE



*Garry Tanuan  
Trustee Ward 8*

*E-mail: Garry.Tanuan@tcdsb.org*

*Voicemail: 416-512-3408*

**To: Student Achievement: November 7, 2019**

**From: Garry Tanuan, Trustee Ward 8**

**Subject: Notice of Motion – St. Michael the Archangel Prayer and Faith**

---

**MOVED BY: Garry Tanuan,** Toronto Catholic District School Board

**WHEREAS:** St. Michael the Archangel is the Archdiocese of Toronto's diocesan Patron Saint; and

**WHEREAS:** The Archdiocese of Toronto has urged all parishes to pray the St. Michael the Archangel Prayer after each Mass and the faithful to pray this individually.

**BE IT RESOLVED THAT:** The Toronto Catholic District School Board recite and pray the St. Michael the Archangel Prayer before any meeting at the Board.



*Mike Del Grande  
Trustee Ward 7*

*E-mail: Mike.DelGrande@tcdsb.org*

*Voicemail: 416-512-3407*

**To:** Student Achievement and Well-Being Committee Meeting, November 7, 2019

**From:** Mike Del Grande, Trustee Ward 7

**Subject: Consideration of Motion – Redirected Students and Bussing**

**MOVED BY:** Mike Del Grande, Toronto Catholic District School Board

**WHEREAS:** some TCDSB schools have waitlists due to oversubscription and class size caps and;

**WHEREAS:** students and families are often redirected to schools other than their home schools;

**BE IT RESOLVED THAT:** when students are redirected to out of area schools, bussing be provided.

**Mike Del Grande  
Trustee, Ward 7**





*Ida Li Preti*  
*Trustee Ward 3*

*E-mail: [Ida.LiPreti@tcdsb.org](mailto:Ida.LiPreti@tcdsb.org)*

*Voicemail: 416-512-3403*

**To:** Student Achievement and Well-Being Committee Meeting , November 7, 2019

**From:** Ida Li Preti, Trustee Ward 3

**Subject: Consideration of Motion – Urgent Action Needed to Address Dangers of Youth Vaping**

---

**MOVED BY:** Ida Li Preti, Toronto Catholic District School Board

**WHEREAS:** the use of e-cigarettes, commonly referred to as vapes, mods, and Juuls, has dramatically increased in Canadian youth ages 16 to 19 by 74% between 2017 and 2018; and

**WHEREAS:** a recent study from the University of Waterloo on Canadian youth vape use indicates that high schools across Canada are struggling to respond to the rapid increase in youth vaping; and

**WHEREAS:** on September 13, 2019 the US Centre for Disease Control reported that there are currently 380 confirmed and probable cases of vape-related illnesses and six deaths and the CDC has also declared youth vaping an “epidemic”; and

**WHEREAS:** the US Food and Drug Administration will soon unveil plans to remove flavored e-cigarette products from the US market, including menthol and mint products; and

**WHEREAS:** e-cigarettes contain aerosol that users breathe from the device which can contain harmful and potentially harmful substances, including high concentrations of nicotine, ultrafine particles that can be inhaled deep into the lungs, flavoring such as diacetyl, a chemical linked to

a serious lung disease, volatile organic compounds, cancer-causing chemicals, and heavy metals such as nickel, tin, and lead; and

**WHEREAS:** Whereas, school boards have an important role to play in addressing this youth public health epidemic;

**BE IT RESOLVED THAT:**

**(a) That the Chair write to Health Canada, the Ontario Ministry of Health, and the Toronto Board of Health to plead for urgent action to address the youth public health epidemic of vaping, including:**

- (i) a full ban on e-cigarettes in Canada until the science about the adverse health impacts is known, to ensure that these devices can be properly regulated to protect youth from severe pulmonary disease that has resulted in death in some cases,
- (ii) a removal of flavoured e-cigarette products from the Canadian market;
- (iii) additional regulations on the sale of e-cigarettes and nicotine-containing vape products, similar to the regulations in effect for the sale of alcohol and increased funding for enforcement;
- (iv) advertising restrictions that are identical to those in effect for tobacco products to ensure that children and youth are protected;
- (v) the provision of funding for schools to install vape detectors as a deterrent for youth vaping in schools

**Ida Li Preti**  
**Trustee, Ward 3**



## REPORT TO

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

## ONTARIO CATHOLIC SCHOOL TRUSTEES ASSOCIATION (OCSTA) ANNUAL FEES

*“And this is my prayer: that your love may abound more and more in knowledge and depth of insight, so that you may be able to discern what is best and may be pure and blameless for the day of Christ”*

**Philippians 1:9-10**

Created, Draft	First Tabling	Review
October 22, 2019	November 7, 2019	<a href="#">Click here to enter a date.</a>

P. De Cock, Comptroller of Business Services & Finance

### RECOMMENDATION REPORT

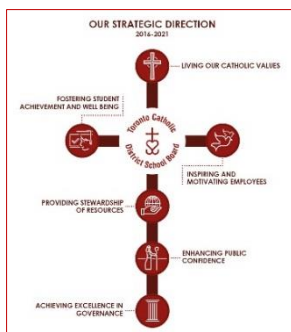
**Vision:**

*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

**L. Noronha**  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report provides the Board of Trustees with contextual background information concerning annual fees paid to the Ontario Catholic School Trustees Association (OCSTA).

The OCSTA collects membership fees in order to support their activities for the promotion and protection of Catholic education in Ontario.

This report recommends the Board of Trustees approve the payment of OCSTA's annual fees of \$219,851.84 as per the attached invoice in Appendix A.

*The cumulative staff time required to prepare this report was 2 hours*

## **B. PURPOSE**

1. This recommendation report is on the Order Paper of the Student Achievement and Well Being, Catholic Education and Human Resources Committee for approval as the amount due exceeds the \$50,000 procurement threshold.

## **C. BACKGROUND**

1. The Board Purchasing Policy FP01 provides delegation of authority to the Director of Education to approve the award of all contracts and expenditures not to exceed a threshold of \$50,000 where the Board of Trustees has approved the budget, project or report.
2. The Board is in receipt of invoices from OCSTA related to annual membership fees of \$219,851.84.

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

1. The payment of OCSTA and Friends and Advocates of Catholic Education (FACE) annual membership fees supports the advocacy activities that support the goals for the promotion and protection of Catholic education in Ontario. The OCSTA invoice regarding annual membership fees and supporting

documents regarding membership benefits, fee calculation and OCSTA's 2019-20 annual budget appears in Appendix A.

2. In response to the TCDSB's request to the OCSTA, Nick Milanetti, Executive Director and Beverley Eckensweiler, President presented to the TCDSB at the Board of Trustees during the Regular Board meeting on October 17<sup>th</sup> 2019.
3. The OCSTA provides one unified provincial voice for Ontario's English Catholic school boards. Throughout the history of Catholic education in Ontario, the OCSTA organizes Catholic school trustees under the guiding principles of the Gospel to advance the shared goals for the promotion and protection of Catholic education in Ontario. This is achieved through ongoing lobbying efforts, our membership development services and the following key activities that directly benefit our members including the following:
  - a) Represents Catholic school boards on all provincial consultations and work groups.
  - b) Provides advice to boards on significant policy issues.
  - c) Provides an extensive array of classroom and community resources for Catholic Education Week. Information is located online at <http://www.goodnewsforall.ca>. These resources resonate strongly with students, parents and parishes and boards have expressed their appreciation for the materials and information that are generated and shared.
  - d) Lobbies the government on all funding issues most of which are identified by our member boards.
  - e) Represents Catholic boards on significant legal issues as they arise.
  - f) Develops provincial messaging and platforms on key issues and developments in education affecting Catholic schools and shares such strategic resources with boards. To further support effective school board communications and community relations, OCSTA hosts an annual professional development session for school board communication staff.
  - g) Provides enrichment opportunities for Catholic school board trustees and staff, including the delivery of 19 enrichment modules on various topics related to the role and responsibilities of Catholic trustees.

- The 19 trustee enrichment modules are now offered online in the "Trustee Modules" area on the OCSTA website ([www.ocsta.on.ca](http://www.ocsta.on.ca)). All members can enter this centre using their OCSTA user ID and password.
- Annual trustee development events include January Catholic Trustees Seminar, Business Seminar, Labour Relations sessions (as needed) and the Annual General Meeting and Conference.
- The recently developed OCSTA Certificate Course in Leadership and Good Governance was made available to all trustees in 2019. This unique program was offered in partnership with the University of St. Michael's College (University of Toronto) and included an online component.

## **E. STAFF RECOMMENDATION**

That the Board of Trustees approve the OCSTA's annual invoice for 2019-2020 of \$219,851.84 appearing in Appendix A.



Ontario Catholic School  
Trustees' Association

Box 2064, Suite 1804  
20 Eglinton Avenue West  
Toronto, Ontario M4R 1K8  
T. 416.932.9460 F. 416.932.9459  
ocsta@ocsta.on.ca [www.ocsta.on.ca](http://www.ocsta.on.ca)

Beverley Eckensweiler, *President*  
Michelle Griepsma, *Vice President*  
Nick Milanetti, *Executive Director*

September 26, 2019

**MEMORANDUM**

**TO:** Toronto CDSB  
Rory McGuckin, Director of Education  
Maria Rizzo, Chair

**FROM:** Nick Milanetti, Executive Director

**SUBJECT:** 2019-2020 OCSTA Membership Fees & FACE Levy

Please find attached your board's invoice for 2019-2020 Membership Fees based on the formula approved by the OCSTA Board of Directors. The FACE Levy is included on the invoice.

Catholic Trustees and School Boards in partnership make a significant contribution to the success of our Catholic schools. We at OCSTA continue to work with the Provincial Government and other parties represented in the Legislature.

OCSTA is represented at a number of key government working tables as well as the excellent work we are involved in with many of our Catholic stakeholders. The Association also has done a great deal of work in the areas of advocacy through legislative submissions and letters. For 2018-2019 these included:

1. Submission to the Minister of Education re: E-Learning (June 24, 2019)
2. Submission to the standing Committee on Justice Policy Regarding Bill 108: More Homes, More Choice Act, 2019 (May 31, 2019)
3. Submission to the Minister of Children, Community and Social Services and to the Minister of Education – Ontario Autism Consultations (May 29, 2019)
4. Submission to the Minister of Education – Draft Policy/Program Memorandum on School Board Policies on Service Animals (Letter: May 3, 2019)
5. Rowan's Law (Concussion Safety), 2018 Comments on Draft General Regulation (April 16, 2019)
6. Class Size Engagement Guide & Ontario School Boards Hiring Practices Consultation (February 20, 2019)



7. Bill 48, Safe & Supportive Classrooms Act, 2018 (February 14, 2019)
8. 2019 Pre-Budget Consultation (January 28, 2019)
9. Submission to the Minister of Education – Engagement: 2019-2020 Education Funding Guide (December 13, 2018)
10. Partners in Excellence: Balancing Equity & Efficiency (December 10, 2018)
11. Consultation: Education in Ontario (November 23, 2018)
12. Bill 36, Cannabis Statute Law Amendment Act, 2018 (October 9, 2018)
13. Planning for Prosperity: A Consultation for the People (September 21, 2018)
14. Submission to the Minister of Finance Pre-Budget Consultation

Included with this memo and invoice are the following:

- A summary of some major benefits of OCSTA membership
- A summary of OCSTA's Budget 2019-2020
- OCSTA's Membership Fee Schedule (the formula used to determine fees)

On behalf of the Board of Directors, the 559,000 plus students in Catholic schools, and the 2.4 million separate school ratepayers, we thank you for your ongoing support of your provincial Association.

*Attachments*





## Ontario Catholic School Trustees' Association


### Benefits of Membership

*“One unified provincial voice for Ontario’s English Catholic school boards...”*

Throughout the history of Catholic education in Ontario, our system’s strength has been our ability to organize our school trustees under the guiding principles of the Gospel to advance our shared goals for the promotion and protection of Catholic education in Ontario. We achieve those objectives through our ongoing lobbying efforts, our membership development services and the following key activities that directly benefit our members.

#### **OCSTA:**

1. Represents Catholic school boards on all provincial consultations and work groups.
2. Provides advice to boards on significant policy issues.
3. Provides an extensive array of classroom and community resources for Catholic Education Week. Information is located online at <http://www.goodnewsforall.ca>. These resources resonate strongly with students, parents and parishes and boards have expressed their appreciation for the materials and information that are generated and shared.
4. Lobbies the government on all funding issues most of which are identified by our member boards.
5. Represents Catholic boards on significant legal issues as they arise.
6. Develops provincial messaging and platforms on key issues and developments in education affecting Catholic schools and shares such strategic resources with boards. To further support effective school board communications and community relations, OCSTA hosts an annual professional development session for school board communication staff.
7. Provides enrichment opportunities for Catholic school board trustees and staff, including the delivery of 19 enrichment modules on various topics related to the role and responsibilities of Catholic trustees.
  - a. The 19 trustee enrichment modules are now offered online in the “Trustee Modules” area on the OCSTA website ([www.ocsta.on.ca](http://www.ocsta.on.ca)). All members can enter this centre using their OCSTA user ID and password.
  - b. Annual trustee development events include January Catholic Trustees Seminar, Business Seminar, Labour Relations sessions (as needed) and the Annual General Meeting and Conference.
  - c. The recently developed OCSTA Certificate Course in Leadership and Good Governance was made available to all trustees in 2019. This unique program was offered in partnership with the University of St. Michael’s College (University of Toronto) and included an online component.

 <p>Ontario Catholic School Trustees' Association</p>		
<b>2019 - 2020 Expense BUDGET</b>		
<b>Account Name</b>	<b>BUDGET 2019-2020</b>	<b>Sub-Total as % of Budget</b>
<b>Partnerships</b> CCSTA, ICE, Miscellaneous Membership Fees, Student Trustees'/1st Nations' Projects	\$ 210,040	9.8%
<b>Political Advocacy</b> Political Affairs & Government Relations, Catholic Curriculum & Education Research, Fees:Consultants, Authors of Briefs, Analysts, Joint Venture	\$ 162,200	7.6%
<b>Communications and Media Relations</b> Communications (Including Promotion of Catholic Education & Media) Public Relations, Advertising	\$ 43,770	2.0%
<b>Governance</b> Committee & Task Force Meetings, Directors' Meetings, Outside Conferences & Seminars	\$ 80,000	3.7%
<b>Operations</b> Rent, Office Expense, Furniture & Computers, Telephone, Postage & Courier, Audit, Insurance, Library, Miscellaneous	\$ 376,250	17.5%
<b>Legal</b>	\$ 45,000	2.1%
<b>OCSTA-hosted Meetings/Seminars/AGM</b>	\$ 235,000	10.9%
<b>Human Resources</b> Salaries & Fees & Contracted Services, Employee Benefits, Government Deductions & Taxes, Professional Development	\$ 996,000	46.4%
<b>TOTAL APPROVED EXPENSE BUDGET</b>	<b>\$ 2,148,260</b>	<b>100.0%</b>



Ontario Catholic School  
Trustees' Association

### OCSTA Membership Fee Schedule

--- 2019 - 2020 ---

Cat.	Enrolment	Basic Fee	Per Pupil Cost	Cat.	Enrolment	Basic Fee	Per Pupil Cost
<b>A</b>	School Auth-\$2,200 (ended FYE2010 by MOE legislation)			<b>I</b>	20,000 - 29,999	\$20,400	2.736
<b>B</b>	600 - 2,999	\$2,040	4.610	<b>J</b>	30,000 - 39,999	\$30,600	2.278
<b>C</b>	3,000 - 4,999	\$4,080	4.495	<b>K</b>	40,000 - 49,999	\$40,800	2.006
<b>D</b>	5,000 - 6,999	\$5,100	4.265	<b>L</b>	50,000 - 59,999	\$51,000	1.693
<b>E</b>	7,000 - 7,999	\$6,120	4.035	<b>M</b>	60,000 - 69,999	\$61,200	1.526
<b>F</b>	8,000 - 11,999	\$8,160	3.805	<b>N</b>	70,000 - 79,999	\$71,400	1.421
<b>G</b>	12,000 - 14,999	\$10,200	3.690	<b>O</b>	80,000 - 89,999	\$81,600	1.337
<b>H</b>	15,000 - 19,999	\$15,300	2.950	<b>P</b>	90,000 ++++	\$91,800	1.296

Note: This Membership Fee Schedule was approved by Board in June 2012 for use starting in 2012 - 2013; continuing exactly the same in 2013-2014 + 2014-2015 + 2015-2016 + 2016-2017 + 2017-2018 + 2018-2019; REVISED 2019-2020





Ontario Catholic School  
Trustees' Association

Box 2064, Suite 1804  
20 Eglinton Avenue West  
Toronto, Ontario M4R 1K8  
T. 416.932.9460 F. 416.932.9459  
ocsta@ocsta.on.ca [www.ocsta.on.ca](http://www.ocsta.on.ca)

Beverley Eckensweiler, *President*  
Michelle Griepsma, *Vice President*  
Nick Milanetti, *Executive Director*

INVOICE

Toronto CDSB  
80 Sheppard Ave. East  
North York, ON M2N 6E8  
ATTENTION: Emma Iscaro

Date	Terms	Invoice #
9/15/2019	Due Upon Receipt	20-09-29

Description	Rate	Amount
re 2018 - 2019 OCSTA MEMBERSHIP FEES & F.A.C.E. LEVY		
OCSTA MEMBERSHIP FEES To charge for OCSTA MEMBERSHIP FEES using 2017-2018 Total Enrolment of: 90,432 based on OCSTA 2018-2019 Fee Schedule	209,000.00	209,000.00
F.A.C.E. LEVY re Promotion and Protection of Catholic Education 12 cents per pupil - Based on 2017-2018 Enrolment noted above F.A.C.E. levy is billed in accordance with the Resolution that was approved at the last OCSTA General Assembly held April 27,2018	10,851.84	10,851.84
Note: HST does NOT apply to either Membership Fees nor Special Levy.		
For more details, see Information Package & Memo provided by Nick Milanetti, Executive Director		
TOTAL AMOUNT DUE to OCSTA: \$ 219,851.84		
If Questions, Please Contact June Johnson-Accounting 416 932 9460-ext 229/ jjohnson@ocsta.on.ca	TOTAL DUE:	\$219,851.84



REPORT TO

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

### BOARD LEARNING IMPROVEMENT PLAN 2018-2019 REPORT BACK

*Give instruction to the wise, and they will become wiser still; teach the righteous and they will gain in learning.  
Proverbs 1:5*

Created, Draft	First Tabling	Review
September 19, 2019	October 2, 2019	Click here to enter a date.

Lori DiMarco, Superintendent of Curriculum, Leadership & Innovation  
Gina Iuliano Marrello, Superintendent of Student Success  
Marina Vanayan, Senior Coordinator, Educational Research  
Mariangela Artuso, Research Associate, Educational Research

### 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

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

The Toronto Catholic District School Board Learning Improvement Plan K-12 (2018-2021) is a commitment to ensure student success through improved student learning and well-being. This annual report on the Board Learning Improvement Plan (BLIP) reports on our progress to date.

*The cumulative staff time required to prepare this report was 150 hours*

## **B. PURPOSE**

1. This is an annual report on the Board Learning Improvement Plan 2018-2019 to support student achievement and well-being.

## **C. BACKGROUND**

1. It is a Ministry of Education requirement that all Ontario school boards create a Board Learning Improvement Plan (BLIP) to guide their System Improvement Learning Cycle. The Board Learning Improvement Plan is a living document that guides, supports and focuses our collective work in classrooms, schools, and the board, to promote student achievement and well-being.
2. The Board Learning Improvement Plan reflects the vision for education in Ontario, which is to support every child and reach every student through the following priorities:
  - Achieving Excellence: High levels of expectations
  - Ensuring Equity
  - Promoting Well-being
  - Enhancing Public Confidence
3. The 2018-2021 Board Learning Improvement Plan builds on our successes in literacy, numeracy and improved graduation rates within the TCDSB, focusing on the areas that require the most attention. A wide range of Ministry, TCDSB and other foundational resources have informed the plan.
4. The Board Learning Improvement Plan, aligned with the TCDSB Multi-Year Strategic Plan (2016 - 2021) and the Pastoral Plan (2018-2021), is informed by the Ontario Ministry of Education foundational strategies and the School

Effectiveness Framework. The Board Learning Improvement Plan has four AREAS OF FOCUS, all of which support our strategic direction to Foster Student Achievement and Well-Being:

- A. Home, School and Parish: Nurturing our Catholic Community
- B. Curriculum, Teaching and Learning: A Focus On Assessment Practices
- C. Pathways, Planning and Programming: Student Engagement and Well-being
- D. School and Classroom Leadership: Professional Learning, Collaboration and Engagement

5. The TCDSB Learning Improvement Planning Cycle is used at the Board and School level to improve student learning and achievement:

- Data Analysis identifies key areas of strength and need (2017 - 2018 baseline).
- SMART (Specific, Measurable, Achievable, Realistic and Time-bound) Goals and Targets are informed by areas of need, building on strengths.
- Evidence-based strategies include classroom strategies and professional learning opportunities.
- Monitoring provides a framework for ongoing feedback using measurement tools and identifying responsibility.

6. The Toronto Catholic District School Board Learning Improvement Plan K-12, 2018-2021 spans three years and its aim is to improve student learning and well-being for each student in our care. It details targeted evidence-based strategies, professional learning opportunities and resources, as well as indicators of success (measures). The document may be accessed on the TCDSB website:

<https://www.tcdsb.org/Board/BoardLearningImprovementPlan/Pages/default.aspx>

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

1. The TCDSB Board Learning Improvement Plan (2018 - 2021) includes SMART Goals to be achieved by the end of June, 2021. Throughout the year using a variety of survey tools and quantifiable data sources, TCDSB staff continue to monitor progress against BLIP goals.

2. The Board Learning Improvement Plan Report Back describes the achievement of SMART Goals and targets by June 2019 (**Appendix**). For each of the 4 Areas of Focus, the following elements are included.

- SMART Goals
- 2018-2019 Evidence
- Status
- Explanation if goals are not met
- 2019-2020 Next Steps

3. The following structure is used for the Annual Board Learning Improvement Plan Report Back to assess overall progress during **Year 1** of the plan (**September 2018 and June 2019**).

<b>Status</b>	<i>Description</i>
On Target (green)	On Track
Monitor (yellow)	On track but requires additional support
Action required (red)	Not on track

4. Overall, the status of each of the Areas of Focus is summarized below.

	<b>Area of Focus</b>	<b>Status</b>
A	Home, School and Parish	Monitor
	Nurturing our Catholic Community	Monitor
B	Curriculum, Teaching and Learning	Literacy: Monitor Numeracy: Action Required
	A Focus On Assessment Practices	Monitor
C	Pathways, Planning and Programming	Monitor
	Student Engagement and Well-being	Monitor
D	School and Classroom Leadership	Monitor
	Professional Learning, Collaboration and Engagement	Monitor



## **E. METRICS AND ACCOUNTABILITY**

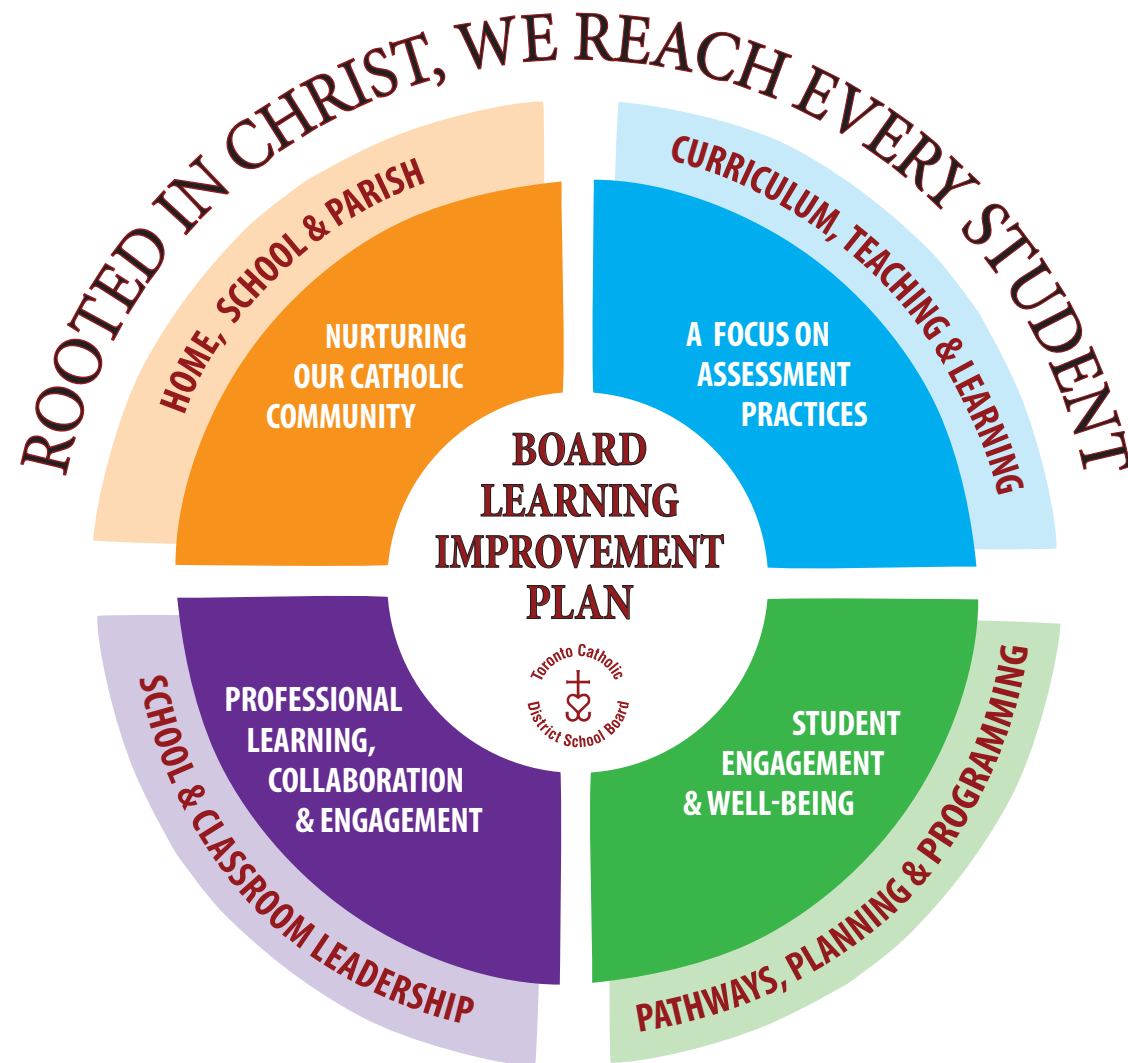
1. The TCDSB 2018-2021 Board Learning Improvement Plan provides a solid foundation upon which to grow and act. Considerations from research on school effectiveness, as well as feedback from the Ministry of Education and the TCDSB community have informed the Board Learning Improvement Plan.
2. Aligned with the BLIP, a separate report to Board in November will include the TCDSB Professional Learning Plan.
3. As a living document that guides, supports and focuses on our collective work in classrooms, schools, and the board, the BLIP is evaluated each year. The annual Report Back takes place each October to determine progress on the BLIP and to outline next steps required to ensure improvements in student learning and well-being in all our schools. We will continue to use the same structure for monitoring during the 2019-2020 school year.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

# BOARD LEARNING IMPROVEMENT PLAN - 2018 - 2021

## 2018 - 2019 REPORT BACK





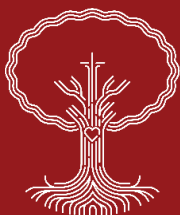
## OUR MISSION

*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.*



# ROOTED IN CHRIST

*"Live your lives in him, rooted and built up in him and established in the faith, abounding in thanksgiving." – Colossians, 2:6-7*

## OUR STRATEGIC DIRECTION

2016-2021

### FOSTERING STUDENT ACHIEVEMENT AND WELL BEING

*To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations*



### LIVING OUR CATHOLIC VALUES

*To understand and apply Catholic Teaching to all that we do*



### INSPIRING AND MOTIVATING EMPLOYEES

*To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration*

### PROVIDING STEWARDSHIP OF RESOURCES

*To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources*



### ENHANCING PUBLIC CONFIDENCE

*To create enhanced, regular communication with all stakeholders*

### ACHIEVING EXCELLENCE IN GOVERNANCE

*To lead and model best practices in Board governance*



<https://www.tcdsb.org/Board/MYSP/Pages/MultiYearStrategicPlan.aspx>

# BOARD LEARNING IMPROVEMENT PLAN

2018 - 2021

TORONTO CATHOLIC SCHOOL BOARD

80 Sheppard Ave East

Toronto, ON M2N 6E8

Phone (416) 222-8282

[www.tcdsb.org](http://www.tcdsb.org)

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5

B: Curriculum, Teaching and Learning: A Focus on Assessment Practices

6

C: Pathways, Planning and Programming: Student Engagement and Well-Being

7

D: School and Classroom Leadership: Professional Learning,  
Collaboration, and Engagement

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### APPENDIX A: K-12 SCHOOL EFFECTIVENESS FRAMEWORK

9

### APPENDIX B: RESOURCES

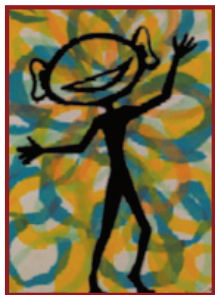
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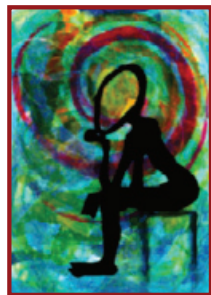
## A CATHOLIC SCHOOL GRADUATE IS EXPECTED TO BE:



A DISCERNING BELIEVER



AN EFFECTIVE COMMUNICATOR



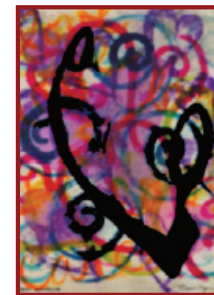
A REFLECTIVE, CREATIVE  
AND HOLISTIC THINKER



A SELF-DIRECTED, RESPONSIBLE,  
LIFELONG LEARNER



A COLLABORATIVE CONTRIBUTOR



A CARING FAMILY MEMBER



A RESPONSIBLE CITIZEN

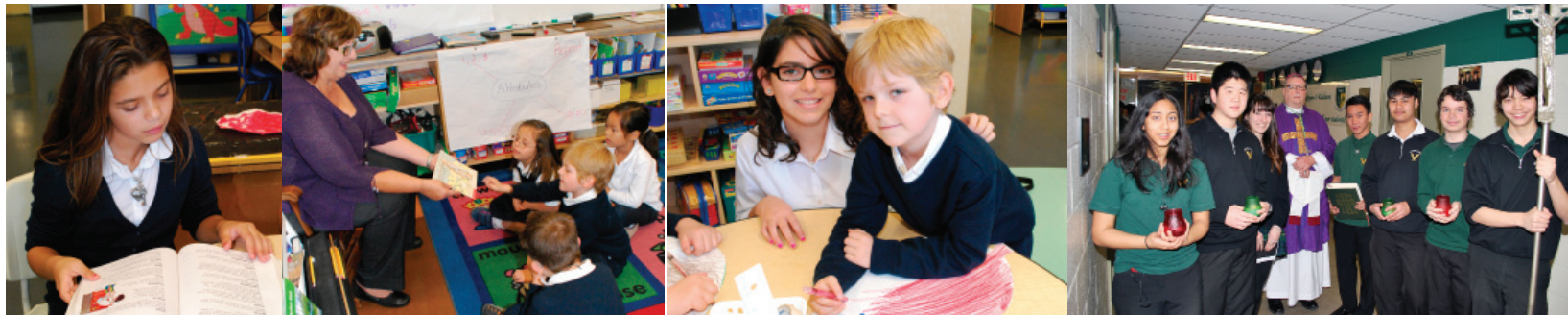
## BOARD LEARNING IMPROVEMENT PLAN 2018 - 2021

It is a Ministry of Education requirement that all Ontario school boards create a **Board Learning Improvement Plan (BLIP)** to guide their System Improvement Learning Cycle. The Board Learning Improvement Plan is a living document that guides, supports and focuses our collective work in classrooms, schools, and the board, to promote student achievement and well-being.

The Board Learning Improvement Plan reflects the **VISION** for education in Ontario, which is to support every child and reach every student through the following priorities:

- **Achieving Excellence: High levels of expectations**
- **Ensuring Equity**
- **Promoting Well-being**
- **Enhancing Public Confidence**

The **2018-2021 Board Learning Improvement Plan** builds on our successes in literacy, numeracy and improved graduation rates within the TCDSB, focusing on the areas that require the most attention. Our plan is informed by a wide range of Ministry, TCDSB and other foundational resources (see Appendix B).





Aligned with the [TCDSB Multi-Year Strategic Plan](#) (2016 - 2021), and informed by the Ontario Ministry of Education foundational strategies and the School Effectiveness Framework (Appendix A), the Board Learning Improvement Plan has four **AREAS OF FOCUS**, all of which support our strategic direction to **FOSTER STUDENT ACHIEVEMENT AND WELL-BEING**:

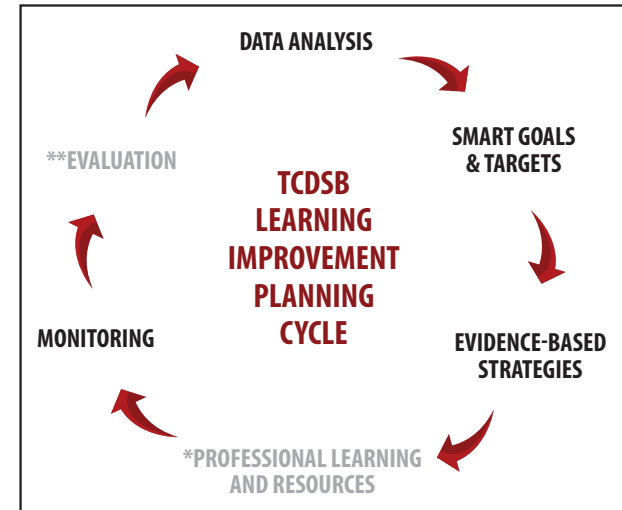
- A. **HOME, SCHOOL AND PARISH: Nurturing our Catholic Community**
- B. **CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES**
- C. **PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING**
- D. **SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION AND ENGAGEMENT**



## The TCDSB Learning Improvement Planning Cycle

The TCDSB Learning Improvement Planning Cycle is used at the Board and School level to improve student learning and achievement:

- **Data Analysis** identifies key areas of strength and need (2017 - 2018 baseline).
- **SMART (Specific, Measurable, Achievable, Realistic and Time-bound) Goals and Targets** are informed by areas of need, building on strengths.
- **Evidence-based Strategies** include classroom strategies and professional learning opportunities.
- **Monitoring** provides a framework for *ongoing* feedback using measurement tools and identifying responsibility.



### \*Professional Learning and Resources:

**Board:** The Annual TCDSB Professional Learning Plans outline K-12 professional learning opportunities and supporting resources for teachers. These documents are revised annually and presented to the Board in November.

**School:** School teams, supported by the central resource staff, collaboratively develop professional learning plans with superintendents. These plans are revised annually and posted on the school website by the end of October.

### \*\*Evaluation:

**Board:** The Annual Board Learning Improvement Plan Report Back occurs annually in October.

**School:** The school professional learning plan is evaluated at the end of each school year.

## TCDSB Board Learning Improvement Plan Report Back: OVERVIEW

The following structure will be used for the Annual Board Learning Improvement Plan Report Back in October.

**SMART GOAL**

**EVIDENCE**

**NEXT STEPS**



The status of each goal will be reported using the following scale:



- On Target    On Track
- Monitor    On Track but requires additional support
- Action Required    Not on track

## TCDSB System-wide Surveys




Comprehensive surveys that are administered system-wide will be referenced throughout the document.



	PANEL	SURVEY	SCOPE	N in 2018-2019
<b>STUDENT VOICE</b>	<b>Elementary</b>	Safe and Caring Catholic School Climate	All Grade 6 and 8 students	10,707
	<b>Secondary</b>	Student Transition	Sample of Grade 9 students	3,502
		My School My Voice	Sample of Grade 10 and 12 students	5,309
		Safe Schools	Sample of Grade 9 to 12 students	5,072
<b>TEACHER</b>	<b>Elementary</b>	Teacher Voice	All teachers	1,019
	<b>Secondary</b>	Teacher Voice	All teachers	619
<b>ADMINISTRATOR</b>	<b>Elementary</b>	Administrator Voice	All principals and vice-principals	177
	<b>Secondary</b>	Administrator Voice	All principals and vice-principals	48
<b>PARENT/GUARDIAN</b>	<b>Elementary &amp; Secondary</b>	Parent/Guardian Voice	All parents or guardians	3,405





<b>A HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY</b>		
SMART GOALS	2018-2019 EVIDENCE	2019-2020 NEXT STEPS
<p><b>1. Initiatives that promote Catholic values</b></p> <p><b>By June 2021, there will be increased engagement in centrally developed initiatives that promote Catholic values:</b></p> <p>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): 58% to 70%</p> <p>Attendance at events and initiatives</p> <ul style="list-style-type: none"> <li>A Catholic Call To Serve: 75% to 80% of secondary schools</li> <li>Province Wide Mass/Peace Walk: 75% to 80% of secondary schools</li> <li>Retreats <ul style="list-style-type: none"> <li>Principal: 84% to 90%</li> <li>Vice Principal: 63% to 75%</li> <li>Business Leaders: 38% to 50%</li> </ul> </li> <li>Growing in Faith, Growing in Christ, Elementary Religious Education program: 2018 - 2019 baseline</li> </ul> <p><b>2. School-parish connections</b></p> <p><b>By June 2021, positive response on survey questions related to school-parish connections will increase in:</b></p> <p>Parent Voice Survey</p> <ul style="list-style-type: none"> <li>72% to 80%</li> </ul> <p>Student Voice and Teacher Voice Survey</p> <ul style="list-style-type: none"> <li>2018-2019 baseline <b>NEW</b></li> </ul>	<p><b>1. Initiatives that promote Catholic values</b></p> <p>School submissions for culminating celebrations: 75%</p> <p>Attendance at events and initiatives</p> <ul style="list-style-type: none"> <li>A Catholic Call To Serve: 75% of secondary schools</li> <li>Province Wide Mass/Peace Walk: 75% of secondary schools</li> <li>Retreats <ul style="list-style-type: none"> <li>Principal: 80%</li> <li>Vice Principal: 65%</li> <li>Business Leaders: 30%</li> </ul> </li> <li>Growing in Faith, Growing in Christ, Elementary Religious Education program: 80%</li> </ul> <p><b>2. School-parish connections</b></p> <p><b>Survey questions:</b></p> <p>My child's school is working closely with the parish.</p> <p>There is a strong connection between school, home and parish</p> <ul style="list-style-type: none"> <li>Parent Voice: 74%</li> </ul> <p>My school, home and parish work together <b>NEW</b></p> <ul style="list-style-type: none"> <li>Student Voice: Elementary 77%; Secondary 57%</li> </ul> <p>Our school community works closely with our school/local parish <b>NEW</b></p> <ul style="list-style-type: none"> <li>Teacher Voice: Elementary 86%; Secondary 72%</li> <li>Administrator Voice: Elementary 93%; Secondary 77%</li> </ul> <p><b>Status</b></p> <p><b>1. Initiatives that promote Catholic values</b> </p> <p><b>2. School-parish connections</b> </p> <p><b>Explanation if goals not met</b></p> <ul style="list-style-type: none"> <li>Need for additional support and time</li> <li>Retreat dates conflicted with other system initiatives</li> </ul>	<p><b>Nurturing Our Catholic Community Pastoral Plan 2018-2021</b></p> <ul style="list-style-type: none"> <li>Field Superintendents and Administrators will encourage staff and student engagement in faith development with a focus on the Pastoral Plan</li> <li>Provide in-services for elementary, "Growing in Faith, Growing in Christ" and continue to provide support and resources for secondary</li> <li>Central staff will review existing connections between parishes and schools and consider ways to strengthen</li> <li>Add items to Administrator Voice Survey regarding participation in retreats</li> <li>Large Business Council will consider ways to address retreat participation challenge</li> </ul> <p><b>Communication and alignment</b></p> <ul style="list-style-type: none"> <li>Central staff will communicate BLIP connection to professional learning initiatives</li> <li>Administrators will make more explicit connections between monthly values and school related activities</li> <li>Central staff will support principals and schools based on their urgent critical learning needs as related to NCC, Pastoral Plan and curriculum</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>Field superintendents will implement the BLIP (Dialogue Guide and Summary Template) and present twice per year at Education Council</li> <li>School Administrators, Central Staff, and Teachers will use the Dialogue Guides to support monitoring of the BLIP</li> </ul>

## AREA OF FOCUS

<b>B CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES</b>		
SMART GOALS	2018-2019 EVIDENCE	2019-2020 NEXT STEPS
<p><b>1. Student Achievement</b></p> <p><b>By June 2021, student achievement in literacy and numeracy will improve in:</b></p> <p><b>EQAO</b></p> <ul style="list-style-type: none"> <li>Students achieving Levels 3 / 4               <ul style="list-style-type: none"> <li>Primary Reading 75% to 81%, Writing 75% to 81%, Math 58% to 64%</li> <li>Junior Reading 79% to 85%, Writing 81% to 87%, Math 47% to 53%</li> <li>Grade 9 Applied Math 49% to 55%</li> </ul> </li> <li>Students successful:               <ul style="list-style-type: none"> <li>OSSLT Applied English: 37% to 43%</li> </ul> </li> <li>Students with Special Needs achieving Level 3 / 4               <ul style="list-style-type: none"> <li>Primary Reading 44% to 50%, Writing 51% to 57%, Math 27% to 33%</li> <li>Junior Reading 48% to 54%, Writing: 51% to 57%, Math: 13% to 19%</li> <li>Grade 9 Academic 65% to 70%, Applied Math 36% to 42%</li> </ul> </li> <li>Students with Special Needs successful               <ul style="list-style-type: none"> <li>OSSLT: 46% to 52%</li> </ul> </li> </ul> <p><b>2. Assessment for, as and of learning practices</b></p> <p><b>By June 2021, positive responses on system-wide surveys regarding assessment for, as and of learning practices will increase in:</b></p> <p>Secondary Student Voice Survey</p> <ul style="list-style-type: none"> <li>Timely feedback on how to improve their work, 62% to 75%</li> </ul> <p>Teacher Voice Survey</p> <ul style="list-style-type: none"> <li>Assessment for, as and of learning (based on a range of questions)               <ul style="list-style-type: none"> <li>Elementary 74% - 85% to 80% - 90%</li> <li>Secondary 67% - 76% to 75% - 85%</li> </ul> </li> </ul> <p>Administrator Voice Survey</p> <ul style="list-style-type: none"> <li>Assessment for, as and of learning (based on a range of questions)               <ul style="list-style-type: none"> <li>Elementary 53% - 72% to 60% - 80%</li> <li>Secondary 57% - 76% to 60% - 85%</li> </ul> </li> </ul>	<p><b>1. Student Achievement</b></p> <p><b>EQAO</b></p> <ul style="list-style-type: none"> <li>Students achieving Levels 3 / 4:               <ul style="list-style-type: none"> <li>Primary Reading 76%, Writing 75%, Math 58%</li> <li>Junior Reading 79%, Writing 84%, Math 44%</li> <li>Grade 9 Applied Math 48%</li> </ul> </li> <li>Students successful:               <ul style="list-style-type: none"> <li>OSSLT Applied English: 49%</li> </ul> </li> <li>Students with Special Needs achieving Level 3 / 4               <ul style="list-style-type: none"> <li>Primary Reading 43%, Writing 49%, Math 22%</li> <li>Junior Reading 49%, Writing 57%, Math 12%</li> <li>Grade 9 Academic 63%, Applied Math 37%</li> </ul> </li> <li>Students with Special Needs successful               <ul style="list-style-type: none"> <li>OSSLT: 54%</li> </ul> </li> </ul> <p><b>2. Assessment for, as and of learning practices</b></p> <p><b>Survey questions:</b></p> <p>Timely feedback on how to improve their work</p> <ul style="list-style-type: none"> <li>Student Voice: Elementary 79%; Secondary 63%</li> </ul> <p>Assessment for, as and of learning (based on a range of questions)</p> <ul style="list-style-type: none"> <li>Teacher Voice: Elementary 77% - 86%; Secondary 69% - 79%</li> <li>Administrator Voice: Elementary 59% - 77%; Secondary 52% - 71%</li> </ul> <p>Feedback from focus groups (144 students) <b>NEW</b></p> <ul style="list-style-type: none"> <li>Learning goals and success criteria are used in classes</li> <li>Evidence of inconsistencies in assessment practices</li> </ul> <p><b>Status</b></p> <p><b>1. Student Achievement:</b> Literacy  Numeracy </p> <p><b>2. Assessment for, as and of learning practices</b> </p> <p><b>Explanation if goals not met</b></p> <ul style="list-style-type: none"> <li>Ongoing support and time for effective implementation</li> <li>Alignment of assessment practices in both panels</li> <li>Need to explore resources to meet diverse needs</li> </ul>	<p><b>K-12 Professional Learning Plan</b></p> <ul style="list-style-type: none"> <li>K-12 Principal Meetings will focus on professional learning and student data</li> <li>All schools to take part in professional learning through multi-session collaborative inquiry model (Math and Literacy focus)</li> <li>All schools continue to focus on assessment practices and culturally responsive pedagogy</li> </ul> <p><b>Elementary:</b> Schools will continue to focus on junior math. Extend Math Up pilot schools (K-8) from 16 to 32 schools; Mathology focus in primary</p> <p><b>Grades 7 to 10:</b> Knowledgehook pilot project will be launched for professional learning communities (PLC)</p> <p><b>Secondary:</b> Schools will continue to focus on Grade 9 Applied Math</p> <p><b>Accountability Framework for Special Education</b></p> <ul style="list-style-type: none"> <li>Continued targeted support and increased access to assistive technology for students with Special Needs</li> <li>Consistent with universal design for learning (UDL), employ a wide variety of assessment for, as and of learning strategies to address the unique and varied needs of students with exceptionalities and other students with an IEP</li> </ul> <p><b>Communication and alignment</b></p> <ul style="list-style-type: none"> <li>Central staff will communicate BLIP connection to professional learning initiatives</li> <li>K-12 Principal Meeting Agendas will explicitly identify connections to all 4 areas of BLIP</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>Field superintendents will implement the BLIP (Dialogue Guide and Summary Template) and present twice per year at Education Council; additional "check-ins" to monitor school progress related to SMART goals</li> <li>School Administrators, Central Staff, and Teachers will use the Dialogue Guides to support monitoring of the BLIP</li> </ul>

C PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING		
SMART GOALS	2018-2019 EVIDENCE	2019-2020 NEXT STEPS
<p><b>1. Pathways Programming</b></p> <p><b>By June 2021, there will be an increase in the level of participation in Pathways Programming:</b></p> <p>SHSM (Grade 11 and 12 students): 14% to 25%</p> <p>Dual Credit usage of allocations (filling allocations): 56% to 70%</p> <p>Central co-op placements: 160 to 210 students</p> <p>OYAP: 465 to 495 students</p> <p>Experiential Learning: 35 to 70 school projects</p> <p><b>2. Student engagement and well-being</b></p> <p><b>By June 2021, there will be an increase in usage of online tools that promote students' understanding of themselves as learners:</b></p> <p>All About Me: Primary Division: 3% to 15%; Junior Division: 9% to 20%</p> <p>myBlueprint: Elementary 57% to 70%; Secondary 52% to 70%</p> <p><b>By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners and well-being:</b></p> <p>Students build on experiences to explore and reflect upon interests, strengths, skills and education and career/life aspirations</p> <ul style="list-style-type: none"> <li>Teacher Voice surveys: Elementary 69% to 75%; Secondary 72% to 80%</li> <li>Administrator Voice surveys: Elementary 60% to 70%; Secondary 81% to 90%</li> </ul> <p><b>By June 2021, there will be an increase in positive responses regarding Secondary students' self image (based on a range of questions):</b></p> <p>Student Voice surveys: 2018-2019 baseline <b>NEW</b></p> <p>Grade 3 to Grade 5 Student Voice surveys: 2018-2019 baseline <b>NEW</b></p> <p><b>By June 2021, there will be an increase in "Stop the Stigma" Mental Health and Well-being initiative from 34 to 80 elementary schools.</b></p>	<p><b>1. Pathways Programming</b></p> <p>Participation:</p> <ul style="list-style-type: none"> <li>SHSM (Grade 11 and 12 students): 16%</li> <li>Dual Credit usage of allocations (filling allocations): 82%</li> <li>Central co-op placements: 250 students</li> <li>OYAP: 437 students</li> <li>Experiential Learning: 68 school projects</li> </ul> <p><b>2. Student engagement and well-being</b></p> <p><b>Usage of online tools that promote students' understanding of themselves as learners:</b></p> <ul style="list-style-type: none"> <li>All About Me: Primary Division: 4%; Junior Division: 14%</li> <li>myBlueprint: Elementary 76%; Secondary 57%</li> </ul> <p><b>Students' understanding of themselves as learners and well-being:</b></p> <p><i>Students build on experiences to explore and reflect upon interests, strengths, skills and education and career/life aspirations:</i></p> <ul style="list-style-type: none"> <li>Teacher Voice: Elementary and Secondary 74%</li> <li>Administrator Voice: Elementary 64%; Secondary 79%</li> </ul> <p><b>Students' self image (based on a range of questions <b>NEW</b>)</b></p> <ul style="list-style-type: none"> <li>Elementary Student Voice: 59% - 69%; Grade 4 Student Voice: 61% - 75%</li> <li>Secondary Student Voice: 51% - 62%</li> </ul> <p><b>Mental Health and Wellbeing Initiative</b></p> <ul style="list-style-type: none"> <li>"Stop the Stigma" initiative expanded to 54 elementary schools</li> </ul>	<p><b>Pathways Programming</b></p> <p>Central staff will continue to:</p> <ul style="list-style-type: none"> <li>Offer centrally organized SHSM promotion days for Grade 10 Career Studies students to inform them of the various pathways programs available in their school community</li> <li>Engage school teams in new SHSM programs to meet the needs of their students</li> <li>Work with Elem. Guidance Counsellors, Principals and myBlueprint staff to develop strategies that motivate and encourage teachers to implement All About Me in Primary/Junior Grades</li> <li>Work with Guidance Counsellors and Principals to ensure that all Gr. 8 and 12 students have access and opportunity to complete the Exit Survey on myBlueprint</li> </ul> <p><b>Student Mental Health Well-Being Strategy, 2019-2022</b></p> <ul style="list-style-type: none"> <li>Central staff will implement the strategy (e.g., school well-being teams, social-emotional programs, professional development, further expand Stop the Stigma)</li> <li>Central staff to implement a revised Grade 4 survey in the areas of student engagement and well-being</li> </ul> <p><b>Communication and alignment</b></p> <ul style="list-style-type: none"> <li>Central staff will communicate BLIP connection to professional learning initiatives</li> <li>K-12 Principal Meeting Agendas will explicitly identify connections to all 4 areas of BLIP</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>Field superintendents will implement the BLIP (Dialogue Guide and Summary Template) and present twice per year at Education Council</li> <li>School Administrators, Central Staff, and Teachers will use the Dialogue Guides to support monitoring of the BLIP</li> </ul>
	<p><b>Status</b></p> <p><b>1. Pathways Programming</b> </p> <p><b>2. Engagement and Well-being</b> </p>	
	<p><b>Explanation if goals not met</b></p> <ul style="list-style-type: none"> <li>Need to improve communication regarding availability of technology and other resources</li> <li>Mental Health Strategy is at the initial implementation stage</li> </ul>	

## AREA OF FOCUS

D SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT			
SMART GOALS	2018-2019 EVIDENCE	2019-2020 NEXT STEPS	
<b>1. Inquiry-based professional learning, staff collaboration and engagement</b>  <b>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:</b>  Teacher Voice surveys (based on a range of questions): 65% - 75% to 70% - 80%  Administrator Voice surveys (based on a range of questions): 55% - 70% to 65% - 80%  Evidence of participation in job-embedded collaborative inquiry will be shared by field superintendents, administrators, central special services and curriculum staff, and classroom teachers (e.g., artefacts, student work, presentations, SO visits, student data, feedback forms): 2018 - 2019 baseline  <b>2. Staff well-being</b>  <b>By June 2021, there will be an increase in positive responses regarding staff well-being:</b>  Teacher Voice (based on a range of questions): 55% - 57% to 65% - 70%  Administrator Voice (based on a range of questions): 33% - 40% to 50% - 65%  Classroom Support Staff Voice: 2018-2019 baseline	<b>1. Inquiry-based professional learning, staff collaboration and engagement</b>  Survey (based on a range of questions) <ul style="list-style-type: none"><li>Teacher Voice: 66% - 82%</li><li>Administrator Voice: 60% - 73%</li></ul> Participation in job-embedded collaborative inquiry: <ul style="list-style-type: none"><li>Field superintendents piloted two monitoring tools <b>NEW</b><ul style="list-style-type: none"><li>Dialogue Guide and Summary Template: (notes and evidence in each of the 4 areas of the BLIP)</li><li>Dialogue Guides to support monitoring of the BLIP were also developed for School Administrators, Central Staff, and Teachers</li></ul></li><li>Administrators participated in one Ignite talk and one Mid-Point check with the following elements: urgent critical learning need, SMART goals, strategies, evidence, next steps to address challenges, professional learning needs</li><li>Evidence of job-embedded collaborative inquiry and monitoring of marker students was not strong in all schools</li></ul> <u>Common feedback Forms</u> <b>NEW</b>  Central resource teachers collected feedback on professional learning sessions: <ul style="list-style-type: none"><li><u>Single/First session</u> (85 sessions in total; 2680 forms completed): Over 90% agreed they would integrate what they learned into their planning and instruction and would recommend the session to a colleague</li><li><u>Multi-session</u> (9 sessions in total; 262 forms completed): nearly 85% agreed that their teaching/instruction changed, and they observed a change in student learning/achievement as a result of the professional learning</li></ul> June 2019, central resource staff reviewed summaries of common feedback forms collaboratively to identify what was learned and planned for 2019-2020  <b>2. Staff well-being</b> Data not available, to be included in TCDSB Workforce Census November 2019 <b>NEW</b>	<b>Inquiry-based professional learning</b>  Central staff will support all TCDSB schools through differentiated professional learning in the form of multi-session collaborative inquiries  Principals will lead School Learning Teams, with the support of central staff. School administrators will continue to prepare midpoint and year-end report back presentations. K-12 monthly principal meetings will focus on professional learning (with some school improvement team participation)  Central staff will use common feedback forms for all centrally provided professional learning  Data collected from common feedback forms to be collated and reviewed by central staff for future planning  <b>Staff Well-Being</b> <ul style="list-style-type: none"><li>Staff Well-Being Committee was formed and is drafting the Staff Well-Being Strategy</li><li>TCDSB Workforce Census</li></ul> <b>Communication and alignment</b> <ul style="list-style-type: none"><li>Central Staff will communicate BLIP connection to professional learning initiatives</li><li>K-12 Principal Meeting Agendas will explicitly identify connections to all 4 areas of BLIP</li></ul> <b>Monitoring</b> <ul style="list-style-type: none"><li>Field superintendents will implement the BLIP (Dialogue Guide and Summary Template) and present twice per year at Education Council</li><li>School Administrators, Central Staff, and Teachers will use the Dialogue Guides to support monitoring of the BLIP</li></ul>	
	<b>Status</b> <b>1. Inquiry-based professional learning, staff collaboration and engagement</b>  <b>2. Staff well-being</b> 		
	<b>Explanation if goals not met</b> <ul style="list-style-type: none"><li>Content and format of professional learning needs refinement</li><li>Alignment, collaboration and outreach</li><li>Ongoing support and time for effective implementation</li></ul>		



**Assessment for, as and of Learning**

- 1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.
- 1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.
- 1.3 Students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria.
- 1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.
- 1.5 Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario curriculum and/or Individual Education Plan (IEP)
- 1.6 Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps.
- 1.7 Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning.

**School and Classroom Leadership**

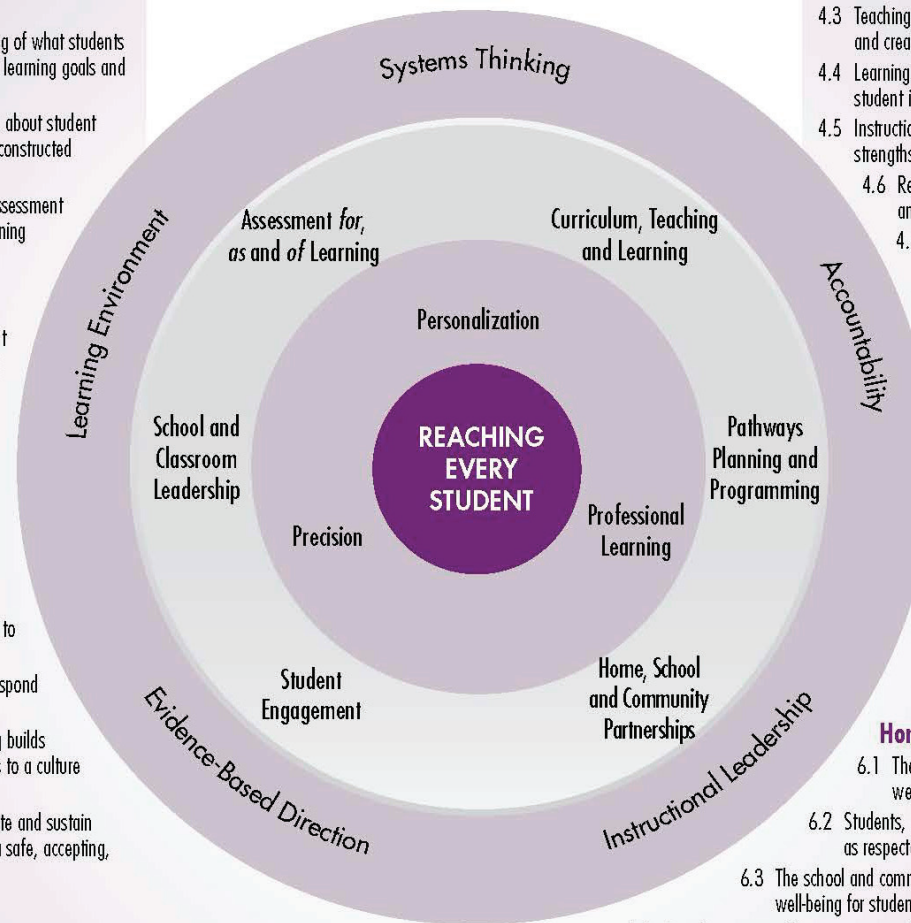
- 2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.
- 2.2 Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.
- 2.3 Organizational structures are coherent, flexible and respond to the needs of students.
- 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- 2.5 Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.

**Student Engagement**

- 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.
- 3.2 Students' stated priorities that reflect the diversity, needs and interests of the student population are embedded in School Improvement Plans (SIPs).
- 3.3 Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population.
- 3.4 Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship.

## K-12 School Effectiveness Framework

### A support for school improvement and student success

**Curriculum, Teaching and Learning**

- 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.
- 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
- 4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.
- 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.
- 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- 4.6 Resources for students are relevant, current, accessible, inclusive and monitored for bias.
- 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs, and well-being.

**Pathways Planning and Programming**

- 5.1 Comprehensive education and career/life planning programs meet the learning needs, interests and aspirations of all students.
- 5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms, schools and community programs.
- 5.3 Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available.
- 5.4 Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.

**Home, School and Community Partnerships**

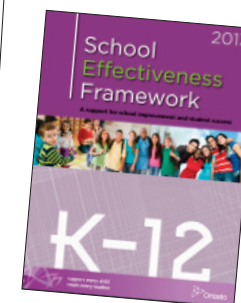
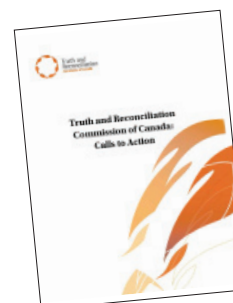
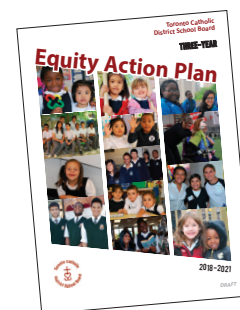
- 6.1 The School Council has a meaningful role in supporting learning, well-being and achievement for students.
- 6.2 Students, parents and community members are engaged and welcomed as respected, valued partners in student learning.
- 6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.
- 6.4 Learning opportunities, resources and supports are provided to help parents support student learning and have productive ongoing parent-teacher-student conversations.

2013

## TCDSB Board Learning Improvement Plan: RESOURCES

The following **RESOURCES** have informed our plan:

- [TCDSB Equity and Inclusive Education \(2018 - 2021\)](#)
- [Focusing on the Fundamentals of Math \(2018\)](#)
- [Mental Health and Well-Being Strategy \(2015-2018\)](#)
- [Truth and Reconciliation Commission: Calls to Action \(2015\)](#)
- [Achieving Excellence: A renewed Vision for Education in Ontario \(2014\)](#)
- [Promoting Well-Being in Ontario's Education System \(2014\)](#)
- [School Effectiveness Framework \(2013\)](#)
- [Creating Pathways to Success \(2013\)](#)
- [Ontario Catholic School Graduate Expectations \(2011\)](#)
- [Growing Success \(2010\)](#)
- [Supporting English Language Learners \(2008\)](#)
- [Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs \(2005\)](#)



**NOTES:**







**TORONTO CATHOLIC DISTRICT SCHOOL  
BOARD TRUSTEES 2019 - 2020**

**Wards**

1. Joseph Martino	416-512-3401
2. Markus de Domenico	416-512-3402
3. Ida Li Preti	416-512-3403
4. Teresa Lubinski	416-512-3404
5. Maria Rizzo	416-512-3405
6. Frank D'Amico	416-512-3406
7. Mike Del Grande	416-512-3407
8. Garry Tanuan	416-512-3408
9. Norm Di Pasquale	416-512-3409
10. Daniel Di Giorgio	416-512-3410
11. Angela Kennedy	416-512-3411
12. Nancy Crawford	416-512-3412
Taylor Dallin, Student Trustee	416-512-3413
Kathy Nguyen, Student Trustee	416-512-3417

**Rory McGuckin**, Director of Education  
**Maria Rizzo**, Chair of the Board

80 Sheppard Avenue East,  
Toronto, Ontario M2N 6E8  
Phone: 416-222-8282  
[www.tcdsb.org](http://www.tcdsb.org)

**SEPTEMBER 2019**



## REPORT TO

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

## ANNUAL INFORMATION REPORT ON THE INTERNATIONAL LANGUAGES ELEMENTARY (ILE) PROGRAM FOR 2018-2019

*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
September 23, 2019	October 2, 2019	<a href="#">Click here to enter a date.</a>

L. Di Marco, Superintendent of Curriculum Leadership & Innovation; Academic ICT  
P. De Cock, Comptroller of Business Services  
M. Sequeira, Coordinator of International Languages, Parent Engagement & Community Relations

## 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

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

As a Catholic and inclusive learning organization, the Toronto Catholic District School Board is committed to fostering and supporting student achievement and well-being by providing students with opportunities to enrich their learning. In 2018-2019, the TCDSB offered elementary students the opportunity to learn an international language during the school day, after school or on the weekends.

This report provides an overview of the International Languages Elementary (ILE) program delivery models for the 2018-2019 academic year. In addition, Appendix A provides a statistical and financial overview of the ILE programs.

*The cumulative staff time required to prepare this report was 15 hours*

## **B. PURPOSE**

1. This report is submitted in compliance with mandatory reporting requirements of a motion, made on October 6, 2016, that an annual information report on the International Languages Elementary (ILE) program be added to the rolling calendar.

## **C. BACKGROUND**

1. Up to September 2018, the ILE integrated day program was offered in an extended school day delivery model, during which the regular 5-hour (300-minute) school day was extended by 30 minutes, for a total of 330 minutes. This delivery format required teachers in ILE schools to work 30 minutes longer than their colleagues in non-ILE schools.
2. In the academic year of 2018-2019, due to language appearing in the collective agreement with TECT and an arbitration ruling regarding the ILE program, the program could not be delivered in an extended day format. This necessitated the delivery of the ILE program to be changed from an extended model to an integrated model during the regular 300-minute instructional day.

3. As a result of a motion approved by the Board of Trustees and a subsequent request to the Ministry, the Minister of Education:
  - confirmed conditional approval for the ILE program to be delivered for the academic year of 2018-2019;
  - approved an integrated day delivery model in which the program was to be delivered for 30 minutes, 4 times per week, within the 5-hour (300-minute) instructional day; and
  - provided one-time transitional funding of \$3.6M.
4. For the academic year of 2018-2019, the ILE after-hour programs continued to be delivered 2½ hour sessions over 30 weeks. The majority of the programs were offered on Saturday mornings. However, one program was offered on Sundays, and two programs were offered on Tuesdays after school.
5. In 2018-2019 the ILE programs were highlighted, celebrated and promoted through:
  - the TCDSB Communication and ILE Department;
  - the International Languages' Educators Association of Ontario (ILEA) Annual Spring Conference, hosted at the CEC;
  - TCDSB Heritage Day Celebrations;
  - celebrations, concerts and plays in ILE schools;
  - end-of-the-year graduations and celebrations in the after-hour programs;
  - literary contests, in collaboration with Centro Scuola and the Federation of Portuguese Canadian Business and Professionals;
  - the Festa della lingua Italiana;
  - the 70<sup>th</sup> Anniversary of Polish Language Instruction at St. Casimir Church;
  - a TCDSB day of celebration held at Queens Park;
  - local radio stations such as CHIN, Camões and Ondas Hispanas;
  - through posters and information sent to all Elementary schools to be included in the May, June and September newsletters and in the Welcome-to-Kindergarten bags; and
  - community centres and parishes.

In addition, in response to a Board of Trustee request, the Communications and ILE Department developed a new campaign to highlight the value and broad

appeal of the ILE program in our school communities. The campaign launch was planned for the spring, but it has been delayed to the fall of 2019.

## **D. METRICS AND ACCOUNTABILITY**

1. The ILE integrated day program was offered in 44 TCDSB elementary schools to 19,597 students.
2. In 2018-2019, the TCDSB offered the following international languages in the integrated day delivery model: Italian, Portuguese, Ukrainian, Filipino, and Mandarin.
3. In 2018-2019, the ILE after-hour programs were offered in thirty-three (33) centres. Twenty-six (26) centres were located in TCDSB schools, while seven (7) centres were located in non-TCDSB sites.
4. In 2018-2019, 4,582 students learned the following international languages in the after-hour delivery model: Arabic, Armenian, Cantonese, Chaldean, Croatian, Filipino, Hungarian, Igbo, Italian, Korean, Lithuanian, Latin, Malayan, Mandarin, Polish, Portuguese, Spanish, Tamil, and Tigrinya.
5. The ILE Department conducted a two-year review, in 2017-2018 and 2018-2019 of the ILE after-hour programs to assess the effectiveness of program delivery and the effectiveness of operational procedures. Here are some key observations on student enrolment that were noted over the two-year review:

5.1 After Hour Programs that maintained or increased student enrolment were centres that:

- had a student enrolment of 150 or greater;
- ran as heritage language programs where the ILE language selected was the mother tongue of one or both parents;
- were located in an area where there was a significant population of families who were fluent in the ILE language offered;
- had a large number of student enrolment in one language;

- were able to offer single or combine grade classes with no more than two grades per class; and,
- had a high level of parental and community engagement.

## 5.2 Declining or inconsistent student enrolment occurred in centres that:

- began with 4 classes or fewer;
- offered multiple languages, but only had enough students to offer one class per language;
- did not have sufficient student enrolment to create multiple classes of one language, thus resulting in having multiple grades in one class (i.e., one class could potentially have students ranging from junior kindergarten to grade 8);
- the community experienced a change in demographics and the language offered was not reflective of the changed demographics or parent interest in third language acquisition;
- competition for student enrolment with privately run centres; and,
- lost student enrolment, mainly after grade 5, as a result of competing extra-curricular weekend activities and/or lack of student interest.

6. The 2018-2019 detailed budget for the ILE programs for both the integrated day and the after-hour delivery models is reported in Appendix A. The following are some key highlights from Appendix A:

6.1 The total budget for the ILE programs was \$5,851,108.

6.2 Despite the \$3.6M provided by the Ministry, the Board incurred a total funding shortfall in the amount of \$942,245.

6.3 The ILE after-hour programs incurred a financial short fall of \$227,232, as a result of the operational costs of running multiple centres and smaller centres with three or fewer classes.

6.4 Operating classes that are well below the Board average of twenty-five (25), could potentially have an adverse effect on the Ministry imposed aggregate of 23 students per class, which would result in reduced future funding.

## **E. CONCLUDING STATEMENT**

This report is for the information and consideration of the Board

# Appendix A - International Languages Elementary (ILE) Budget 2018-2019

As at August 28, 2019

International Languages Program		2018-2019 PRELIMINARY-ACTUAL (Pre-Audit)		
Cost Element (CE)	Description	YTD Preliminary Actuals 2018/19	Integrated Day Program	After-Hours Program
<b>GRANT &amp; OTHER REVENUES</b>				
(a)	Enrolment (Pupil Count over 2 Semesters)	4,862	-	4,862
(b)	<i>Avg. Class Size</i>	23.6	-	23.6
(a) / (b)	<i># of Classes (over 2 Semesters)</i>	206	0	206
(A)	Projected Hours of Instruction	15,460	0	15,460
(B)	Grant per Pupil	57	-	57
(A) x (B)	<b>Total Calculated Grant</b>	<b>874,108.40</b>	<b>-</b>	<b>874,108.40</b>
	<b>Revenue from Centro Scuola</b>	<b>170,000</b>	<b>136,825</b>	<b>33,175</b>
	<b>Revenue from Consulate General Portugal</b>	<b>37,523</b>	<b>30,200</b>	<b>7,322</b>
<b>Subtotal - Grant &amp; Other Revenues</b>		<b>1,081,631</b>	<b>167,025</b>	<b>914,606</b>
<b>EXPENDITURES</b>				
11000	Caretaking Salary - Weekends	181,100		181,100
11200	Secretaries & Tech Salary	61,018	-	61,018
19200	International Lang- Extended Day	3,550,770	3,550,770	-
19200	International Lang- Hrly rated Instructors (After Hours)	697,983	-	697,983
19201	International Lang - Supply Instructors	186,617	155,960	30,657
<b>Subtotal - Salaries</b>		<b>4,677,488</b>	<b>3,706,730</b>	<b>970,758</b>
21000	Benefits - Caretaking - Weekends	54,331	-	54,331
21200	Benefits - Secretaries & Tech	14,936	-	14,936
29200	Benefits - Int'l Lang. - Extended Day	999,311	999,311	-
29200	Benefits - Int'l Lang. - Hrly rated Instructors (After Hours)	77,950	-	77,950
<b>Subtotal - Benefits</b>		<b>1,146,528</b>	<b>999,311</b>	<b>147,217</b>
<b>Subtotal - Salaries &amp; Benefits</b>		<b>5,824,016</b>	<b>4,706,041</b>	<b>1,117,975</b>
32000	Text Books-Intern. Languages	188	-	188
33000	Stationary & Supplies	11,362	-	11,362
33500	Printing & Photocopying - Instructional	11,347	-	11,347
36100	Car Expenses - Mileage	4,195	3,229	966
<b>Subtotal - Other Expenses</b>		<b>27,092</b>	<b>3,229</b>	<b>23,863</b>
<b>Total Expenditures</b>		<b>5,851,108</b>	<b>4,709,270</b>	<b>1,141,838</b>
<b>Program Surplus/(Deficit)</b>		<b>(4,769,477)</b>	<b>(4,542,245)</b>	<b>(227,232)</b>
<b>2018-19 One-Time PPF (Priorities &amp; Partnership Funding)</b>		<b>3,600,000</b>	<b>3,600,000</b>	<b>0</b>
<b>Net Surplus/(Deficit) after one-time funding</b>		<b>(1,169,477)</b>	<b>(942,245)</b>	<b>(227,232)</b>





## REPORT TO

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

## EDUCATION QUALITY AND ACCOUNTABILITY (EQAO) PRIMARY DIVISION, JUNIOR DIVISION, GRADE 9 AND OSSLT ASSESSMENT RESULTS

*“An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge.” Proverbs 18:15*

### Created, Draft

September 23, 2019

### First Tabling

October 2, 2019

### Review

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

M. Artuso, Research Associate, Educational Research

M. Vanayan, Senior Coordinator, Educational Research

L. DiMarco, Superintendent of Curriculum, Leadership and Innovation

G. Iuliano Marrello, Superintendent of Student Success

## INFORMATION REPORT

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Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report summarizes the results of Toronto Catholic District School Board (TCDSB) student achievement on the 2018-2019 EQAO Assessments of Reading, Writing and Mathematics, Primary Division and Junior Division, the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT). Overall, Board scores remain strong at or above 75% in Primary and Junior reading and writing, Grade 9 academic mathematics and OSSLT. Primary reading, Primary writing, and Junior writing results for the Board are above provincial results. In mathematics, Primary, Junior and Grade 9 applied results remain low both in the Board and Province. Grade 9 applied results in the Board are relatively the same as the previous year, and are above the Province.

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

## **B. PURPOSE**

1. This report presents Provincial and Board results on the Education Quality and Accountability Office (EQAO) Primary Division, Junior Division, Grade 9 Assessments and the OSSLT. School and Board results from all assessments are released on September 25, 2019.

## **C. BACKGROUND**

### **1. Administration of Assessments**

The Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6) are administered to:

- all Ontario students at the end of the primary division (Grade 3) and, at the end of the junior division (Grade 6).

The Grade 9 Assessment of Mathematics is administered to:

- all Ontario students who are working toward their Grade 9 academic or applied mathematics credit.

Grade 9 students in the first-semester mathematics courses take the test in January; students in the second-semester or full-year mathematics courses take the test in June.

The OSSLT is administered to:

- all Grade 10 Ontario students working towards an Ontario Secondary School Diploma (OSSD) at the end of March or early April.

Successful completion of the OSSLT is a requirement for the OSSD.

2. **What is measured?**

All assessments measure cumulative knowledge and skills and are based on the Ontario Curriculum.

3. **Reporting**

Primary, Junior and Grade 9 Assessments

- the province's four levels of achievement
- the provincial standard is Level 3, which corresponds to a 70 to 79 per cent.

OSSLT

- “successful” or “unsuccessful”.

4. The EQAO assessments help to identify trends in student learning at the school, board and provincial levels, inform improvement planning, and strengthen accountability.

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

### **1. PRIMARY DIVISION STUDENT RESULTS OVER TIME for TCDSB and Ontario**

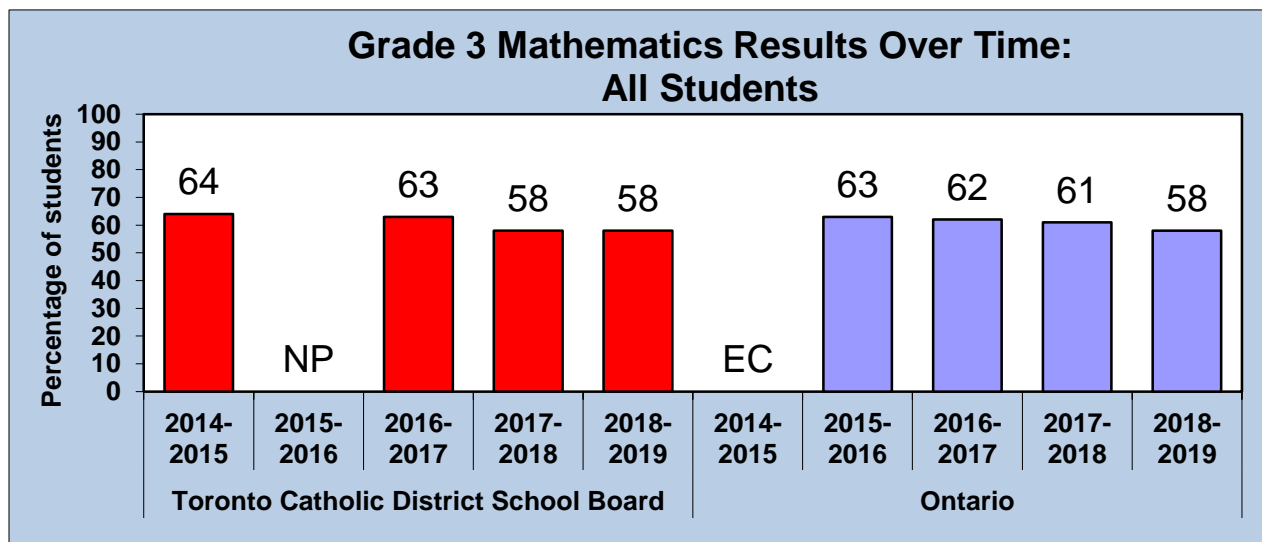
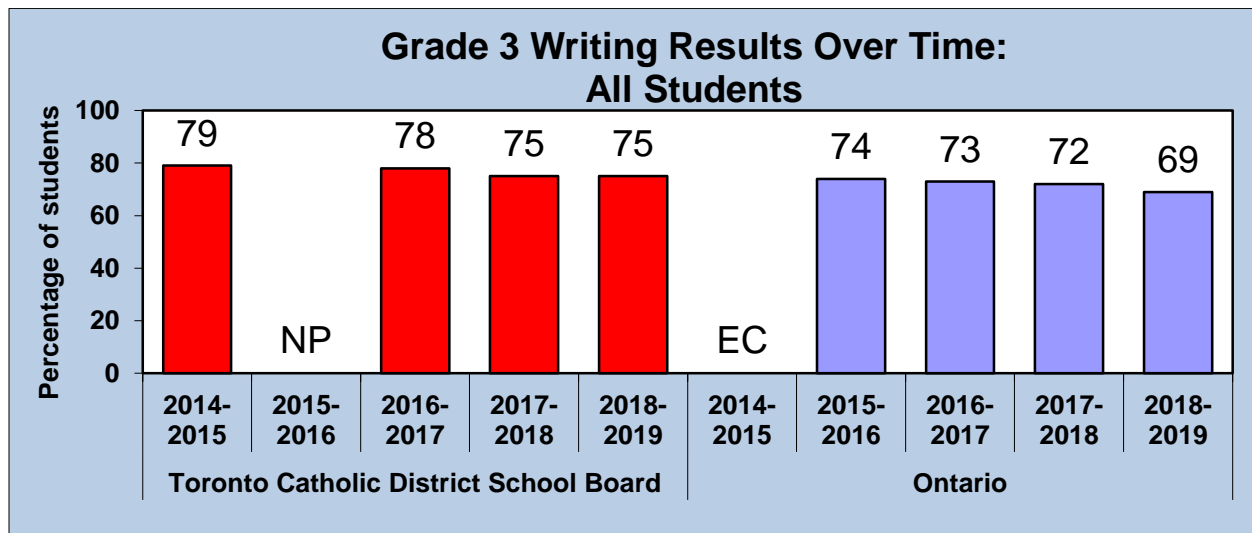
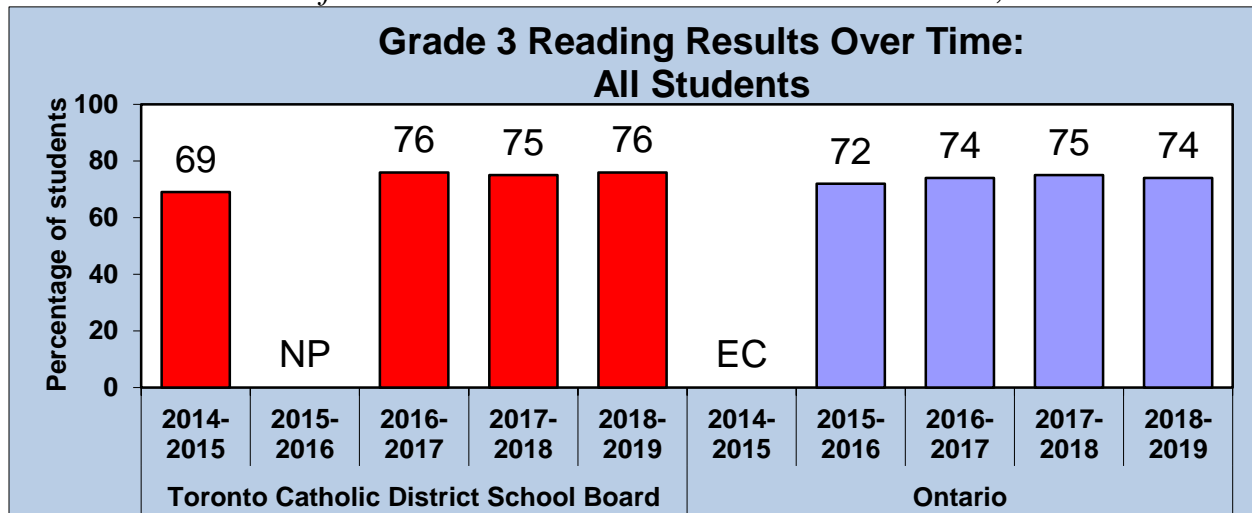
**NOTE:**

EC = Due to exceptional circumstances in 2015 (labour disruptions in a significant proportion of schools in Ontario), provincial data were not available.

NP = Elementary schools in the TCDSB did not participate in the 2016 assessments, due to ongoing labour issues.

## Percentage at or above the provincial standard

Total number of TCDSB Grade 3 students in 2018-2019 = 6,078



As shown in the three graphs above:

- over the past five years, the percentage of Grade 3 TCDSB students who performed at or above the provincial standard:

Graph 1 – Reading increased from 69% to 76%

Graph 2 – Writing decreased from 79% to 75%

Graph 3 – Mathematics decreased from 64% to 58%

- over the past four years, the percentage of Grade 3 students in Ontario who performed at or above the provincial standard:

Graph 1 – Reading increased from 72% to 74%

Graph 2 – Writing decreased from 74% to 69%

Graph 3 – Mathematics decreased from 63% to 58%

## 2. JUNIOR DIVISION STUDENT RESULTS OVER TIME for TCDSB and Ontario

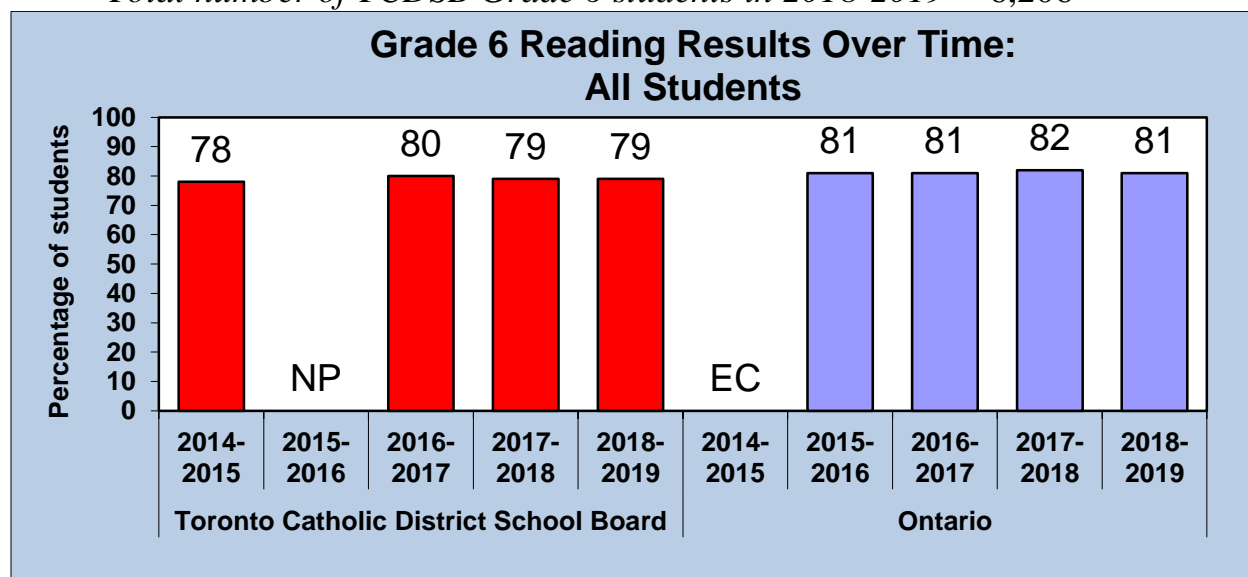
### NOTE:

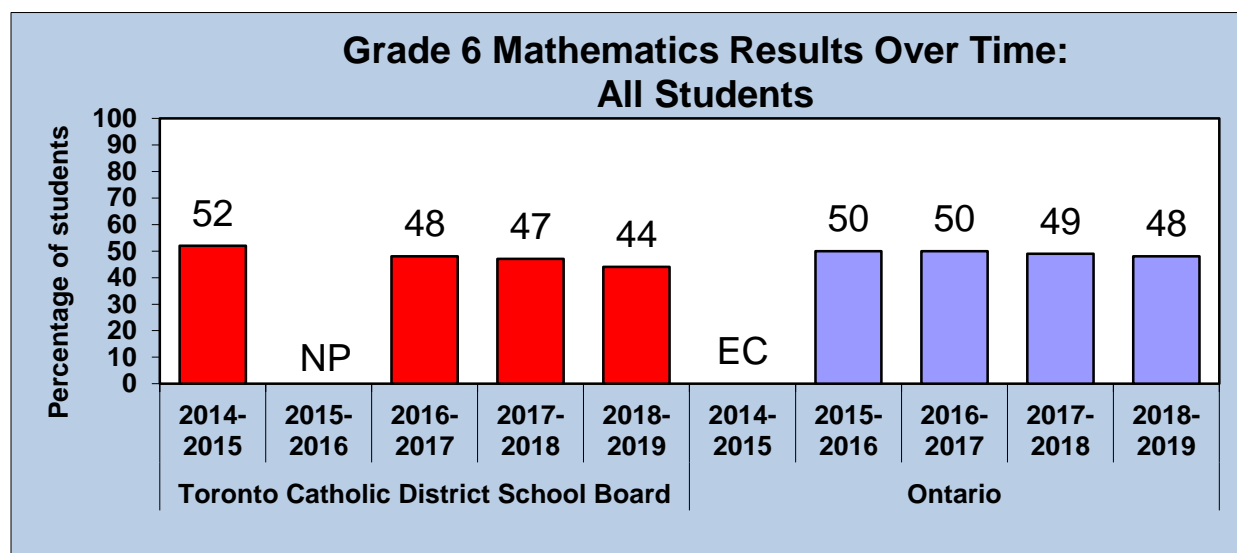
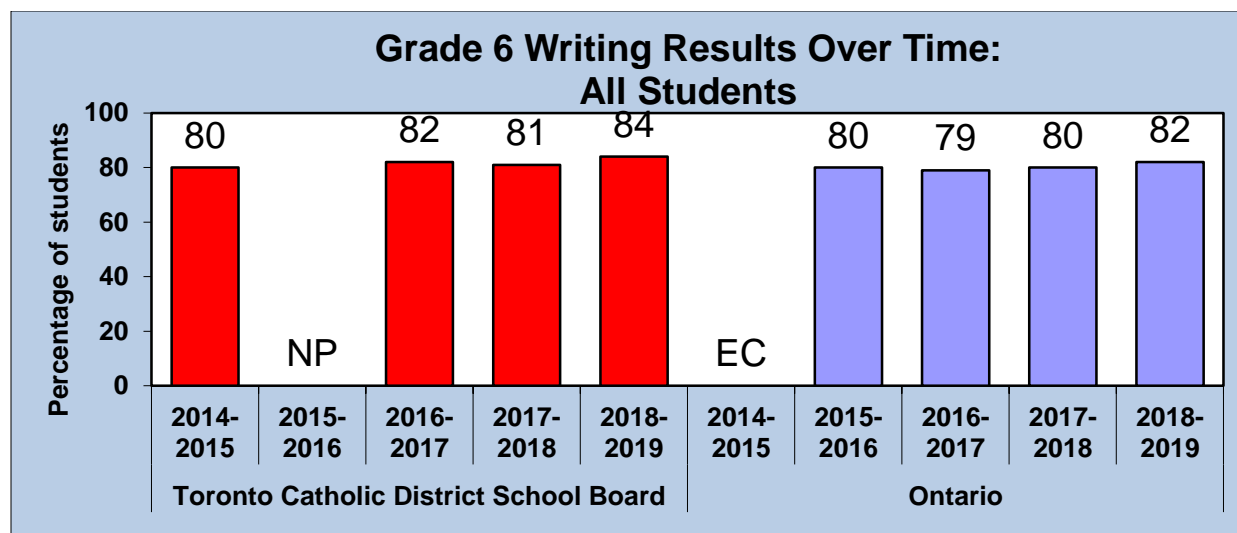
EC = Due to exceptional circumstances in 2015 (labour disruptions in a significant proportion of schools in Ontario), provincial data were not available.

NP = Elementary schools in the TCDSB did not participate in the 2016 assessments, due to ongoing labour issues.

### Percentage at or above the provincial standard

*Total number of TCDSB Grade 6 students in 2018-2019 = 6,206*





As shown in the three graphs above:

- over the past five years, the percentage of Grade 6 TCDSB students who performed at or above the provincial standard:

Graph 1 – Reading remained fairly stable at 79%

Graph 2 – Writing increased from 80% to 84%

Graph 3 – Mathematics decreased from 52% to 44%

- over the past four years, the percentage of Grade 6 students in Ontario who performed at or above the provincial standard:

Graph 1 – Reading remained fairly stable at 81%

Graph 2 – Writing increased from 80% to 82%

Graph 3 – Mathematics decreased from 50% to 48%

### 3. GRADE 9 MATHEMATICS RESULTS OVER TIME for TCDSB and Ontario

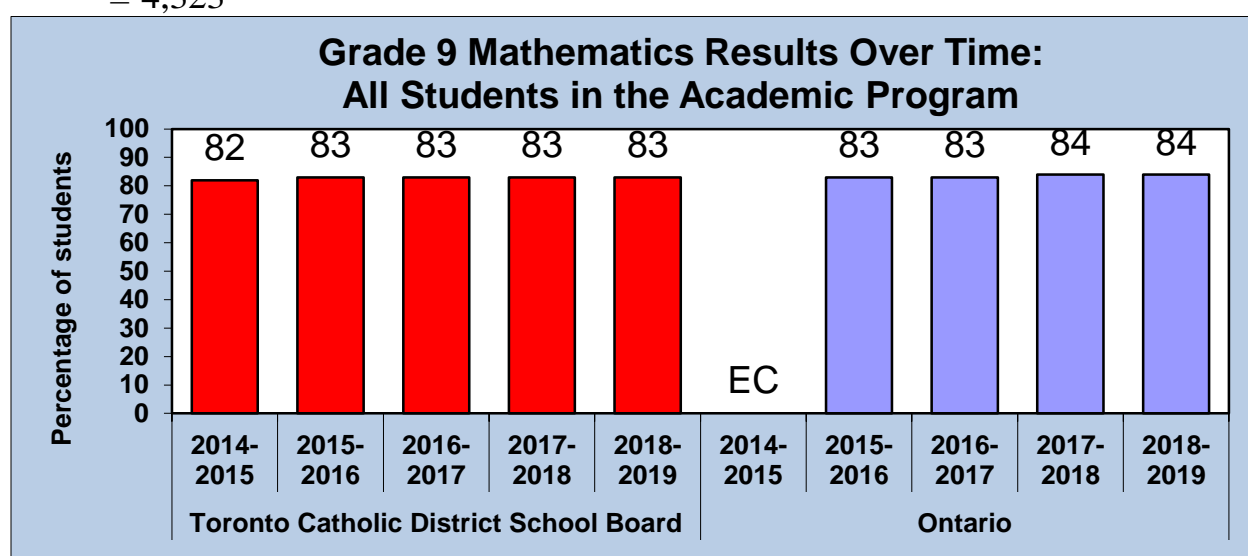
#### NOTE:

EC = Due to exceptional circumstances in 2015 (labour disruptions in a significant proportion of schools in Ontario), provincial data were not available.

#### Percentage at or above the provincial standard

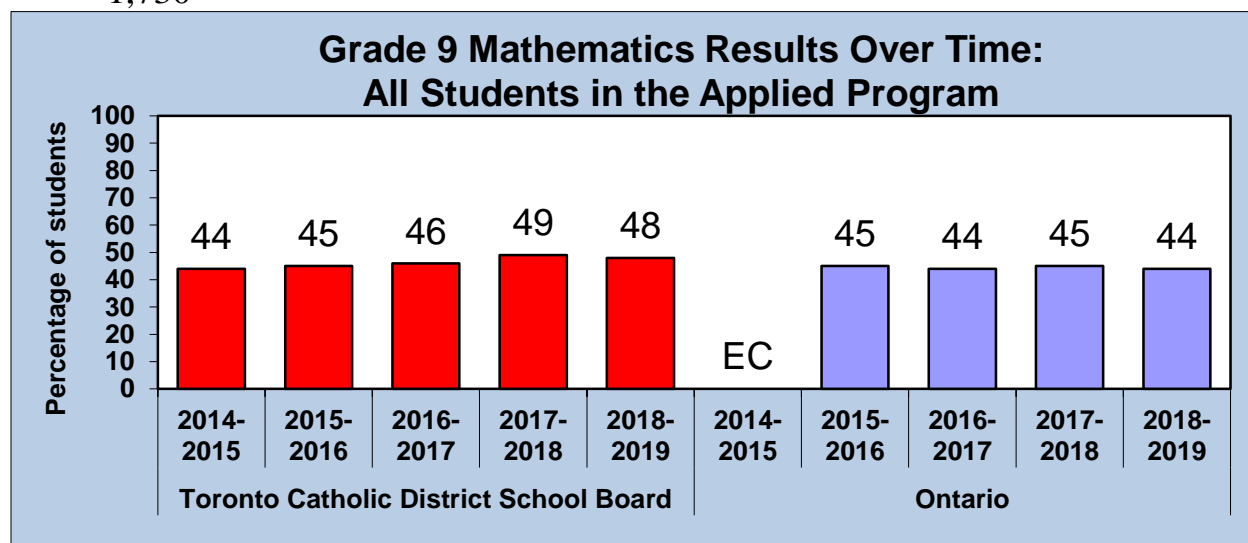
#### ACADEMIC PROGRAM

Total number of TCDSB Grade 9 students in 2018-2019 Academic Program = 4,323



#### APPLIED PROGRAM

Total number of TCDSB Grade 9 students in 2018-2019 Applied program = 1,730



As shown in the two graphs above:

- over the past five years, the percentage of Grade 9 TCDSB students who performed at or above the provincial standard:

Graph 1 – Academic: remained fairly stable at 83%

Graph 2 – Applied: increased from 44% to 48%

- over the past four years, the percentage of Grade 9 students in Ontario who performed at or above the provincial standard:

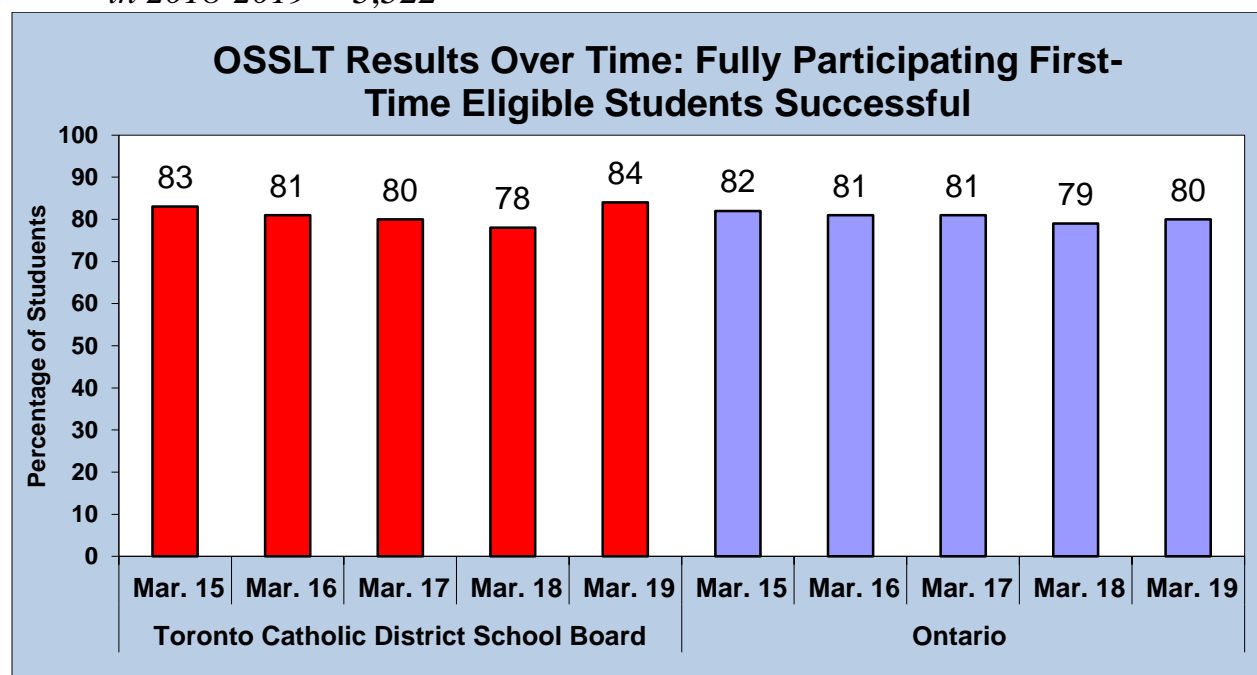
Graph 1 – Academic: remained fairly stable at 84%

Graph 2 – Applied: remained fairly stable at 44%

#### 4. THE ONTARIO SECONDARY SCHOOL LITERACY TEST RESULTS OVER TIME for TCDSB and Ontario

Percentage of First-time Eligible students successful

*Total number of First-time eligible TCDSB Grade 10 students writing the test in 2018-2019 = 5,522*



As shown in the graph above, over the past five years, percentage of Grade 10 students successful on the OSSLT:

- Board results have been for the most part at or above 80% and over the past year, there has been a 6% increase
- Ontario results remain fairly stable at 80%.



## **E. METRICS AND ACCOUNTABILITY**

### **1. Overview of Results**

- Overall, Board literacy (Primary/Junior reading and writing, OSSLT) results remain strong with scores at or above 75%.
- Primary reading, Primary writing, and Junior writing results for the Board are above provincial results.
- In mathematics, Primary, Junior and Grade 9 applied results remain low both in the Board and Province.
- In Grade 9 academic mathematics, the Board mirrors the Province and maintains strong results.
- OSSLT results for the Board have increased and are above provincial results.
- The EQAO results continue to point to mathematics and the applied level as an area of focus.

### **2. Learning and Improvement Planning**

- Deeper analysis of the 2018-2019 EQAO results at both the system and school level is underway and will inform the revision of learning and plans for our school communities and for the board.
- These assessment results are used in conjunction with other data to coordinate plans for improving student achievement and well-being consistent with the TCDSB Multi-Year Strategic Plan and Ministry of Education initiatives, to inform our Board Learning and Improvement Plan.
- The analysis will inform Professional Learning Plans to be presented to the Student Achievement and Well-being Committee of the Board in November 2019.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.



REPORT TO

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

### UPDATE ON THE HR STRATEGY FOR THE RECRUITMENT OF FRENCH TEACHERS

*“Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ.”*

*1 Corinthians 12:12*

Created, Draft	First Tabling	Review
October 6, 2019	November 7, 2019	<a href="#">Click here to enter a date.</a>

Adrian Della Mora – Superintendent of Education, Human Resources & Employee Relations  
Mark Moffett – Senior Coordinator, Academic Services  
Maria Marchetta – Senior Manager of Recruitment, Human Resources

### INFORMATION REPORT

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Rory McGuckin  
Director of Education

Dan Koenig  
Associate Director  
of Academic Affairs

Lloyd Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report responds to a Board motion, which requested an action plan to address the recruitment of teaching staff for French language teaching positions. It provides a summary of the current Human Resources recruitment strategies to respond to the increasing demand for qualified French teachers. The demand significantly outpaces the current and projected supply of qualified French teachers, both provincially and nationally. Consequently, TCDSB's recruitment strategy targets both qualified and uncertified French teachers.

*The cumulative staff time required to prepare this report was 15 hours*

## **B. PURPOSE**

1. At the October 2, 2019, Student Achievement & Well Being Committee Meeting, Trustees approved the following motion:

*The Superintendent of Human Resources prepares a report on the HR strategy for the recruitment of French teachers for the November SAWB meeting.*

2. This report presents an action plan to address the recruitment of teaching staff for French language teaching positions.

## **C. BACKGROUND**

1. At the May 22, 2018 SAWB meeting, the Executive Superintendent of HR presented a report entitled Update On The HR Strategy For The Recruitment of French Teachers. The report provided a summary of the current challenges associated with a rapidly growing local and provincial demand for French teachers. It also highlighted concerns related to projected TCDSB demand for French teachers, which is compounded by TCDSB French teacher retirement and leaves of absence.
2. On Monday, August 26, 2019, the Executive Superintendent of HR issued a Briefing Note to Trustees regarding anticipated staffing concerns including a summary of French teacher-related challenges. The note also highlighted recruitment efforts to address these issues.

## D. EVIDENCE/RESEARCH/ANALYSIS

### 1. ELEMENTARY FRENCH IMMERSION PROGRAMS INTRODUCED IN THE 2018/2019 ACADEMIC YEAR:

St. Mary Catholic School	St. Louis Catholic School
St. Alphonsus Catholic School	Holy Name Catholic School
St. Brigid Catholic School	

NEW ELEMENTARY FRENCH IMMERSION (FI) PROGRAMS  
INTRODUCED FOR THE 2019/2020 ACADEMIC YEAR: 0

- The expansion of the French Immersion programs introduced in the 2018/2019 academic year will add to the demand for French teachers in the 2019/2020 and subsequent school years. The migration of French teachers out of French assignments into English teaching assignments, as permitted under the Collective Agreement, will also further complicate the French teacher recruitment challenge.
- Normal attrition due to retirements, as highlighted in Table A, will further add to the need for French teachers. In the 3 years highlighted in Table A, the data shows a 92% increase (13 to 24) in the retirement of French teachers from 2016/17 to 2018/19. The year over year increase in retirements was, on average approximately 35%. The need to replace French teachers as a result of long-term personal/medical leaves is also an additional complicating factor.

Table A	
Retirement Year: 2016/2017 (June 30/17)	FTE French Teachers
ELEMENTARY	9
SECONDARY	4
Retirement Year: 2017/2018 (June 30/18)	FTE
ELEMENTARY	7
SECONDARY	11
Retirement Year: 2018/2019 (June 30/19)	FTE
ELEMENTARY	17
SECONDARY	7

- The TCDSB continues to compete with other Public and Catholic Ontario school boards as well as other provinces for qualified French teachers. The

national scale of the recruitment challenge, as reported by the CBC and other media for both French and English language school boards, is reflected in the fact that provinces like British Columbia are offering financial incentives (i.e., paying for housing and moving expenses) to attract Ontario French qualified teachers.

5. The Ontario Ministry of Education (November 2017) is pursuing a new collaborative approach to recruit and retain French teachers, which will involve the Ministry of Education, the Ministry of Advanced Education and Skills Development, as well as provincial agencies involved in Francophone immigration. The Superintendent of HR continues to liaise with the appropriate Ministry contacts and continues to express a desire to participate in any pilot programs.
6. The TCDSB HR Department continues to invest in the following French teacher recruitment strategies and practices:
  - a) Capacity building within the Human Resources Department's Recruitment team by staffing a Talent Acquisition position with a bilingual (English/French) candidate, which, among other things, augments our ability to participate in bilingual career fairs.
  - b) The development of French interview and assessment tools.
  - c) Utilization of a retired bilingual French Resource teacher to assist the Recruitment team by serving on interview panels for French teacher positions.
  - d) Job advertisements posted on the TCDSB portal, external on-line job boards, Canadian university websites, Francophone churches within the GTA (Mississauga, North York, Oshawa), as well as in the Catholic Register newspaper.
  - e) Participation in local and provincial career fairs;
  - f) Relationship-building with local universities with teacher education programs (e.g. Glendon College – York Campus and Niagara University).
  - g) The utilization of retired administrators to serve on interview panels.

- h) Exploring the expansion of the French teacher candidate pool by offering and supplementing the cost of FSL Part 1 at the CEC for candidates who meet the required criteria.
- i) Explored international French teacher recruitment in 2018 with a delegation from the Strasburg Education Authority in France, which administers 1687 schools and 320,000 students. Researching other international recruitment options that could provide Catholic certified teachers.
- j) Utilization of retired French teachers as well as the Ministry's guidelines to recruit uncertified French teachers (with an emphasis on native French speakers) to respond to the significant demand for French teachers (see Table B below).
- k) Capacity-building activities, including professional development sessions in areas such as assessment and classroom management, to support the recruitment and retention of both uncertified and certified French teachers. A retired French Resource teacher has been retained for this purpose.

<b>Table B</b>		
Academic Year	Number of Retired French Teachers Utilized	Number of Uncertified French Teachers utilized
2018 - 2019	11	23
2019 – 2020 *	7	20
<b>*Note the sustained need for additional strategic support.</b>		

- l) Continue to explore the feasibility of delivering French experiential learning and conversation programs for TCDSB French teachers in the summer to enhance French language proficiency and instructional practice. TCDSB has conducted one experiential summer program to date.

## E. METRICS AND ACCOUNTABILITY

The information in Table C below summarizes French teacher recruitment statistics for the last two years. The number of interviews conducted by the Recruitment team increased by 44% year over year. The data also indicates that the TCDSB's ability to hire successful interview candidates increased from 54% in 2017/2018 to 83% in 2018/2019.

**Table C**

### **RECRUITMENT STATISTICS - OCCASIONAL TEACHER ROSTER 2017/2018 & 2018/2019 (UP TO AUGUST 31, 2019):**

	2017/2018		2018/2019	
	Actual Numbers	%	Actual Numbers	%
Number of French candidates invited to an interview	84		126	
Number of candidates who did not show-up for the interview	7		15	
Number of French interviews conducted	77		111	
Total number of successful interview candidates	54	70%	72	65%
Total number of unsuccessful interview candidates	23	30%	39	35%
<b>Number of French hires (those onboarded) relative to interviewed</b>	29	38%	60	54%
<b>Number of retained French Teachers (those currently on the OT Roster) relative to interviewed</b>	29	38%	58	52%

## F. CONCLUDING STATEMENT

This report is for the consideration of the Board



REPORT TO

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

### TCDSB K-12 PROFESSIONAL LEARNING PLAN TO SUPPORT STUDENT ACHIEVEMENT & WELL BEING 2019-2020

*Let the wise also hear and gain in learning, and the discerning acquire skill. Proverbs 1:5*

Created, Draft	First Tabling	Review
October 28, 2019	November 7, 2019	<a href="#">Click here to enter a date.</a>
Lori DiMarco, Superintendent, Curriculum Leadership & Innovation; Academic ICT Gina Iuliano Marrello, Superintendent, Student Success Marina Vanayan, Sr Coordinator, Educational Research		
<b>INFORMATION REPORT</b>		

#### **Vision:**

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

#### **Mission:**

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

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



**Rory McGuckin**  
Director of Education

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

**L. Noronha**  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer



## A. EXECUTIVE SUMMARY

This information report provides an overview of the central K-12 professional learning plan for teachers. The plan outlines the use of Ministry and Board financial 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 identified in the Board Learning Improvement Plan (BLIP) and the Multi-Year Strategic Plan (MYSP). The professional Learning plans are found in **Appendices B to R**.

*The cumulative staff time required to prepare this report was 120 hours*

## B. PURPOSE

This annual report outlines the central professional learning initiatives that support the Board Learning Improvement Plan.

## C. BACKGROUND

1. **Spring 2019** – Professional development planning begins for the 2019-2020 school year.
2. **Fall 2019** – Plans are revised based on newly analysed data and Ministry funding announcements.
3. **Consultation** occurs with federations partners at joint professional development committees.
4. **Funding**, to support this professional learning, is provided by the Ministry of Education.
5. **Professional Learning plans for Literacy and Numeracy are informed by data from EQAO.** Literacy and Numeracy strategies are embedded throughout the professional learning plans where applicable.

## D. EVIDENCE/RESEARCH/ANALYSIS

1. The Board continues to receive some funds for professional learning through the following Ministry of Education budgets: *Focusing on the Fundamentals of Mathematics* and *Student Success*. Ministry funds have restrictions on use.

**A. Due to the reduction of the Staff Development budget, the following initiatives may not be offered or may be reduced in scale this year:**

- Heritage Month celebrations
- Elementary co-curricular activities:
  - Track & Field
  - Cross Country
  - Elementary Chess
  - W5H
- Professional Learning opportunities for elementary teachers in the areas of:
  - 5<sup>th</sup> Block
  - Dance
  - Drama
  - Early Learning
  - English Language Learning
  - French as a Second Language
  - Health/Physical Education
  - Elementary Literacy
  - Music
  - Science
  - Visual Arts
- International Languages Instructor in-services
- International Women's Day
- Religious Education Part I Additional Qualifications for teachers
- Exemplary Practice Awards
- Subsidy to support annual school Faith Day
- Subsidy to Health and Safety for First Aid Training to ensure 2 staff per school are qualified
- Designated Early Childhood Educator professional learning
- School requests for local professional learning needs

**B. Due to reduced Ministry funding for *Focusing on the Fundamentals of Math*, Student Success funds have been allocated to supplement elementary mathematics professional learning opportunities for**

**teachers, reducing the availability of funds for previously funded initiatives for staff and students.**

**C. Due to the reduction of the Staff Development budget, the following initiatives will be funded through the Student Success budget, but will be scaled back in terms of offerings:**

- Student Leadership activities for CSLIT, ECSLIT and student events
- Teacher professional learning in Religion (focused on new resources - Growing in Faith, Growing in Christ which for 2019-2020 is Grades 5 & 6)
- Conference Registration Fees and release time for teachers to attend:
  - *When Faith Meets Pedagogy* Conference
  - *Reading for the Love of It* Conference
- Elementary co-curricular activities:
  - Track & Field
  - Cross Country
  - Elementary Chess
  - W5H
- Professional Learning opportunities for elementary teachers in the following areas:
  - Science
  - Social Studies
- Annual Elementary Growing Success Report Card setup workshops for Teacher Report Card Administrators so that all teachers have access to the online report card application
- *Roots of Empathy* training

2. Each year, **central academic resource staff, together with Educational research staff, review board data** to determine the progress toward achievement of priorities identified through the goals and action plan outlined in the BLIP and MYSP. The TCDSB professional learning plan is informed by this analysis of data, incorporating key Ministry initiatives.

3. EQAO provides the following Literacy and Mathematics student assessment results:

**Literacy**

EQAO results for Literacy Assessments are reported based on **skills and achievement chart categories**

- **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 & Numeration, Measurement, Geometry & Spatial Sense, Patterning & Algebra, Data Management & Probability
- **Grade 9 Applied Strands:** Number Sense & Algebra, Linear Relations, Measurement & Geometry
- **Grade 9 Academic Strands:** Number Sense & 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

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

### **Grade 3**

#### **Reading**

- Students performed better on open response items than on multiple-choice questions
- Overall, there are no areas of relative strength or weakness answering questions in the Grade 3 Reading assessment

#### **Writing**

- Students, in general, performed well on the Grade 3 Writing assessment
- Significant strengths in Writing Conventions and Language Conventions
- Students performed the best on Open-response questions

### **Mathematics**

- No strand stood out as particularly strong – performance was quite similar to that of the province

- Performance on measurement for both multiple-choice and open response questions were particularly weak

## **Grade 6**

### **Reading**

- Overall, Explicit Reading and Reading with Fluency presented the greatest challenge
- Multiple-choice questions presented greater challenge than Open-response questions

### **Writing**

- Topic Development and Using Knowledge of Form and Style in Writing questions presented the greatest challenge
- Multiple-choice questions presented greater challenge than Open-response questions

### **Mathematics**

- Patterning & Algebra, Data Management & Probability strands and Application skills presented the greatest challenge

## **Grade 9**

### **Applied**

- Overall, the greatest challenges are in the areas of Linear Relations and Measurement & Geometry;
- Strengths are noted in Number Sense and Algebra questions
- Students are equally strong on Knowledge & Understanding and Thinking questions

### **Academic**

- Overall, the greatest challenges are in the areas of Linear Relations and Measurement & Geometry
- Students had similar achievement patterns for Knowledge & Understanding, Application, and Thinking questions

## **Grade 10**

### **OSSLT**

- Overall, the greatest challenges are in the area of answering Explicit Reading questions
- Significant strength answering questions in the Writing portion of the assessment

5. **All schools are required to complete a Professional Learning Form (Appendix A) 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 critical student learning need. A key focus for the 2019-2020 school year will be numeracy across the curriculum, while embedding literacy skills.
6. **Together with central staff, the principal will lead the school improvement team to implement a school learning improvement plan that establishes ambitious but realistic student performance standards.** The current delivery model for professional learning hinges on the local identification of needs. This model supports the principal as the instructional leader in the school. The principal will include teachers in instructional improvement work and assist them in developing an understanding of powerful and precise assessment and instructional strategies to support student achievement.
7. **New 2019-2020**  
**September 8 and 10, K-12 Principals' Meeting:** Principals took part in a half-day professional learning session on reviewing their students' data using EQAO test results, classroom assessments, and perceptual data.  
  
**September 24- 27, K-12 Principals' Meeting:** Principals, supported by central staff and their Field Superintendent, engaged teachers from their school in a full day of data review in order to identify their Urgent Critical Student Learning Need and Smart Goal, and refined their School Professional Learning Plan.
8. All schools will take part in professional learning through a **Collaborative Inquiry** approach, with principals working in Principal Learning Teams and school staff working in School Professional Learning Teams together with staff from other schools. Based on student/school learning needs in the area of Literacy and Mathematics, schools were identified as either Intensive, Increased, or Other. The number of days of professional learning and level of support from central resource staff will be differentiated based on this classification. "Intensive Support" schools will receive the highest level of support and release days, "Increased Support" schools will receive some

support and some release days, and “Other” schools will receive the least amount of support and number of release days.

9. The K-12 PD plan for 2019-20 is multi-faceted and has the following components:
  - a) PD for Teachers K-8 Numeracy (**Appendix B**) and K-8 Literacy (**Appendix C**).
  - b) PD for Teacher 7-12 Numeracy (**Appendix D**) and 7-12 Literacy (**Appendix E**).
  - 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) and Safe Schools (**Appendix F**).
  - d) PD for Teachers in the 5<sup>th</sup> Block Program (**Appendix G**).
  - e) PD for Teachers in the Early Years Program (**Appendix H**).
  - f) PD for Teachers in the English Language Learner Program (ELL) (**Appendix I**).
  - g) PD for Teachers in French as a Second Language (**Appendix J**).
  - h) PD for Teachers in Science, Social Studies and EcoSchools (**Appendix K**).
  - i) PD for Teachers Outdoor/Health/Physical Education (**Appendix L**).
  - j) PD for Teachers in Indigenous Education (**Appendix M**).
  - k) PD for Teachers in Music (**Appendix N**).
  - l) PD for Teachers in Arts (**Appendix O**).
  - m) PD for Pathways Planning (**Appendix P**).
  - n) PD for 21<sup>st</sup> Century Learning (**Appendix Q**).

o) PD for Special Education (**Appendix R**)

## **E. METRICS AND ACCOUNTABILITY**

With the use of a Common Professional Learning Feedback Form (introduced last year) at all professional learning sessions, we will collect data on teacher learning and student achievement. (**Appendix S**)

**1. All schools will continue with the School Learning Improvement Plan process:**

- May/June: review school progress and begin goal setting process for the following year
- 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 (PLF)
- September: workshop on data review for principals; working session for school learning improvement teams for PLF
- 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. 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.

**2. Senior staff will continue to monitor the School Improvement Learning Plan process:**

- September: engage in data analysis, goal setting process, and the establishment of a professional learning plan with school staff
- October: review all school professional learning plans
- October 31: School plans posted to the school website.
- October – January: 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, 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
- January (end): Field Superintendents will present summary of progress to date for schools in their area at Education Council
- February: Principal Instructional Math Coach, Ministry Student Achievement Officers and Field Superintendents will meet with Principals to determine next steps
- February – June: participate in professional learning with school staff to ensure that sessions are addressing student needs and school goals
- June: All academic senior staff, all principals, 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
- June (end): Field Superintendents will present summary of progress to date for schools in their area at Education Council.

## **E. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

School Name:

Principal Name:

Vice Principal(s):

Superintendent Name:

Next District Review Year:

**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 (provide your actual school 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, 5 <sup>th</sup> Block, Taking Stock, etc.)	Other: (EDI, etc.)
Most relevant data from the BLIP SEF Survey: (list the two indicators that will become the focus)				

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



## REQUIRED PROFESSIONAL LEARNING

### L. STAFF PL 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 PL focused on assessment strategies within a professional learning cycle for all teachers

References:

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

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

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

### M. PROFESSIONAL LEARNING PLAN FOR USE OF YOUR ASSIGNED CODE DAYS

What is your PL plan? When will you do PL? What PL will you do? Who will support your PL 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 LEARNING

How will you monitor student learning and achievement?

How will you track your Focus Groups and marker students?

What will you monitor in order to document the impact of your professional learning on student achievement?

When and how often will you monitor?

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

### O. HOW WILL YOU KNOW? ARTEFACT COLLECTION:

Artefacts include product, observation and conversation

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

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

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
K - 8 Numeracy								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								<b>OVERALL 2439</b>
								<b>TOTALS:</b>
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	Math UP School	Supporting school based collaborative inquiry focused on MathUP principles	K-8	32	581	1.5	<b>880</b>
2	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Math UP School	Principal as the instructional leader is guided through the professional learning cycle - data gathering, data analysis, professional development, implementation and monitoring. 6 session throughout the school year	K-8	32	0	6	<b>192</b>
3	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	Intensive School Support	Supporting school based collaborative inquiry focused on UCLN	K-8	7	15	1.5	<b>187</b>
4	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	Increased School Support	Supporting school based collaborative inquiry focused on UCLN	K-8	18	15	1.5	<b>505</b>
5	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	Other School Support	Supporting school based collaborative inquiry focused on UCLN	K-8	111	8	0.44	<b>621</b>
6	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Mathology	Collaborative Inquiry/Implementation of the Grade 2 Mathology kits	K-2	27	27	2	<b>54</b>
7	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Zorbits (assessment for learning)	Option for schools who select Primary Math as their UCLN. Provides teachers an opportunity to address assessment for learning to monitor gaps in learning and target intervention strategies. Cost associated will be the # of teacher licenses to be purchased.	K-3				<b>0</b>
8	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	My Math Path K	Collaborate with Early Years to continue with the implementation of Math Path K and explore assessment practice in the context of the play base curriculum. 2 teachers and 2 deca per school	K	15			<b>0</b>
9	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	New to combined SK/1	In collaboration with Early Years, to use Alex Lawson book What to Look For to develop understanding of student thinking in early numeracy and gather data	K-1	28			<b>0</b>
10	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	New to Primary	- in collaboration with literacy	1-3				<b>0</b>
11	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	New to Junior	- in collaboration with literacy	4-6				<b>0</b>

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Literacy - K-8								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
<b>OVERALL TOTALS:</b>								<b>120</b>
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	Support for School Learning Teams	- data analysis - determine school Urgent Critical Learning Need - develop SMART Goals - ongoing support to implement strategies  Timeline: Sept. to June	K - 8				0
2	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Collaborative Inquiry: School Professional Learning Teams	- support numeracy in intensive and increased support schools  Timeline: Sept to June	1 - 8				0
3	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Collaborative Inquiry for Schools with a Literacy Focus	- support numeracy in intensive and increased support schools  Timeline: Sept to June	1 - 8				0
4	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Early Literacy Skills: Collaboration with 5th Block Team	- improve and incorporate early literacy skills and reading strategies - use evidence based instructional strategies to support  Timeline: 2 Fall sessions - September, November	1 - 8				0
5	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	New To K/Primary/Junior Literacy	- Professional Development Workshop for teachers (LTO and Perm who are new a division. - Introduction to curriculum expectations, the literacy framework, as and strategies for student success. - Familiarize teachers with essential literacy resources to inform pra  Timeline: Fall 2019	1 - 6				120
6	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Virtual Learning Communities: Teacher Directed PD in Collaboration with 21Century Learning Team	- Create online professional communities for teachers who want to work on self-study around Evidence Based Instructional Strategies in their classrooms. Timeline: 4 sessions: December, Jan, March, May	1 - 8				0
7	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	D2L: Brightspace Portfolio in Collaboration with 21 Century Learning Team	- Introduce and support teachers with formative assessment tools (for, as learning) for pedagogical documentation using D2L Brightsp - in person workshop and continue online through virtual learning co Timeline: 5 sessions, October, December, Jan, March, May	1-8				0
8	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT	NTIP	- Introduce new teachers to Language curriculum expectations, the framework, assessment and strategies for student success. - Familiarize teachers with essential literacy resources to inform pra  Timeline: Nov. 4, Nov 5 & 6, 2019	1-8				0
9	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	After School Sessions: Literacy Rep & Library Techs	- voluntary after school meetings with elementary literacy reps and library techs to share best practices in literacy education  Timeline: November 2019, February 2020, April 2020	1-8				0
10	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	New to Kindergarten and Grade 1 Combined	- focus on the 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. Use Alex Lawson's what to look for continuum to develop understanding of student thinking in early numeracy and to gather data.	SK/1				0

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Numeracy 7-12								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								<b>OVERALL 1 2973</b>
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Grade 9 Applied Math OSSLT;	<b>Assist schools in developing and implementing School Professional Learning Plans</b> <b>Participants:</b> All Elementary and Secondary Schools	<b>Support School Professional Learning Teams to:</b> Analyze data, identify student needs, and develop school professional learning plans; focus on assessment for learning, equity and inclusive education and monitoring student achievement and in-school follow up.  <b>Timeline:</b> K-12 Principals Meetings, September 24-27th	K-12	198	3	2	<b>1188</b>
2	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Grade 9 Applied Math OSSLT;	<b>Principal Meetings (K-12) Support</b>	<b>Support Principal Learning Teams:</b> support the principal as Instructional Leader; foster collaboration among principals in order to share promising practices.  <b>Timeline:</b> Monthly at Principal Meetings	K-12	32	0	0	<b>0</b>
3	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	<b>Collaborative Inquiry</b> Strand specific focus for the Collaborative inquiry will be based on Professional Learning Plan of schools.	<b>Formative Assessments:</b> Guiding Teaching and Learning: Investigating assessment <b>for</b> and <b>as</b> learning practices and instructional strategies as they apply to an applied mathematics classroom.  <b>Timeline:</b> Intensive and Increased Support Schools: 3 group sessions per semester; Other Support Schools: 3 group sessions for semester 1	9-10	32	4	6	<b>768</b>
4	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Grade 9 Applied Math OSSLT;	<b>Student Achievement in Applied Level Courses</b> Participants: Intensive Support Secondary Schools based on Ministry Identification	<b>In-School Professional Learning in Applied Math Classes:</b> Providing collaborative inquiry and classroom support (co-planning and co-teaching) by Math Facilitators and Math Lead for schools that have been ministry identified as <b>intensive support</b> .  <b>Timeline:</b> 2 days per semester	9 Applied	8	4	4	<b>128</b>
5	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	<b>Cultivate and Develop Math Leadership to build capacity in schools.</b> <b>Participants:</b> All Secondary Schools	<b>Math Leadership Meetings:</b> Mathematics Department Heads and Numeracy Leads will engage and collaborate in learning sessions.  <b>Timeline:</b> 3 Sessions - November, March, May	9-12	32	2	3	<b>192</b>
6	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	<b>Math Facilitators and Math Leads</b>	To support the implementation of the Numeracy Professional Learning Plan, Board Learning Improvement Plans and Ministry Initiatives through a co-planning/co-teaching model	9-12	3	1	3	<b>9</b>
7	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Grade 9 Applied Math OSSLT;	<b>Student Achievement in Applied Level Courses</b> Participants: All Secondary Schools	Additional Support for Applied Level Math Classes: Additional code days to provide in-class, small group support to Grade 9 Applied Math classes.  <b>Timeline:</b> Up to 5 days per semester (up to 10 total per school year), as requested by schools throughout the year.	9 Applied	32	1	10	<b>320</b>

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Numeracy 7-12								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								<b>OVERALL 1 2973</b>
8	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Grade 9 Applied Math OSSLT;	<b>Monitoring Student Achievement in Applied Level Courses</b> <b>Participants:</b> All Secondary Schools	<b>Monitoring Achievement in Applied Level Math Sessions (Improving Student Performance in Math):</b> Providing schools with support as they monitor and track student progress to inform next steps to improve achievement utilizing pre and post assessment data.  <i><b>Timeline:</b> 3 sessions per semester</i>	9-10 Applied	32	3	3	<b>288</b>
9	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	<b>In - School Support for Elementary School</b> <b>Participants:</b> Intensive Support Elementary Schools	Supporting schools in the implementation of School Professional Learning Plan by providing schools with resources, co-planning, and co-teaching from Numeracy and Literacy Coaches.  <i><b>Timeline:</b> Up to 2 days per school, as requested throughout the year</i>	6-8	40	1	2	<b>80</b>
10	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	<b>In - School Support for Secondary Schools</b> <b>Participants:</b> All Secondary Schools	Supporting the development and implementation of School Professional Learning Plans  <i><b>Timeline:</b> As requested by Principals &amp; Staff</i>	9-12	32	0	0	<b>0</b>
11	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	<b>Webcast Series</b> Principals and teachers will utilize a technological approach to address student assessment and instructional practices.	<b>Formative Assessments (Webinars):</b> Guiding Teaching and Learning: Investigating assessment <b>for</b> and <b>as</b> learning practices as they apply to mathematics.  <i><b>Timeline:</b> All Elementary Other Support Schools, term 2</i>	7-10	111	0	0	<b>0</b>
12	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	<b>Leaders of Your Own Learning</b> Supporting the Student Success Department <b>Participants:</b> All Secondary Schools	Supporting the implementation of a professional development day for all Secondary School Teachers	9-12	32	0	0	<b>0</b>



2019-2020 TCDSB PROFESSIONAL LEARNING PLAN									
LITERACY 7-12									
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days	
<b>OVERALL TOTALS:</b>								<b>1328</b>	
1	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	<b>Assist schools in developing and implementing School Professional Learning Plans</b> <b>Participants:</b> All Elementary and Secondary Schools	<b>Support Schools Professional Learning Teams to:</b> Analyze Data, identify student learning needs, and develop school professional learning plans. Focus on assessment for learning, equity and inclusive education and monitoring student achievement and in-school follow up.  <b>Timeline:</b> K-12 Principal's Meetings, September 24-27th	K-12	198	4	2	0	
2	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	<b>Principal Meetings (K-12) Support</b>	<b>Support Principal Learning Teams:</b> support the principal as Instructional Leader; foster collaboration among principals in order to share promising practices.  <b>Timeline:</b> Monthly at Principal Meetings	K-12	198				
3	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES	<b>Collaborative Inquiry</b> Focus on learning need for the Collaborative Inquiry will be based on Professional Learning Plan of schools.	<b>Literacy Skill Development &amp; Formative Assessments:</b> Guiding Teaching and Learning: Investigating assessment <b>for</b> and <b>as</b> learning practices and instructional strategies as they apply to literacy skill development.  Timeline: Intensive and Increased Support Schools: 3 group sessions per semester; Other Support Schools: 3 Group sessions for 1 semester.	9-10	32	4	6	768	
4	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES	<b>Student Achievement</b> <b>Participants:</b> Intensive Support Secondary Schools based on Literacy Data	<b>In-School Professional Learning:</b> locally led sessions to support Collaborative Inquiry.  <b>Timeline:</b> 2 days per semester	9-10	6	4	4	96	
5	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES	<b>OSSLT SUPPORT - (Literacy)</b> <b>Based on OSSLT: Item Information Report (IIR)</b>	Provide release days and support to teachers organizing OSSLT  <b>Timeline:</b> Semester 1 (to January 31, 2020)	9-10	32	1	5	160	
6	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	<b>Reading for the Love of It</b>  <b>Participants:</b> All schools	Provide an opportunity for classroom teachers to attend Provincial Conference focused on Literacy based instructional strategies.  <b>Timeline:</b> February 2020	7-12		200	1	200	

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN									
LITERACY 7-12									
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days	
<b>OVERALL TOTALS:</b>								<b>1328</b>	
7	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	<b>Literacy Leads PLC</b>  <b>Participants:</b> All schools	Work with Literacy Leads to create and implement a cross-curricular plan for Literacy  <b>Timeline:</b> Ongoing Throughout the year (3-4 meetings)	9-10	32	1			
8	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	<b>English Department Heads Meeting</b>  <b>Participants:</b> All Schools	English Department Heads collaborate on promising practices, curriculum resources, evidence based instructional strategies.  <b>Timeline:</b> Ongoing Throughout the year (3-4 meetings)	9-10	32	1		<b>0</b>	
9	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	<b>New to Intermediate Literacy</b>	<b>Workshop for Teachers New to the Intermediate Division:</b> Introduction to curriculum expectations, the literacy framework, assessment and strategies for student success.  <b>Timeline:</b> Fall 2019	9-12	32	1	2	<b>64</b>	
10	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	<b>Leaders of Your Own Learning</b> Supporting the Student Success Department <b>Participants:</b> All Secondary Schools	Supporting the implementation of a professional development day for all Secondary School Teachers	9-12	32			<b>0</b>	
11	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	<b>Teacher Librarian Professional Learning</b>	Professional Learning for Teacher-Librarians about new literature and board initiatives. Focus on inclusion of culturally responsive materials as school library resources. <b>Timeline:</b> one meeting, Date February 2020	9-12	32	1	1	<b>40</b>	

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
CCCC - Religion/Family Life and CTC, Student Success, Safe Schools and Catholic Leadership								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								<b>OVERALL TOTALS: 1546</b>
1	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	A Catholic Called to Serve	Unique event for secondary educators to hear from various keynote speakers on their Catholic Call to Serve and to gain information about the various charitable and social justice organizations. Timeline: October 2019	9-12	32	1	1	32
2	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Young Disciples Elementary	Teacher PD through guests speakers, workshops, collaboration with like-minded colleagues, and the opportunity to learn from multiple community agencies and departments. Teachers, guidance, social work, safe schools. Timeline: Nov. 4 - Pre Camp Training & need	5-8	48	1	0	0
3	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Young Disciples Secondary	This rally is designed to ignite faith and inspire acts of service amongst our school communities. Teachers are experiencing faith formation/mentoring in prayer life, deepening relationship with Christ. Timeline: Feb 2020	9-12	32	1	1	32
4	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Religion Dept. Head Retreat	Opportunity to gather as Dept Heads to celebrate the Eucharist and to enrich faith formation and understanding on a particular theme. Timeline: April 2020	9-12	32	1	1	32
5	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Chaplaincy Leaders Retreat	Opportunity to gather as Dept Heads to enrich faith formation and understanding on a particular theme. Timeline April 2020	9-12	32			40
6	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Pastoral Plan Inservices	A Focus on the <b>Year of Believing</b> and how educators can familiarize themselves, implement, and participate in Pastoral Plan and Faith initiatives. Timeline: November 12, 13, 27, 28	K-8	164	1	1	164
7	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Development & Peace Secondary Day	Educators gather to learn about the 2019/20 Development and Peace Campaign "Our Common Home." They will acquire resources and be given opportunities to get involved in Social Justice activities. Timeline: Nov 14	9-12	10	1	1	10
8	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Christian Meditation (Gr. 7/8 Teachers & Secondary Teachers)	Educators are given the opportunity to learn about different forms of meditation and contemplation within our Catholic tradition and how we can use it with our students and for themselves. Timeline: Throughout the year	K-12	150	1	1	150

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
CCCC - Religion/Family Life and CTC, Student Success, Safe Schools and Catholic Leadership								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
9	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY School-parish connections	Ordinandi Youth Event (Secondary)	Through personal accounts, this "Ordinandi Event" shines a spotlight on those who are shortly "to be ordained" as priests within the Archdiocese of Toronto. Timeline: March 2020	9-12	32	1	1	32
10	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	IYAM (Interfaith Youth Alliance Movement)	Educators will gather to learn more about diverse faith traditions through various guest representatives and panel discussions. Timeline: April 2020	9-12	32	1	1	32
11	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Catholic School Chaplains of Ontario (CSCO) Conference	"Abide with Me" - Chaplains are given the opportunity to pray, reflect, and listen to significant speakers. They will also share best practices. Timeline: April 2020					0
12	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Credit Recovery Teachers In-service (New and Experienced RCR teachers)	Review the role, responsibilities and duties of the Credit Recovery Teacher; working in collaboration with Science/Social Science Department on an instructional practices collaborative inquiry. Timeline: November 13 and April 8	9-12	32	1	2	64
13	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	New Credit Recovery Teachers In-Service	Review the role, responsibilities and duties of the Credit Recovery Teacher. Timeline: October 3 and March 5	9-12	20	1	1	20
14	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Student Success Teachers In-service (New and Experienced SSTs)	Review the role, responsibilities and duties of the Student Success Teacher; working in collaboration with the Literacy Department on a collaborative inquiry to address literacy gaps in learning. Timeline: November 20 and April 14	9-12	32	1	2	64
15	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	New Student Success Teachers' In-service	Review the roles, responsibility and duties of the Student Success Teacher. Timeline: October 15 and March 11	9-12	20	1	1	20
16	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Student Mental Health and Wellbeing initiative in Elementary	Stop the Stigma PD for NEW elementary teacher mentors	Review the role of the Stop the Stigma Team mentor including the responsibilities and duties of the mentor. Board and Ministry resources as well as promising practices will be shared. Timeline: November 5	K-8	20	2	1	40
17	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Secondary students' positive self image	Stop the Stigma PD for NEW secondary teacher mentors	Review the role of the Stop the Stigma Team mentor including the responsibilities and duties of the mentor. Board and Ministry resources as well as promising practices will be shared. Timeline: November 6	9-12	20	1	1	20

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
CCCC - Religion/Family Life and CTC, Student Success, Safe Schools and Catholic Leadership								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
18	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Student Mental Health and Wellbeing initiative in Elementary	Stop the Stigma Elementary School Teams Mental Health and Wellness Symposium	Working in collaboration with the Mental Health Department to provide PD to teacher mentors on Mental Health Literacy. Timeline: December 2 and 3	K-8	73	1	1	<b>73</b>
19	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Secondary students' positive self image	Stop the Stigma Secondary School Teams Mental Health and Wellness Symposium	Working in collaboration with the Mental Health Department to provide PD to teacher mentors on Mental Health Literacy. Timeline: December 4	9-12	32	1	1	<b>32</b>
20	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	The Safe School Department will provide professional learning on a variety of Safe Schools topics to teachers.	Certificates will be issued to participants after the completion of the modules, which include: Verbal De-escalation, Supporting Students with Autism Spectrum Disorder, Cyberbullying and Internet Safety, Effective Classroom Management, Strategies to Promote Healthy	K-12	25	1	18	<b>450</b>
21	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	SMILE Camp Secondary (Students, Mentors, Inter-community Leadership Experience)	Teacher PD through guests speakers, workshops, collaboration with like-mind colleagues, and the opportunity to learn from multiple community agencies and departments. 4 days, 3 nights (with students). Departments involved: Student leadership, guidance, social	9-12	15	25	2	<b>50</b>
22	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Voices That Challenge Conference PD through teacher specific workshop, participation in student workshop, opportunity to listen to guests speakers, collaborate with like-minded teachers	Catholic Leadership Conference. Teacher PD through keynote speakers and participating in workshops led by different departments and community agencies. Also an opportunity to collaborate with like-minded teachers. Timeline: March-September 2020	9-12	32	1	5	5
23	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Secondary students' positive self image	Inclusion and Belonging Retreat	Catholic leadership conference. PD through workshops, keynote/guests speakers, collaborate with like-minded teachers. Timeline: April 2020.	9-12	32	1	5	5
24	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Staff well-being	7 Habits Certification - 3 day PD to learn, and implement 7 Habits Leadership program in schools with a Catholic Focus	Staff PD on the 7 Habits of Highly Effective People. Staff certified to deliver leadership material to their classes and receive teaching manuals and resource kit. 3 days and 2 nights at Teen Ranch. No code days needed (Friday evening, Saturday, Sunday). Timeline: March 6-	K-12	30	50	No code days	No code days
25	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Faith Camp	Opportunity for teachers to deepen and ask questions about their faith. Friday evening, all day Saturday, Sunday morning service work, concluding with mass. Timeline. PD through guests speakers, workshops, activities, sharing of best practice. Timeline: March 27-29, 2020	9-12	30	12	No code days	No code days
26	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	International & Canadian Service Trips	Philippines in Dec/January. Manitoulin Island in May. Tanzania in Aug. Participants work with the poor to build houses or schools. Service learning and leadership development. PD through the experience of working with communities overseas and collaborating with	9-12	30	12	Differs per trip	<b>29</b>

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
CCCC - Religion/Family Life and CTC, Student Success, Safe Schools and Catholic Leadership								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
27	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Olympia Leadership Camp (elementary)	Teachers take part in PD consisting of: motivational speakers, workshops, outdoor education, mass, opportunity to network. collaboration with like-minded teachers. Timeline: Apr. - May 2020	6-8	36	90	Differs per camp	<b>108</b>
28	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Olympia Leadership Camp (secondary)	Teachers take part in PD consisting of: motivational speakers, workshops, outdoor education, mass, opportunity to network. collaboration with like-minded teachers. Timeline: Apr. - May 2020	9-12	32	90	6	<b>1</b>
29	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	Elementary Catholic Student Leadership Impact Team (ECSLIT) Year End Retreat	Year end celebration for all schools that participated in ECSLIT on a monthly basis. Keynote speaker, workshops. PD through monthly ECSLIT meetings. 4 workshops during retreat. Timeline: June 6, 2020.	6-8	30	40	1	<b>40</b>
30	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	When Faith Meets Pedagogy Youth Forum Conference **Organized by Catholic Curriculum Corporation	1 day conference. PD through keynote speakers, workshops, opportunity to network with like-minded Catholic Teachers. Timeline: October 2019	9-12	30	1	1	<b>1</b>
31	A. HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY Staff and student engagement in faith development opportunities	When Faith Meets Pedagogy Youth (Adult Conference) **Organized by Catholic Curriculum Corporation	3 day conference. PD through keynote speakers, workshops, opportunity to network with like-minded Catholic Teachers. Timeline: Oct. 24-26, 2019	6-12	75	110	1	<b>100</b>

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
5th Block Literacy Intervention								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
							<b>OVERALL TOTALS:</b>	<b>46</b>
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	New 5th Block Teacher Training. Day 1: Student Assessment.	Wednesday, September 4, 2019	1&2	10	1	1	<b>10</b>
2	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	New 5th Block Teacher Training. Day 2: Programming and Instruction.	Wednesday, September 11, 2019	1&2	10	1	1	<b>10</b>
3	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	All 5th Block Teachers. P. L. Day 1: Supporting Print Work, Teaching Fluency.	Thursday, September 19, 2019	1&2	42	0.619	1	<b>26</b>

## 2019-2020 TCDSB PROFESSIONAL LEARNING PLAN

## Early Years

	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								<b>OVERALL TOTALS: 187</b>
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	Primary Math Support (in regional, increased and intensvie support schoo	-Engaging in inquiry-based professional learning	K-2				0
2	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	My Math Path Pilot in collaboration with the math department	-Continuing roll out of program - Understand the role of the My Math Path to support the delivery of the kindergarten math curriculum through a play based inquiry	K	10	2	2	40
3	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	New to combined Kindergarten and Grade 1 in collaboration with literacy and math department	-Focus on the developmental continuum to building 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 kindergraten to Grade 1 -Use Alex Lawson's book "What to Look For" to develop understanding of student thinking in early numeracy and gather data.	K/1	29	1	1	29
4	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Mathology in collaboration with the math department	Collaborative Inquiry/Implementation of the Grade 2 Mathology kits	Gr. 2				0
5	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Cursive Writing Pilot	The Curriculum Department will document the successes of the pilot project and post useful resources on the Early Years portal page for use by Kindergarten educator teams.	K	3	14	2	28
6	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Outdoor Play and Learning Pilot	Pilot OPAL (Outdoor Play and Learning) Program at the TCDSB schools during recesses and other outdoor learning opportunities - Timeline: October to June 2020	K-8	6	3	5	90
7	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	NTIP Communication of Learning/ NTIP New Kindergarten	Servicing new permanent kindergarten teachers with an introduction to the Kindergarten Program and Growing Success the Kindergarten Addendum	K				0
8	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Staff well-being	Afterschool Professional Learning and School Day visits with Kindergarten Teams	Working with educators in rethinking the third teacher, looking at the four frames, the outdoor classroom environment.	K				0



2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Supporting English Language Learners								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								<b>OVERALL TOTALS: 0</b>
1	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Support for Principal Learning Teams	<ul style="list-style-type: none"> <li>- Data analysis to determine Urgent Critical Need</li> <li>- Development of Smart Goal</li> <li>- Completing Professional Learning Forms</li> <li>- Providing Professional Development on a variety of topics</li> </ul> <p><b>Participants: Elementary/Secondary School Principals</b> <b>Timeline: Ongoing</b></p>	K-12	All Elementary / Secondary Schools			
2	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Cross-Departmental Collaboration with Teacher Collaborative Inquiries	<p>Provide professional learning with a focus on supporting English Language Learners during learning sessions in a variety of departments.</p> <p><b>Participants: Elementary and Secondary Teachers</b> <b>Timeline: Ongoing</b></p>	K-12	Upon Request and responsive to teacher need			
3	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Collaborative Inquiry (C.I.)	<p>Support School Learning Teams to address their Urgent Critical Learning Need, specifically those who have identified English Language Learners as a focus group.</p> <p><b>Participants: Elementary /Secondary School Professional Learning Teams</b> <b>Timeline: October 2019 - May 2020 - Inquiry Structures to be responsive to individual schools' needs</b></p>	K-12	Upon Request - dependant on access to release time at a local level			
5	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	C.I. - STEPS for Kindergarten	<p>3 day C.I., teachers will explore the K-STEP framework as a tool to support instruction and ongoing assessment of ELLs in their classroom.</p> <p><b>Collaboration with Early Years Department</b> <b>Participants: Kindergarten teachers in schools (10 selected) with high numbers of ELLs in Kindergarten</b> <b>Timeline: 3 group sessions - November 2019 - April 2020</b></p>	Selected Kindergarten Teams				

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Supporting English Language Learners								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
							<b>OVERALL TOTALS:</b>	<b>0</b>
7	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	C.I.: Transitioning Students from ESL to Mainstream English Courses  Participants: Intensive, Increase or Other	Promote common language and expectations between ESL and mainstream English teachers in regards to literacy expectations/skills Promote success in academic language development through assessment strategies, EBIS, differentiated instruction, and teaching of functional vocabulary  <b>Focus Group: ESL and ENG2P/2D teachers</b> <b>Timeline: 5 Group Sessions: Cycle 1: Semester 1</b> <b>Cycle 2: Semester 2</b>	9-12	ESL teachers from Intensive and Increased Support Schools			
8	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Supports for ESL Teachers	<b>ESL Teacher Meetings</b> Focus on unpacking documents/resources (ELL), reviewing Ministry documents, and new ESL initiatives. <b>Participants: Elementary/Secondary ESL Teachers</b> <b>Timeline: Ongoing</b> <del>Meetings: 2 after-school meetings</del>	K-12	Schools with full time ESL teacher(s)			

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
French K-12								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								<b>OVERALL TOTALS 351</b>
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Engaging students with special Education Needs FSL in Collaboration with Special Services	share pedagogical strategies to help support students 2 - 1 day Group Session -October 3rd and 24th, 2019	FSL	30	1	1.5	<b>45</b>
2	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Primary and Junior Math	Support for uncertified French Teachers	Strengthen programming to improve achievement in FSL and increase student learning opportunities 4 Group Sessions (October, December,(2019) March, May, 2020)	K-8	25	1	4	<b>100</b>
3	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Mathologie In Collaboration with Pearson and Math Department	Explore teaching strategies in math through the FSL lens 1 group session: October 2019	K-3	30	1	1	<b>30</b>
4	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Supporting Struggling Readers In French Immersion	Exploring teaching reading and phonemic awareness, to build fluency in primary French Immersion. 2 Part group Session Jan/ March 2019	1-3	30	1	2	<b>60</b>
5	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Collaborative Inquiry (Extended French )	Collaborative Inquiry to explore 'grammaire en action' in Extended French classes. November 2019-May 2020	5-8	30	1	2	<b>60</b>
6	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	French/Modern Languages Full Day Meeting	Looking at promising practices, language profiles, literature	9-12	32	32	1	<b>32</b>
7	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	DELf Refresher (Diplôme d'études en langue française)	CEFR- and DELF-related professional learning opportunities. April 2020	7-12	24	1	1	<b>24</b>
8	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	New to Kindergarten Teacher (English/French Immersion) with their DECE partners	Professional learning opportunity for each DECE to work with their classroom teacher partner	K				<b>0</b>
9	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	New to Combined Kindergarten and Grade 1 Support	Focus on the developmental continuum in order to build understanding of the early learner	sk/1				<b>0</b>
10	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	NTIP New to Core French	Supporting teachers from an equity stance to make FSL action oriented, authentic and relevant to all learners. November 2019					<b>0</b>
11	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	NTIP New to Literacy	For French Immersion Teachers see Literacy November 2019	K-8				<b>0</b>

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Science, Social Studies and EcoSchools								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of school	# of teachers /school	# of Days /teacher	Total # of Days
								<b>OVERALL 742</b>
								<b>TOTALS:</b>
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	SCIENCE COLLABORATIVE INQUIRY	This 3-day collaborative inquiry will explore the Science curriculum through an integrated approach to learning and will be responsive to teacher voice. T: April-May P: 50 teachers C: STEAM; 21C; Literacy; Math	7-12	50	1	3	150
2	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	DESIGN THINKING: LEARNING THROUGH INNOVATIVE PRACTICE	This collaborative inquiry will provide a 3 day professional learning opportunity to interested teachers in grades 7-12 on DESIGN THINKING. Teachers will create professional learning communities to share and support each other throughout the process. T: November-May P: 50 Teachers (7-12) C: STEAM; Literacy, 21C; Religion; Arts; French	7-12	50	1	3	150
3	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	SCIENCE DEPARTMENT HEAD SYMPOSIUM	Science Department Heads lead their own learning. This 1-day workshop will address teacher voice and focus on effective instructional strategies that support all learners. Teachers will explore best practices, assessment, lesson design and application of knowledge. T: November-February P: 40 teachers C: STEAM, 21C; Religion; Math	9-12	40	1	1	40
4	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	SOCIAL STUDIES DEPARTMENT HEAD SYMPOSIUM	Social Studies Department Heads lead their own learning. This 1-day workshop will address teacher voice and focus on effective instructional strategies that support all learners. Teachers will explore best practices, assessment, lesson design and application of knowledge. T: November-February P: 40 teachers C: FNMI; Literacy; ESL	9-12	40	1	1	40
5	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	SOCIAL STUDIES 2019 FIRST NATIONS, METIS, and INUIT STUDIES COLLABORATIVE INQUIRY	This 3-day collaborative inquiry will build educator capacity to implement the revised curriculum document and enhance and establish leadership in the schools. This collaborative inquiry will support teachers in courses in First Nations, Metis, and Inuit Studies, Grades 9-12 and focus on the deconstruction of Indigenous history through a Catholic lens. T: November - May P: 50 teachers C: FNMI; Religion; Arts; Literacy; 21C	9-12	50	1	3	150
6	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	SOCIAL STUDIES 2019 FIRST NATIONS, METIS, and INUIT STUDIES Leadership Team	This Leadership Team will develop Indigenous-focused content across the curriculum and support resource implementation. The Leadership Team will work with the Social Studies Resource Teacher to provide learning opportunities for educators. T: November - May P: 15 Teachers C: FNMI; Literacy; Religion; 21C; Elder; Indigenous Advisory Team	9-12	10	1	3	30

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Science, Social Studies and EcoSchools								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of school	# of teachers /school	# of Days /teacher	Total # of Days
7	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	SOCIAL STUDIES 2019 FIRST NATIONS, METIS, and INUIT STUDIES COLLABORATIVE INQUIRY THROUGH THE ARTS	This 3-day collaborative inquiry will enhance teacher capacity to implement the Revised Curriculum focusing on the rich diversity of First Nations, Metis, and Inuit histories, cultures, perspectives, and contributions through the Arts. T: November - May P: 50 Teachers C: FNMI; Literacy; Religion; 21C; Elder; Indigenous Advisory Team	9-12	50	1	3	<b>150</b>
8	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	SOCIAL STUDIES 2019 FIRST NATIONS, METIS, and INUIT STUDIES Leadership Team [Arts focus]	This Leadership Team will develop Indigenous-focused content across the curriculum and support resource implementation as well as work with the Social Studies Resource Teacher to provide learning opportunities for educators. T: November - May P: 4 Teachers C: FNMI; Arts, Literacy; Religion; 21C; Elder; Indigenous Advisory Team	912	10	1	3	<b>30</b>
9	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Secondary students' positive self image	ECO/STEAM RECYCLE MATERIAL JUNK BAND	This experiential initiative will examine real world environment issues in an effort to raise awareness about Pope Francis' Laudato Si encyclical - on care for our common home. Interested students in 1 secondary school will participate in a 10 day afterschool MakerSpace workshop that explores RECYCLING material to create a JUNK BAND. The students will design and create instruments using recycled material and create music. T: November - March P: 10 - 15 students C: Arts, STEAM; Experiential Learning	9-12	1	1	2	<b>2</b>
10	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	TEACHER SUPPORT IN/ACROSS SCHOOLS	Support professional learning teams to address their Urgent Critical Learning Need. This support will include: facilitating professional learning sessions; investigating and incorporating evidence based instructional strategies through an integrated framework; co-planning/teaching; and resource development. T: September-June P: ALL Schools (K-12) C: All TLC departments	K-12				

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
K - 12 Outdoor/Health/Physical Education								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								<b>OVERALL TOTALS :</b>
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	New Teacher Induction Program: Support for new Health & Physical Education Teachers	Review updated Health and Physical Education Curriculum (Active Living, Healthy Living, Movement Competence, Social Emotional Learning), OPASSE Safety Guidelines & TCDSB Concussion Protocol. Timeline: November	K-6	12	1	1	<b>12</b>
2	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	HPE Department Head In-Service	Review the 3 curriculum strands and provide support for assessment and evaluation practices. Review team building/student leadership initiatives focused on inclusion, developing self-confidence and acceptance of oneself and others. Timeline: December	9-12	31	1	1	<b>31</b>
3	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Student Mental Health and Wellbeing initiative in Elementary	Professional Learning for the creation of school Well-being Teams - Collaborate with Mental Health Services	Provide strategies and resources for schools to create Well-being Teams. Timeline: 2 sessions, December & February	K-8	20	2	2	<b>80</b>
4	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	HPE Specialist Teachers: Curriculum Update Inservice - Collaborate with Mental Health Services	Provide key changes, supports and resources for the updated Health and Physical Education Curriculum. Timeline: 2 sessions offered in January.	K-8	80	1	1	<b>80</b>
5	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Student Mental Health and Wellbeing initiative in Elementary	DPA: A cross-curricular approach to PPM 138. Using Daily Physical Activity to support numeracy and literacy school goals.	Provide tools to incorporate numeracy fitness activities and literacy games into their Daily Physical Activities. Timeline: 2 sessions, March	K-8	40	1	1	<b>40</b>

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Indigenous Education								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								<b>OVERALL TOTALS: 100</b>
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Teacher Symposium on April 9, 2020 Culturally ResponsivePedagogy.	2020-04-09 - The Native Canadian Centre of Toronto	K-12	All	100	1	<b>100</b>

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
MUSIC								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								<b>OVERALL TOTALS: 10</b>
1	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Department Head, Arts and Music Lead Forum for Secondary Teachers in collaboration with Arts Department	Meet with Heads and Leads at a culturally rich and inspiring venue (perhaps Recording Arts Center) to provide a forum for creativity and inquiry into topics of urgent critical need in the Music Departments. Sessions will be from 2:00 - 4:00 pm so no code days are required. Based on the needs determined in the inquiry session (above), provide a PD session that encourages the implementation of rich activities for students that meet with great efficiency the Curriculum Expectations in Music. Timeline: October/November	SS Music and Arts	31	2	0	0
2	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Ontario Music Educators Association Conference	10 teachers to attend the OMEA Conference	ES and SS Music Teachers	10	1	1	10
3	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Leaders of Your Own Learning	Using the information derived from online surveys, Music activities will be provided to enhance Secondary Teacher Professional Learning and Community. Timeline: February	SS Music	31	0	0	0
4	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	TCDSB Music Festival	Board wide adjudicated performances at a variety of locations in our schools. Timeline: April	ES SS Music	198			0



2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Arts Department								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								<b>OVERALL TOTALS: 60</b>
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Secondary Arts Department Heads meeting in collaboration with M	Meet with Secondary Arts Heads to explore specific learning and instructional needs. Goals will include alignment of standards and assessment practices, inclusion of culturally relevant strategies and improvement of communication between Secondary Schools with regard to Arts Learning. Timeline - Oct	9-12	32	32	0	0
2	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Secondary Media Arts/Drama Session/Documentary writing and Videography	Secondary Media Arts and Drama Teachers will engage with a professional Documentary artist and Videographer to learn about screenwriting and production. One Session Nov 14	9-12	20	1	1	20
3	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Secondary Visual Arts/Indigenous Painting in collaboration with Indigenous Studies and Social Studies	Secondary Visual Arts Teachers will engage with Indigenous Artist Diane Montreuil to explore Indigenous Art imagery and best practice to avoid cultural appropriation. Nov 28	9-12	20	1	1	20
4	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Secondary Dance/Drama Professional Learning Session - Musical Theatre Day	Secondary Dance/Drama Teachers will engage with David Connolly, noted Choreographer and Director to explore all aspects of musical theatre. One Session Dec 5	9-12	20	1	1	20
5	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Staff well-being	Leaders of Your Own Learning	Using the information derived from online surveys, Arts activities will be provided to enhance Secondary Teacher Professional Learning and Community. Timeline - February	9-12	Secondary			0

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
Pathways								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								<b>OVERALL 976 TOTALS:</b>
1	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Pathways Opener	A full day learning session to review pathways programming opportunities, and to promote capacity building, co-learning and team building within school pathways teams. This initiative will also include opportunities for teachers to meet various community partners. Timeline: October 1st	11-12	32	5	1	<b>160</b>
2	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Specialist High Skills Major (SHSM) Program Planning Session	A full day learning session to review SHSM logistics, such as budget and school year sector plans. This session will focus on recruitment strategies, as well as the exploration SHSM data to inform next steps for school programs. Timeline: October 16	11, 12	28	1 per program	1	<b>74</b>
3	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Support for potential new SHSM applications	Meet with school teams to increase capacity for preparing a school application for a new SHSM program. This initiative will include professional development and resource building. Timeline: October to December	11, 12	10	3	1	<b>30</b>
4	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	SHSM planning day for newly approved programs	School teams work through an implementation planning template to ensure that all elements of SHSM deliverables are put in place for the following year. Timeline: September and June	11, 12	12	3	1	<b>36</b>
5	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	SHSM ongoing school-based team meetings	School-embedded review and support meetings aimed at building capacity and sustainability. Timeline: September to June	11, 12	28	2	1	<b>56</b>
6	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	SHSM myBlueprint planner teacher in-service	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 Timeline: November and December	11, 12	15	1	1	<b>15</b>
7	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	SHSM professional development by sector	SHSM sector-focused professional learning days to allow SHSM programs to collaborate across the system and share best practices. This initiative will also include opportunities to meet community partners related to their sector. Timeline: February to June	11, 12	28	1 per program	5	<b>74</b>
8	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	pre-SHSM learning opportunities	Information session and sample SHSM experiential learning opportunity that highlights the benefits of an SHSM diploma to promote student achievement. Timeline: November and February	10	28	2	1	<b>56</b>
9	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Secondary Guidance Learning/Trillium Training for teachers new to Guidance Departments	Joint effort with Pathways and Trillium Support Team to help build capacity in teachers new to the Guidance role at the start of each school year semester. Timeline: September and February	9-12	15	2	2	<b>60</b>
10	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Ongoing learning inservicing of Secondary School Guidance Department Heads	Areas of focus: issues of concern, Trillium compliance practices, MOE updates, implementation of Guidance initiatives. Joint in-service with: Dual Credit/SWAC, OYAP, SHSM, Student Success, Trillium, Co-op, Experiential Learning as necessary. Timeline: 2 per semester	9-12	35	1	5	<b>175</b>
11	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Creating Pathways to Success for Exceptional Students through Work Experience One day conference	Area of Focus: supporting teachers who work with students with special need in work experience programs. Board procedures & best practices, Ministry of Education requirements, transition planning, Health & Safety, and Risk Management. Timeline: Winter/Spring	11-12	20	3	1	<b>60</b>

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN									
Pathways									
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days	
								<b>OVERALL TOTALS:</b>	<b>976</b>
12	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	On-going Learning - building program capacity & supporting teacher leadership in the cooperative education program	Area of Focus: regular teacher inservicing re: curriculum, assessment, pedagogy, teaching strategies and resources (approx 3 inservices during the year) Focus on the New Co-op Curriculum and the new Co-op course Timeline: Fall, Winter, Spring	11-12	30	2	3		<b>180</b>
13	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	OCEA (Ontario Cooperative Education Association) Annual Conference	Area of Focus: Cooperative Education & Work experience Programs - OCEA board affiliation and conference registration for one coop teacher per secondary school	10-12	30	1	1		<b>0</b>
14	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Transitions/Career Exploration/myBlueprint Professional Development for Elementary Guidance Counsellors	Areas of focus, issues of concern, and implementation of Guidance Initiatives with a focus on Transitions, Career Exploration, and myBlueprint. Timeline: 3 sessions	K-8	14 serving all 166 schools	1	3		<b>0</b>
15	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Student Mental Health and Wellbeing initiative in Elementary	Mental Health Professional Development for Elementary Guidance Counsellors	Areas of focus, issues of concern, and implementation of Guidance Initiatives with a focus on Mental Health. Timeline: 3 sessions	K-8	14 serving all 166 schools	1	3		<b>0</b>
16	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Career Studies Teachers' Symposium	In Semester 2, a professional learning and sharing day for teachers of Career Studies (GLC20) will be offered. The professional learning will be an opportunity to review the changes in the new curriculum, share professional practices and resources. Collaboration with Math Dept to help support new Financial Literacy curriculum. Timeline: February/March 2020	10	35	2	1		<b>70</b>
17	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Ontario School Counsellors Association (OSCA)	Teacher counsellors in the elementary and secondary panel may register to participate in lectures, seminars and workshops relating to Mental Health and Well-Being and Pathways Planning. Timeline: October 2019	K-12	20	1	1		<b>0</b>
18	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	myBlueprint/ALL ABOUT ME training for K-6 teachers.	Teachers from K-6 will be invited to learn more about the use of ALL ABOUT ME on myBlueprint. There will be two locations - East and West. Timeline: Winter 2020	K-6	60	1	1		<b>60</b>
19	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	My Blueprint/IPP Support for Intermediate teachers	Intermediate teachers will be invited to an after-school session to further their understanding of how to use myBlueprint in the classroom. Timeline: Winter 2020	7-8	50	1	1		<b>0</b>
20	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Ontario Youth Apprenticeship Program (OYAP) Teacher Professional Learning	Secondary OYAP teachers (Co-op, Accelerated, Dual Credit) from across all secondary schools will review curriculum, explore student pathways and programs and collaboratively plan students supports. Timeline: 1 Fall & 1 Winter	9-12	30	1	2		<b>60</b>
21	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Technology Teacher Professional Learning	Secondary Tech Ed teachers from across all secondary schools will be invited to review curriculum, explore student pathways and programs and collaboratively plan students supports. Timeline: 2 Fall/Winter & 2 Spring	9-12	30	1	4		<b>120</b>
22	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Women Entering Non-Traditional Trades (WENTT)	Servicing Girls in Grades 7-12. Focused on increasing awareness of opportunities for girls in non-traditional job sectors, specifically the skilled trades. Motivational speakers and hands on activities aim to build student confidence. Timeline: 2 Secondary in Spring, Elementary East & Elementary West Spring	7-12	80	1	1		<b>80</b>

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN									
Pathways									
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days	
								<b>OVERALL TOTALS:</b>	<b>976</b>
23	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Skills Canada	Steering Committee made up of teacher chairs for each of the competitions (40 categories) meet to discuss criteria, dates, best practices, design presentations and next steps. Timelines: 3 x year (Fall, Winter Spring)	4-12	40	1	3	<b>120</b>	
24	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Connecting GTA Teachers Stepping Stones to PostSecondary Forum	Secondary counsellors are invited to College campus for the opportunity to engage in workshops and seminars around Dual Credit models and recruitment, and to learn about college transition programs. Timeline: November	11-12	15	1	1	<b>15</b>	
25	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	OYAP Indigenous Centered Events	Hot Doc Film viewing. Focused on breaking down stereotypes and on increasing student awareness of opportunities for Indigenous community members in the skilled trades. Timeline: March -Follow-up EL day in April *Teacher Supervision require for Follow Up Event	7-12	15	1	1	<b>15</b>	
26	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Experiential Learning: Job-Embedded Teacher PD	Teacher PD to support with the planning and implementation of each project, as needed. 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. Timeline: Year-long as needed	K-12	25	1	1	<b>25</b>	
27	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	Experiential Learning: Teacher Planning and PD Session	Session will focus on the Experiential Learning cycle 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. This opportunity will allow teachers to collaborate and share in their planning for the year. Timeline: Fall 2019	K-12	30	1	1	<b>30</b>	
28	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	STEAM High School Experiential Learning Engagement Session	PD Session for Teachers to engage in hands-on STEAM learning, building Real-world problems to solve using Micro:bits. Opportunity for teachers to collaborate and then implement in their STEAM schools. (On 21C PLP). Timeline: Fall 2019	9-12				<b>0</b>	
29	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Engagement in Pathways programs	STEAM intro for Primary Grades	Full day session for Primary Grade teachers in maker's space to highlight its uses and EL opportunities for their students and classrooms	K-1	9	2	1	<b>18</b>	
30	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Leader of Your Own Learning- Pathways Sessions	Multiple sessions will be offered around ideas of Pathway development for teachers	9-12				<b>0</b>	

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
21st Century Learning and STEAM								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
								<b>OVERALL 441</b>
								<b>TOTALS:</b>
1	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	MDM/VPP/ASM Principal Sessions	Sixteen half day sessions October 30, 31, November 5, 7 with collaboration with Technical Services to support Principals in process of migration from Volume Purchasing Plan to Apple School Manager by December 1st, 2019 in order to ensure that previously purchased apps will not be lost.	All	120	0	0	0
2	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	Growing Success Report Card Delegate Workshops	Seven full day sessions October 9, 16, 17, 23, and 24 in East and West end lab locations to support Elementary School Report Card Delegates in the set up of Elementary report cards.	K-8	168	1	1	168
3	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	STEAM Secondary Schools Enrichment Program	Three sessions: October, January and April; Collaboration between Enrichment Schools and Central Staff; specific dates to be determined in collaboration with STEAM Contacts	9-12	7	2	3	42
4	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	STEAM Micro:Bits Projects	Site Specific Projects focused around the integration of Science, Technology, Mathematics, Arts and Engineering using Micro: Bits with an Environmental priority	9-12	7	2	4	56
5	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	The Learning Partnership (Entrepreneurial Adventure)	Entrepreneurial Adventure empowers students from Kindergarten to grade twelve to create a business venture right in their classrooms.	K-12	30	1	1	30
6	C. PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING Student Mental Health and Wellbeing initiative in Elementary	The Learning Partnership (Investigate!Invent!Innovate!)	I3 - Investigate! Invent! Innovate! is a program that empowers students in grades seven and eight classrooms to identify problems in their every day lives and invent solutions.	7-8	30	1	1	30
7	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	iPad Accessibility Workshop	Professional Learning Series helping teachers leverage the accessibility features of the ipad to service all students especially those with special needs. This will be a project in Collaboration with Assistive Technology and potentially other curriculum based departments	All	30	1	3	90
8	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Grade 9 Applied Math OSSLT;	Physical Education and Math Collaboration	Pilot involving a cohort of students who engage in physical education directly prior to a Math class in hopes that this may bolster the scores at a specific school. This is a project that will be in collaboration with both the Physical Education, Mathematics and Experiential Learning Departments	9	2	2	5	20
9	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	21Camp	Teacher led professional development given in the form of several 40-45 minute workshop sessions. Workshops will be based on showcasing promising practices involving 21c competencies based on the neXT lersson as well as the Catholic Graduate Expectations.	All	200	1	0	0

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN								
21st Century Learning and STEAM								
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	# of schools	# of teachers /school	# of Days /teacher	Total # of Days
<b>OVERALL TOTALS:</b>								<b>441</b>
10	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Google Camp	Teacher led professional development given in the form of several 40-45 minute workshop sessions. Workshops will be based on showcasing promising practices involving Google for education.	All	200	1	0	0
11	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Hour of Code	TBD; CEC: Atrium Hour of Code and System-wide start to the week	3-8	5	1	1	5
12	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	New Teacher Induction Program Report Card Workshop	In partnership with New Teacher Induction Program: Elementary: Oct 15 (2 sessions), Oct 16, Oct 23, Jan 7 (2 sessions), Jan 8, Jan 15 (2 sessions). Secondary: Oct 15, Nov 13, Feb 4	K-8				0
13	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Assessment for, as and of learning practices	D2L Brightspace Virtual Learning Environment (VLE) Professional Learning Sessions	Collaboration with Central Academic Resource Departments for development of professional learning opportunities for Elementary and Secondary teachers for subject area specific facility in the incorporation of the VLE in teaching practice.	9-12	200	0	0	0
14	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	Leaders of Your Own Learning 9-12 Workshops	Professional Development Day for Secondary Teachers TCDSB/TSU	9-12	30	0	0	0
15	D. SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION, AND ENGAGEMENT Inquiry-based professional learning and teacher involvement	New Teacher Induction Program - STEAM focus; Integrated learning model; Curriculum connections and Assessment	Workshop Session in partnership with NTIP	K-12	30			0



2019-2020 TCDSB PROFESSIONAL LEARNING PLAN SPECIAL EDUCATION					
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	Total # of avail. spots
					<b>280</b>
1	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department Participants: Elementary & Secondary Support Staff	INTRODUCTION TO AUTISM AND ABA STRATEGIES: This hands-on workshop focuses on understanding the characteristics of Autism and implementing ABA strategies to support students. TIMELINE: November 15, 2019 and January 17, 2020 PA DAYS	K-12	<b>60</b>
2	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department Participants: Elementary & Secondary Support Staff	PROMOTING COMMUNICATION IN STUDENTS WITH ASD: This workshop will focus on strategies to support communication with students within the classroom using practical hands on activities. TIMELINE: December 6, 2019 and February 14, 2020 PA DAYS	K-12	<b>60</b>
3	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department Participants: Elementary & Secondary Support Staff	UNDERSTANDING CHALLENGING BEHAVIOURS FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS: This workshop will identify underlying causes of behaviour difficulties as they relate to student with ASD. TIMELINE: December 6, 2019 and February 14, 2020 PA DAYS	K-12	<b>60</b>
4	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department Participants: Elementary & Secondary Principals	SUPPORTING ADMINISTRATORS IN SUPPORTING STUDENTS WITH AUTISM: This workshop will focus on how schools can be supported through the Autism Department and sharing resources that can help support students with Autism. TIMELINE: Fall 2019 - at least two dates	K-12	<b>60</b>
5	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department Participants: Elementary School Staff	SUPPORTING ADMINISTRATORS IN SUPPORTING STUDENTS WITH AUTISM: This workshop will focus on how schools can be supported through the Autism Department and sharing resources that can help support students with Autism. TIMELINE: This is a multi-year plan to support elementary schools. At least two dates.	K-8	<b>40</b>
6	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department Participants: Secondary School Staff	EDUCATIONAL PRACTICES-GEARED TO THE LOCAL NEEDS OF THE SCHOOL: Each AST will speak with the department head to determine the focus of the PD and the target group i.e. resource dept., new staff, etc. This could take place during late start days, through a lunch and learn, department meeting, etc. TIMELINE: This is a multi-year plan to support secondary schools. At least two dates.	9-12	<b>40</b>

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN SPECIAL EDUCATION					
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	Total # of avail. spots
7	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department-ME/DD Participants: Elementary (63) & Secondary (59) ME/DD ISP teachers with students in grade 8	TRANSITION TO SECONDARY SCHOOL-SERVICE FOR STUDENTS ME/DD: 1 day workshop focusing on elementary and secondary ME/DD ISP teachers working together on the transition plan for students entering into Gr. 9 complying with PPM 140. TIMELINE: TBD in the Spring 2020	K-12	<b>119</b>
8	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department Participants: Elementary teachers	HALF DAY IN-SERVICE FOR TACHERS WITH STUDENTS ATTENDING THE PAST PROGRAM: The purpose is to review the PAST program and the goals with the home school teacher in order to build capacity in supporting students with high functioning Autism. TIMELINE: September/October 2019	K-8	<b>20</b>
9	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department Participants: Elementary teachers	HALF-DAY VISITS WITH THE CONNECTIONS FOR STUDENTS & STAFF TO MEET THE IBI PROVIDERS IN THE IBI SETTINGS AND TO VIEW THE TRANSITIONING STUDENT IN THIS SETTING: The purpose is to plan for the students transitioning from the treatment setting into the school setting complying with PPM 140. TIMELINE: Throughout the academic year. At least 2 dates.	K-8	<b>40</b>
10	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department Participants: Elementary & Secondary teachers, support staff, custodians and secretaries	INTRODUCTION TO AUTISM AND ABA STRATEGIES: Training provided to all new staff hired by HR which is offered on a monthly basis (EAs, CYWs, teachers, custodians, secretaries). TIMELINE: Monthly throughout the academic year	K-12	<b>240</b>
11	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department-ME/DD Participants: Elementary ME/DD ISP teachers	MEVile to WEVile FOLLOW-UP WORKSHOP: 1 Day Workshop for teachers to review the MEVile/WEVile literacy program and share promising practices. TIMELINE: OCTOBER 2019	K-8	<b>63</b>
12	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department-ME/DD Participants: Elementary ME/DD ISP teachers	"EQUALS FOLLOW-UP WORKSHOP: 1 Day Workshop for teachers to review the EQUALS numeracy program and share promising practices. TIMELINE: January 2020	K-8	<b>63</b>
13	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Autism Department-ME/DD Participants: Secondary teachers	SUPPORTING STUDENTS IN THE ME/DD ISP: 1 Day Workshop focusing on classroom set up, differentiated learning strategies, programing, and recources. TIMELINE: OCTOBER 2019	9-12	<b>53</b>
14	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Speech & Language Department Participants: Elementary Kindergarten Teams (Teacher & ECE)	KINDERGARTEN TEAMS - INTERACTIVE IN-SERVICE: Interactive workshop for 12 Kindergarten Teams at 4 locations. TIMELINE: October 8, 10, 24, 25, 2019	K	<b>100</b>



2019-2020 TCDSB PROFESSIONAL LEARNING PLAN SPECIAL EDUCATION					
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	Total # of avail. spots
15	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Speech & Language Department Participants: Elementary/Secondary EAs and CYWs who work with DHH Students	CONVERSATIONS IN THE CLASSROOM: Workshop for 40 EAs and 40 CYWs TIMELINE: October 5, 2019 & February 15, 2020	K-12	<b>60</b>
16	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Speech & Language Department Participants: KLP teachers	1 DAY IN-SERVICE FOR KLP TEACHERS: Workshop for KLP Teams TIMELINE: MARCH 2020	K	<b>8</b>
17	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Speech & Language Department Participants: 8 Kindergarten teams	ABC AND BEYOND-3 DAY WORKSHOP: Enhancing communication skills in the classroom TIMELINE: November/December 2019/January 2020 and February/March/April 2020	K	<b>48</b>
18	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Speech & Language Department Participants: LI ISP teachers	PROFESSIONAL LEARNING SERVICES FOR LI ISP TEACHERS: Math and IT Focus for LI ISP Teachers, 2 day inservice. TIMELINE: February 25, 2020 and TBD	K-8	<b>37</b>
19	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Deaf/Hard of Hearing Department Participants: Elementary teachers	IN-SERVICES FOR D/HH ISP TEACHERS: One day Workshop for D/HH ISP teachers TIMELINE: September 30, 2019 and January, 2020	K-8	<b>6</b>
20	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Deaf/Hard of Hearing Department Participants: Elementary & Secondary D/HH ISP teachers	IN-SERVICES FOR D/HH ISP TEACHERS: One day Workshop for D/HH ISP teachers with Itinerant teachers TIMELINE: APRIL 2020	K-12	<b>10</b>
21	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Deaf/Hard of Hearing Department Participants: Secondary teachers	D/HH PD FOR SECONDARY: Workshp for 20 teachers on hearing loss awareness. TIMELINE: FEBRUARY 2020	9-12	<b>4</b>
22	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-Psychology, Social Workers, Guidance Counselors, Administrators	ASIST: 2-day Suicide Intervention Training TIMELINE: September 4-5, 2019	K-12	<b>60</b>
23	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-Psychology, Social Workers, Guidance Counselors, Administrators	ASIST: 2-day Suicide Intervention Training TIMELINE: September 11-12, 2019	K-12	<b>60</b>
24	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-Psychology, Social Workers, Guidance Counselors, Administrators	ASIST: 2-day Suicide Intervention Training TIMELINE: September 24-25, 2019	K-12	<b>60</b>
25	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-Psychology, Social Workers, Guidance Counselors, Administrators ASIST: 2-day Suicide Intervention Training	ASIST: 2-day Suicide Intervention Training TIMELINE: October 2-3, 2019	K-12	<b>60</b>
26	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-Psychology, Social Workers, Guidance Counselors, Administrators	ASIST: 2-day Suicide Intervention Training TIMELINE: April 1-2, 2020	K-12	<b>60</b>
27	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-All staff	SafeTalk: Suicide Awareness training for all staff. TIMELINE: October 11, 2019 PA DAY, 60 Participants	K-12	<b>60</b>
28	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-All staff	SafeTalk: Suicide Awareness training for all staff. TIMELINE: November 15, 2019 PA DAY, 60 Participants	K-12	<b>60</b>

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN					
SPECIAL EDUCATION					
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	Total # of avail. spots
29	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-All staff	SafeTalk: Suicide Awareness training for all staff. TIMELINE: December 6, 2019 PA DAY, 60 Participants	K-12	60
30	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-All staff SafeTalk: Suicide Awareness training for all staff.	SafeTalk: Suicide Awareness training for all staff. TIMELINE: February 14, 2020 PA DAY, 60 Participants	K-12	60
31	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-All staff	SafeTalk: Suicide Awareness training for all staff. TIMELINE: February 14, 2020 PA DAY, 60 Participants	K-12	60
32	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-All staff	SafeTalk: Suicide Awareness training for all staff. TIMELINE: February 14, 2020 PA DAY, 60 Participants	K-12	60
33	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-Guidance Counsellors	Supporting Minds Module: Anxiety - This workshop provides an exploration of the impact of anxiety on students as well as discussion of effective prevention and early intervention strategies for classroom use. TIMELINE: TBD-at least one date	K-12	30
34	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-Autism Team	Supporting Minds Module: Anxiety - This workshop provides an exploration of the impact of anxiety on students as well as discussion of effective prevention and early intervention strategies for classroom use. TIMELINE: TBD-at least one date	K-12	30
35	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-all staff	Supporting Minds Module: Anxiety - This workshop provides an exploration of the impact of anxiety on students as well as discussion of effective prevention and early intervention strategies for classroom use. TIMELINE: PA Days in October, November, December 2019 and February 2020; 30 participants x 4 = 120 participants	K-12	120
36	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-all staff	Supporting Minds Module: Mood Disorders - This workshop provides a comprehensive review of mood disorders and their impact on students as well as discussion of effective prevention and early intervention strategies for classroom use. TIMELINE: PA Days in October, November, December 2019 and February 2020; 30 participants x 4 = 120 participants	K-12	120

2019-2020 TCDSB PROFESSIONAL LEARNING PLAN					
SPECIAL EDUCATION					
	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	Total # of avail. spots
37	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-all staff	Supporting Minds Module: Mentally Healthy Classroom - This workshop aims to familiarize participants with mental health promotion in the classroom, with a focus on building literacy, skills, attitudes and habits that are necessary for creating a mentally healthy classroom. TIMELINE: PA Days in October, November, December 2019 and February 2020; 30 participants x 4 = 120 participants	K-12	<b>120</b>
38	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-all staff	Supporting Minds Module: ADHD - effective strategies for students who suffer from Attention Deficit Disorder. TIMELINE: PA Days in October, November, December 2019 and February 2020; 30 participants x 4 = 120 participants	K-12	<b>120</b>
39	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-Social Work service providers	Supporting Minds Module: ADHD - effective strategies for students who suffer from Attention Deficit Disorder. TIMELINE: PA day for Psychology; Social Workers=65	K-12	<b>65</b>
40	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Mental Health Department Participants: Elementary/Secondary-Psychology service providers	Supporting Minds Module: ADHD - effective strategies for students who suffer from Attention Deficit Disorder. TIMELINE: PA day for Social Work; Psychologists=51	K-12	<b>51</b>
41	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Social Work Department Participants: Elementary/Secondary Social Workers	MISC: Social Work PD offered throughout the year on clinically relevant information and best practices. TIMELINE: 1/2 day sessions on a monthly basis	K-12	<b>630</b>
42	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Behaviour Department Participants: Elementary Behavior Program Teachers	SOCIAL-EMOTIONAL LEARNING: Discuss and share social emotional strategies and programming including Behaviour Support Plans, Safety Plans and IEPs TIMELINE: TBD-at least one date	K-8	<b>20</b>
43	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Behaviour/SSRT Department Participants: Elementary Behavior Program Teachers, CYWs and 8 SSRT members	"SNAP: Refresher/Certification of new staff in SNAP model through Child Development Institute" TIMELINE: TBD - Currently being organized through CDI	K-8	<b>48</b>

**2019-2020 TCDSB PROFESSIONAL LEARNING PLAN  
SPECIAL EDUCATION**

	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	Total # of avail. spots
44	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Behaviour/SSRT Department Participants: Elementary & Secondary staff	NONVIOLENT PHYSICAL CRISIS INTERVENTION (CPI) TRAINING OR BMS TRAINING: To develop skills to manage student with challenging behaviours TIMELINE: September 19-20, 2019: New to CPI or expired past 3 years. September 18, 2019: Refresher course (1 day) expired within 2 years. October 10-11, 2019: New to CPI. October 11, 2019: Refresher course. November 14 & 15, 2019: New to CPI. November 15, 2019: Refresher course. December 6, 2019: Refresher course. January 16 & 17, 2020: New to CPI. January 17, 2020: Refresher. February 14, 2020: Refresher. June 5, 2020: Refresher. Plus 4 trainers to recertify.	K-12	<b>450</b>
45	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Special Services Department Participants: Elementary Special Education teachers and Special Education teachers new to Special Education	INDIVIDUAL EDUCATION PLANS, SPECIAL SERVICES FORMS, GAFE: Introduction to Special Services Forms and IEPs; using GAFE with Special Education Students TIMELINE: September-October 2019	K-8	<b>20</b>
46	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Special Services Department Participants: Secondary Special Education teachers	INDIVIDUAL EDUCATION PLANS, SPECIAL SERVICES FORMS, GAFE: Introduction to Special Services Forms and IEPs; using GAFE with Special Education Students TIMELINE: September-October 2019	9-12	<b>20</b>
47	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Special Services Department Participants: Secondary Special Education teachers new to Special Education	THE ALTERNATIVE REPORT CARD, TRANSITION PLANNING: Introduction to the Alternative Report Card TIMELINE: NOVEMBER 2019	9-12	<b>20</b>
48	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Special Services Department Participants: Elementary & Secondary Principals	LEGALITIES AROUND CHAIRING AN IPRC: Review the IPRC process and the importance of understanding the legal implications of the IPRC. TIMELINE: October 2019	K-12	<b>20</b>
49	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Special Services Department Participants: Elementary & Secondary Principals and Vice-Principals New to the Role	INDIVIDUAL EDUCATION PLANS, SPECIAL SERVICES FORMS & GAFE: Review of Special Services Forms and IEPs TIMELINE: OCTOBER 2019	K-12	<b>20</b>
50	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary teachers new to Empower (LD ISP, Empower Hub and SE Teachers)	Empower Decoding/Spelling 2-5 TIMELINE: September 2019	K-8	<b>20</b>
51	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary teachers new to Empower (LD ISP, Empower Hub and SE Teachers)	Empower Decoding/Spelling 2-5 TIMELINE: November 2019	K-8	<b>20</b>
52	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary LD ISP Teachers	Empower Decoding/Spelling 6-8 TIMELINE: September 2019	K-8	<b>14</b>

**2019-2020 TCDSB PROFESSIONAL LEARNING PLAN  
SPECIAL EDUCATION**

	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	Total # of avail. spots
53	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary LD ISP Teachers	Empower Decoding/Spelling 6-8 TIMELINE: November 2019	K-8	<b>14</b>
54	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary LD ISP & HUB Teachers Empower Vocabulary/Reading Comprehension 2-5 (1/2 day training)	September 2019	K-8	<b>39</b>
55	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary LD ISP & SE Teachers LEXIA	Empower Vocabulary/Reading Comprehension 2-5 (1/2 day training) TIMELINE: October 2019	K-8	<b>7550</b>
56	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary LD ISP & SE Teachers	How to teach/support and monitor students with LD who are struggling in Math and Literacy. TIMELINE: December 2019	K-8	<b>50</b>
57	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: NEW Elementary LD ISP teachers	Fundamentals for teaching an LD ISP class TIMELINE: November 2019	K-8	<b>14</b>
58	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary LD ISP teachers	Assessment of Academic Achievement using the KTEA3 (Kaufman Test of Educational: Using the KTEAs to evaluate student academic progress. Using QGlobal online resource to summarize and analyse results. TIMELINE: October 2019	K-8	<b>14</b>
59	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary & Secondary SLD ISP Teachers, SS SET	LD PR Committee Meeting: Participation as a member of the committee TIMELINE: November 2019	K-12	<b>25</b>
60	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary & Secondary SLD ISP Teachers, SS SET	LD PR Committee Meeting: Participation as a member of the committee TIMELINE: January, February, April, June 2020	K-12	<b>100</b>
61	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Elementary & Secondary School Administrators	Update on LD to Principals: Assessment, diagnosis, identification and programming for students with LD TIMELINE: January 2020	K-12	<b>197</b>
62	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/LD Department Participants: Secondary Teachers	Understanding the learning profile of students with LD to increase math achievement: How to teach/support students with LD who are struggling in Math TIMELINE: February 2020	9-12	<b>25</b>
63	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology Department Participants: Elementary & Secondary EAs & CYWs	Strategies for the Classroom: Understanding challenging behaviours in children and adolescents and how to help manage them TIMELINE: November 15, 2019 PA Day	K-12	<b>60</b>
64	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology Department Participants: Elementary & Secondary Teachers, EAs, CYWs, Parents and other staff	Psychology Month-Symposium for Educators and Parents-Supporting our children's emotional health TIMELINE: February 14, 2020 (after hours)	K-12	<b>60</b>
65	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/Gifted Department Participants: Elementary Gifted ISP and Withdrawal teachers	Supporting the emotional health of students with Giftedness: How to recognize depression/anxiety and how to help. Strategies for the classroom. TIMELINE: December 6, 2019 PA Day	K-8	<b>20</b>

**2019-2020 TCDSB PROFESSIONAL LEARNING PLAN**

**SPECIAL EDUCATION**

	BLIP Goal(s)	Central Department Initiative	Details and Timeline	Grades	Total # of avail. spots
66	B. CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES Achievement for students with special needs	Psychology/Gifted Department Participants: Elementary Gifted ISP Teachers and Secondary Teachers	Gifted PR Committee Meeting: 1/2 day participation as a memeber of the committee TIMELINE: Three Sessions, TBD	K-12	<b>30</b>





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# COMMON FEEDBACK FORM

## MULTI-DAY SESSION - WRAP-UP

Session title:  
 Session Date:  
 Presenters:  
 Series Focus:

Shade Circles Like This--&gt; ●

Not Like This--&gt; ⊗ ⊕

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. There was a close <b>connection</b> between each session in this series. (E.g., day 1, day 2, day 3).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I <b>collected evidence</b> as part of the professional learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. a) I found the collection of evidence <b>useful</b> . b) What type of evidence did you collect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Throughout the professional learning, there were opportunities to <b>collaborate</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I had an opportunity to work with an <b>Observation Chart</b> as part of my professional learning (Mid-Point Self-Observation Chart).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. a) As a result of the professional learning, my <b>teaching/instruction has changed</b> . b) If your teaching changed, how did it change?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. a) As a result of the professional learning, I observed a change in <b>student learning/achievement</b> . b) If you observed a change in student learning/achievement, how did it change?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My professional learning could be improved with the following next steps:				
○ Support with implementation - explain: _____				
○ Additional materials - explain: _____				
○ Additional information - explain: _____				
9. Do you have any additional comments (or, question specific to the professional learning)				



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, in my name, there am I in the midst of them.  
(Matthew 18:20)*

Created, Draft	First Tabling	Review
October 18, 2019	November 7, 2019	<a href="#">Click here to enter a date.</a>

Adrian Della Mora, Superintendent of Human Resources

Joe Genova, Coordinator of Human Resources and ICT Staffing

**INFORMATION REPORT**

**Vision:**

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

**Mission:**

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

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



Rory McGuckin  
Director of Education

Dan Koenig  
Associate Director  
of Academic Affairs

Lloyd Noronha  
Associate Director of Facilities,  
Business and Community  
Development, 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 provides a summary of key metrics relating to the status of combined elementary classes. It also identifies procedures for schools to follow when organizing combined grade classes, which inform the re-organization of school models in September.

## **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's 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 assignments 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 2019-2020 school year, the average size for Grade 4-8 classes shall not exceed 24.50 students. The overall average of 24.50 students also meets the contractual obligations with our teachers’ union. 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, restrict the ability to have equal class loadings in a combined grade classroom.
- vi) The following tables display the distribution, by superintendency areas (1 through 8) and Trustee Ward, of schools that have combined grade classes for the 2019-2020 school year.

<b>Area</b>	<b>Number of Combined Classes by Area</b>
Area 01	103
Area 02	92
Area 03	63
Area 04	95
Area 05	99.50
Area 06	80
Area 07	95
Area 08	93
<b>Total</b>	<b>720.50</b>

<b>Trustee Ward</b>	<b>Number of Combined Classes by Trustee Ward</b>
Ward 01	48
Ward 02	64
Ward 03	32

Ward 04	67.5
Ward 05	60.5
Ward 06	50
Ward 07	51
Ward 08	99
Ward 09	51
Ward 10	37
Ward 11	100.5
Ward 12	60
<b>Total</b>	<b>720.5</b>

- 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 2019 by superintendency areas and Trustee Ward is found on the tables below:

<b>Area</b>	<b>Number of Schools That Have Re-organized by Area</b>
Area 01	10
Area 02	7
Area 03	10
Area 04	7
Area 05	10
Area 06	10
Area 07	11
Area 08	12
<b>Total</b>	<b>77</b>

<b>Trustee Ward</b>	<b>Number of Schools That Have Re-organized by Trustee Ward</b>
Ward 01	6
Ward 02	4
Ward 03	5
Ward 04	5
Ward 05	9
Ward 06	5
Ward 07	5
Ward 08	12

Ward 09	8
Ward 10	3
Ward 11	8
Ward 12	7
<b>Total</b>	<b>77</b>

- b. Re-organization during the September 2019 occurred during three distinct iterations:
- September 4, 2019 – these changes occurred due to a significantly increased enrolment variance from our projected versus our actual enrolment metrics. *No schools encountered this ‘day 2’ re-organization.*
  - September 20, 2019 – as a response to the TCDSB’s requirement to meet Ministry Compliance targets for ELP class size, Primary Class Class, and Junior/Intermediate targets. *This impacted 68 schools.*
  - September 26, 2019 – due to a further increase in enrolment, an additional infusion of Junior/Intermediate allocations was required in order for us to achieve our 24.50 aggregate total. *This impacted 9 schools.*

Combined grade classes are not new to TCDSB or any other district school board in the province. For the 2019-2020 school year, TCDSB has 720.5 combined grade classes representing 26.86% 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. The table below represents a five-year summary of combined grade classes.

<b>5-YEAR SUMMARY OF SYSTEM COMBINED GRADE SNAPSHOT</b>	
<b>SCHOOL YEAR</b>	<b>TOTAL SYSTEM NUMBER OF COMBINED GRADE CLASSES</b>
<b>2015 - 2016</b>	<b>791.00</b>

<b>2016 - 2017</b>	<b>748.00</b>
<b>2017 - 2018</b>	<b>764.50</b>
<b>2018 - 2019</b>	<b>734.50</b>
<b>2019-2020</b>	<b>720.50</b>

**Note:** the residual amount of .50 from the 720.50 is a direct result of special programs at Cardinal Carter of the Arts (grade 7-8; The Arts), St. Bonaventure (grade 6-7; Extended French) and St. Vincent de Paul (grade 5-6; Extended French).

## **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.

## 2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

A = Annual Report

P = Policy Metric Report

Q = Quarter Report

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

## 2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

14	October (A)	Student Achievement	International Languages Program Report	Associate Director Academic Services
15	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO); the Grade 9 Assessment of Mathematics; and the OSSLT Assessment (EQAO)	Associate Director Academic Services
16	October (A)	Student Achievement	<u>S.22 Religious Accommodation Policy Report</u> and <u>S.S.02 Opening or Closing Exercises Policy Report</u>	Associate Director Academic Services
17	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
18	November (P)	Student Achievement	Elementary Catholic School Leadership Impact Team Report	Associate Director Academic Services
19	November (P)	Student Achievement	<u>S.24 Combined (Split) Grade Classes for Elementary Schools Policy Report</u>	Associate Director Academic Services



## 2019 REVISED CALENDAR OF ANNUAL REPORTS & POLICY METRICS

<b>20</b>	December (A/P)	Student Achievement	Accountability Framework for Special Education and <u>S.P.01 Special Education Programs and Services Policy Metric</u>	Associate Director Academic Services
<b>21</b>	December (P)	Student Achievement	<u>S.10 Catholic School Parent Council Policy Metric</u>	Associate Director Academic Services
<b>22</b>	December (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services

# STUDENT ACHIEVEMENT AND WELL BEING

## PENDING LIST TO NOVEMBER 7, 2019

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Sep-19 Student Achievement	TBC	Student Achievement	Report regarding how a case log of legal opinions given to the TCDSB, with respect to our Catholic denominational rights, can be put together and report back to Student Achievement Committee by October 2019 at the earliest ( <b>Recommendation from Catholic Education and Living our Catholic Values Sub-Committee: Build a Repository of Cases, Research and Rulings for Precedents and References on Issues relating to our Catholic Faith and Morals Teaching, Doctrines and Pastoral Care (Approved March 1, 2018)</b> )	General Legal Counsel
2	Sep-19 Student Achievement	TBC	Student Achievement	Report regarding options to address overcrowding at Central and South Etobicoke Catholic Secondary schools and that all viable options and available lands in Etobicoke Centre be investigated and considered ( <b>Consideration of Motion from Trustee de Domenico regarding Central Etobicoke Secondary School Accommodations</b> ).	Associate Director of Facilities, Business and Community Development
3	Sep-19 Student Achievement	TBC	Student Achievement	Report on the re-establishment of the Budget Committee that would report to Corporate Services, Strategic Planning and Property Committee ( <b>2019-2020 Operating Budget</b> )	Director of Education/ Associate Director of Facilities,

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
				Impacts from Delayed Implementation of Employee Paid Parking)	Business and Community Development